

Original Research Article

MELCs-Based Strategic Intervention Materials (SIMS) for Araling Panlipunan 5

ABSTRACT

The study developed and validated Strategic Intervention Materials (SIMs) in teaching Araling Panlipunan 5 particularly on Philippine History concepts. The SIMs contain lessons based on the most essential learning competencies (MELCs). The following are provided for in every lesson: objectives and instructional characteristics mainly guide card, activities card, assessment card, enrichment card, and reference card. The Research and Development (R & D) method, also known as research-based development methodology, was employed. The following steps were followed: 1) preliminary preparation; 2) detailed writing specifications; 3) writing the SIMs; 4) preparation for the initial draft of the SIMs; 5) content validation of the SIMs to panel of experts; 6) revision of the SIMs based from the evaluators' comments and suggestions; and 7) final production of the SIMs. Data were gathered using two instruments namely: a) Survey Checklist on the Needs-based Assessment for the Development of Strategic Intervention Materials (SIMs) in Araling Panlipunan 5; and b) Content Validation scale to determine the validity of the Strategic Intervention Materials in teaching Araling Panlipunan 5, Philippine History concepts. The content validity of the SIMs was determined using the weighted mean. The results revealed that the SIMs in teaching Araling Panlipunan 5, Philippine History concepts, met the requirements for developing instructional materials as manifested by the overall mean of 3.993 with descriptive interpretation as highly valid. The Strategic Intervention Materials in Araling Panlipunan 5, Philippine History concepts is recommended for use and to further validate and determine its effectiveness, and so that it can be further revised and refined. Similar research is recommended to continue the development of Strategic Intervention Materials in other grade levels in the Araling Panlipunan Curriculum.

Keywords: MELCs-based, Strategic5, Intervention, Materials, Philippine, History

INTRODUCTION

The Philippine educational system plays an important role in shaping the lives of Filipino learners in all levels of learning. The central role of learning materials is to enhance knowledge and improve the performance of the learners in school (Smart and Jagannathan, 2018). Thakur (2015) stated that learning materials enable learners to become more motivated and interested in learning the target lesson. Likewise, Guillermo (2017) explained that teacher-made materials pave the way to quality instruction. It helps students to quickly grasp information because they are directly involved in the discussion proper. It is noted further that Department of Education reiterated the need for adequate provision of relevant, appropriate, and contextualized intervention materials to supplement the use of course textbooks and self-learning modules on the development of locally produced teaching materials.

With the current education dilemma due to COVID-19 pandemic, intervention learning materials are needed to facilitate greater improvement for learner's performance in their studies. As such, E-learning has been approved to meet the problems and challenges of students for their continuous education. However, education ministries in many countries are worried that relying exclusively on online strategies will affect less fortunate and low-income families. According to Saavedra (2020), the appropriate method in most countries is to use all possible delivery modes with today's current structure.

To cater the problems and challenges of learners particularly in the Philippines on the issue of online classes, Department of Education implemented the DepEd Order No. 012 "Adaptation of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in the light of the COVID-19 Public Health Emergency". With this, DepEd employed multiple Learning Delivery Modalities (LDMs) to ensure the continued provision of learning opportunities to its learners. This can be done through alternative learning like blended learning, distance learning, and home schooling. COVID-19 called for the DepEd to be innovative and practical in delivering quality, accessible, relevant and liberating education (D.O. 18 s. 2020). Like any other division, DepEd Division of Laoag City has launched alternative learning for school-going learners through Radio and Television Based Instruction (RTBI), online, modular printed, modular digital, and blended learning to be responsive to the needs of the learners in this dilemma.

Schools Division of Laoag City continues to cope with the challenges caused by the pandemic as well as the implementation of DepEd Order No. 18 s. 2020 particularly on the modular learning modality. The study of Dangle & Sumaoang (2020) showed that the main challenges that were evident are lack of school funding in the production and delivery of modules, students struggle with self-studying, inappropriate level of assessment, unaligned objectives to some exercises and lack of varied activities found in the Self Learning Modules (SLMs). Furthermore, the study of Castroverde and Acala (2021) showed challenges on low scores of the learners in the implementation of modular classes. The teachers find it difficult to check outputs with no answers as it indicates that they have nothing to record with regards to the students' performance. On top of that, the fact that students have no answers means that students are not interested in the process of learning. Hence, some of the activities and exercises found in the SLMs are not appropriate to the level of the learners. Thus, low scores of students challenge the teachers to find alternative ways on how to supplement and reinforce every student's performance.

Moreover, Barcenas and Bihon (2021) stressed struggles for independent learning attributed to the mechanics of self-learning modules. The excessive volumes of unaligned learning activities induce academic burn out and distress to students. The problems on independent learning is associated to the cognitive level of the students to the degree of difficulty of the modules. In fact, the organized themes of responses revealed (1) bombarded activities, (2) hard lessons, and (3) modular errors were the problems impeding independent learning.

Several findings mentioned above conforms to the experiences of students, teachers and parents of Agripino P. Santos Elementary School during the End of the School Year PTA meeting that students really need a more effective kind of intervention as to instructional learning activities to support the holistic development of learners, particularly in the Social Studies. The inadequate resources for modular classes need an intervention material that suffice learning outcome to continuously improve it toward realizing the Department of Education's vision of 21st-century education for all Filipino learners, anytime, anywhere. With this, the study looks into the development and validation of Strategic Intervention Materials that will make lessons more interactive, interesting, and lifelong in

teaching Philippine History for Grade 5 learners. Specifically, it sought to answer the following questions.

1. What Most Essential Learning Competencies (MELCs) need Strategic Intervention Materials (SIMs) in teaching Araling Panlipunan 5 as perceived by the teachers?
2. What Strategic Intervention Materials can be developed in teaching Araling Panlipunan 5?
3. How valid is the Strategic Intervention Materials in terms of:
 - 3.1 objectives; and
 - 3.2 instructional quality;

Significance of the Study

With the goal to improve the quality of instruction, the researcher conducted a survey through a survey checklist and validated the developed Strategic Intervention Materials to further facilitate the teaching and learning process. Hence, this Strategic Intervention Materials is significant to the following:

Students. This Strategic Intervention Materials may develop the learners' ability to think critically, improve conceptual knowledge, reinforce and remediate ideas, write and draw, make creative reports, do researches as well as develop their leadership potential.

Teachers. This Strategic Intervention Materials is an attempt to improve the quality of instruction in Araling Panlipunan 5 and make lessons more interactive, interesting and meaningful to students.

School Administrators. This Strategic Intervention Materials in Araling Panlipunan 5 may help the school administrators to produce a contextualized instructional material to facilitate the teaching and learning process which will keep them abreast to the latest trends and issues in the field.

Curriculum Material Developers. The Strategic Intervention Materials may serve as the basis for designing a lesson model and enhancing instruction that will benefit the learners.

Researchers. This study will be their basis in conducting similar studies on the development of instructional materials to enhance learners' competence.

Scope and Delimitation

The study is focused on the development and validation of Strategic Intervention Materials as an aid in the teaching of Araling Panlipunan 5 through survey checklist based on the Most Essential Learning Competencies (MELCs) provided by the Department of Education. All Grade 5 teachers teaching Araling Panlipunan 5 in the Schools Division of Laoag City were the respondents.

The developed materials, as a product of this study, also required validation from the panel of experts carefully chosen according to their educational background, expertise and experience in teaching Araling Panlipunan 5. Five (5) members composed the team of

validators identified as follows: one Education Supervisor in Social Studies from DepEd Division of Laoag City; one curriculum expert from the Curriculum Division of DepEd Division of Laoag City; one two textbook writer and content validators; one Master Teacher in elementary specializing in Araling Panlipunan; one IT specialist from an HEI and one professor in Philippine History from an HEI in the province, respectively. The team took the responsibility in validating the developed Strategic Intervention Materials in terms of objectives, and instructional quality such as guide card, activities card, assessment card, enrichment card, and reference card. Their evaluation and comments were considered for the revision of the final version of the SIMs.

Research Design

This study employed research and development (R&D) design in the development of Strategic Intervention Materials (SIMs) in Araling Panlipunan 5. The R and D model comprises creative work systematically undertaken to increase knowledge, including knowledge to devise new techniques and applications, particularly in teaching and learning (OECD, 2013).

This study underwent three stages– the planning stage, development stage and the validation stage. The planning stage comprised two specific stages, namely: preliminary preparation and detailed writing specification. Before the writing of the Strategic Intervention Materials (SIMs), the researcher had to go over the basic textbook in Araling Panlipunan 5 and the Most Essential Learning Competencies (MELCs). The list of competencies were adapted from the list of MELCs issued by the Department of Education. Moreover, the researcher conducted a preliminary survey checklist on the extent of the need for the development of SIMs among Araling Panlipunan 5 teachers in the School's Division of Laoag City across three districts. All teachers teaching Araling Panlipunan 5 within the three districts in the said division were the respondents of the preliminary survey. In addition, the researcher undertook revisions on the materials based on the panel of experts' comments and suggestions.

The development stage involved the writing of the SIMs. After all the important information were gathered, the researcher started on the development of SIMs based on felt need by the teachers. The researcher listed down the activities needed to develop each objectives and the steps in undertaking each Strategic Intervention Material. Each learning activity had the following parts: guide card, activities card, assessment card, enrichment card and reference card. In addition to these were the formulation of guidelines for the format of technical details, management, techniques and modes of presentation of the materials.

The validation stage focused on the content validation, revision and finalization of the SIMs. The panel of experts validated the content of the SIMs in terms of content objectives and instructional characteristics (guide card, activity card, assessment card, enrichment card and reference card) adapted from Dela Cruz (2007) as cited by Domingo (2016). This is a 20-item validation scale used by the evaluators in determining the content validity of the SIMs.

Research Instrument

The researcher utilized two assessment instruments as tools in gathering data for the study: 1) a survey checklist made by the researcher to determine the extent of need of Grade 5 teachers teaching Araling Panlipunan 5 in the development of SIMs based from the Most Essential Learning Competencies (MELCs) issued by the Department of Education,

and 2) a modified content validation rating scale used by Dela Cruz (2007) as cited by Domingo (2016).

The first instrument was developed by the Department of Education Central Office in 2020 through Division Memorandum No. 89 s. 2020. It aims to elicit the respondents' idea through identifying the extent of need for SIMs in Araling Panlipunan 5. Within the instrument is a list of learning competencies in Araling Panlipunan 5 based on the K to 12 Most Essential Learning Competencies (MELCs).

The respondents were tasked to read the specific learning tasks or skills and rate them according to the necessity of preparing SIMs based on their actual needs. The survey checklist covers the four quarter periods based on the academic calendar of the Department of Education.

The content validation instrument was used by Dela Cruz (2007) in his study and was cited by Domingo in 2016. The first part requires some information of the evaluator's personal and professional background and is immediately followed by the criteria for the validation of the SIMs with regard to: a) content objectives; and b) instructional quality along: b.1) guide card, b.2) activity card, b.3) assessment card, b.4) enrichment card and b.5) reference card.

RESULTS AND DISCUSSION

This portion presents the respondents' perceived need for Strategic Intervention Materials concerning the most essential learning competencies (MELCs) for AP 5. MELCs with a range of mean from 2.61 – 4.00 were subject for the development of SIMs in the said subject.

Table 1. The Extent of Need for Strategic Intervention Materials (SIMs) in Araling Panlipunan 5 for Quarter I (n=37)

No.	Most Essential Learning Competencies	Mean	Descriptive Interpretation
1	Naipaliliwanag ang kaugnayan ng lokasyon sa paghubog ng kasaysayan	3.22	MN
2	Naipaliliwanag ang pinagmulan ng Pilipinas batay sa: a. Teorya (Plate Tectonic Theory); b. Mito; at c. Relihiyon	3.38	HN
3	Natatalakay ang pinagmulan ng unang pangkat ng tao sa Pilipinas: a. Teorya (Austronesyano); b. Mito (Luzon, Visayas, Mindanao); at c. Relihiyon	3.41	HN
4	Nasusuri ang paraan ng pamumuhay ng mga sinaunang Pilipino sa panahong Pre-kolonyal.	3.32	HN
5	Nasusuri ang pang-ekonomikong pamumuhay ng mga Pilipino sa panahong kolonyal: a. panloob at panlabas na kalakalan; b. uri ng kabuhayan (pagsasaka, panggingisda, panghihiram o pangungutang, pangangaso, slash and burn, pangangayaw, pagpapanday, paghahabi at iba pa)	3.14	MN
6	Nasusuri ang sosyo-kultural at politikal na pamumuhay ng mga Pilipino: a. sosyo-kultural na halimbawa: 1) pagsamba- animismo, anituismo, at iba pang ritwal; 2) pagbabatok/ pagbabatik; 3) paglilibing	3.22	MN

	(mummification primary/ secondary burial practices); 4) paggawa ng bangka; 5) pagpapalamuti (kasuotan, alahas, tattoo, pusad/halop); 6) pagdaraos ng mga pagdiriwang; at b. politikal (e.g. namumuno, pagbabatas at paglilitis)		
7	Natatalakay ang paglaganap at katuruan ng Islam sa Pilipinas.	3.08	MN
8	Napahahalagahan ang kontribusyon ng sinaunang kabihasnang Asyano sa pagkabuo ng lipunang at pagkakakilanlang Pilipino.	3.24	MN
Composite Mean		3.25	MN
Legend:	Range of Means	Descriptive Interpretation	
	3.26 – 4.00	Highly Needed (HN)	
	2.51 – 3.25	Moderately Needed (MN)	
	1.76 – 2.50	Slightly Needed (SN)	
	1.00 – 1.75	Not Needed (NN)	

Extent of Need for SIMs in Araling Panlipunan 5 for Quarter I. Table 1 shows the extent of need for Strategic Intervention Materials (SIMs) for Quarter I. It can be seen in the table that the teachers teaching Araling Panlipunan 5 perceived the necessity of preparing SIMs as moderately needed in the seven learning competencies while one learning competency obtained highly needed in Quarter I having been obtained a composite mean of 3.25.

The table shows that 3 out of 8 learning competencies were rated by the respondents as highly needed. This item include, natatalakay ang pinagmulan ng unang pangkat ng tao sa Pilipinas batay sa: a. Teorya (Austronesyano); b. Mito (Luzon, Visayas, Mindanao); at c. Relihiyon (M=3.41), Naipaliliwanag ang pinagmulan ng Pilipinas batay sa: a. Teorya (Plate Tectonic Theory); b. Mito; at c. Relihiyon (M=3.38), and Nasusuri ang paraan ng pamumuhay ng mga sinaunang Pilipino sa panahong Pre-kolonyal (M=3.32). This indicates that the respondents recognize the significance of differentiated activities to facilitate in depth understanding for maximum learning in the lesson.

Additionally, Guillermo (2017) explained that instructional materials facilitate classroom discussion, allowing students to readily absorb information and become active participants in the subject at hand. As a result, it can be deduced that language skills require suitable instructional resources in order to facilitate the teaching and learning process.

In particular, the respondents claimed that strategic intervention materials are moderately needed for seven competencies with a composite mean of 3.25, namely, napahahalagahan ang kontribusyon ng sinaunang kabihasnang Asyano sa pagkabuo ng lipunang at pagkakakilanlang Pilipino (M = 3.24), naipaliliwanag ang kaugnayan ng lokasyon sa paghubog ng kasaysayan (M = 3.22), nasusuri ang sosyo-kultural at politikal na pamumuhay ng mga Pilipino sa sosyo-kultural at pampolitikal (M = 3.22), nasusuri ang pang-ekonomikong pamumuhay ng mga Pilipino sa panahong kolonyal (M = 3.14), and natatalakay ang paglaganap at katuruan ng Islam sa Pilipinas (3.08). This indicates that respondents recognize the significance of differentiated activities to facilitate in depth understanding for maximum learning in the lesson.

This finding conformed the study of Padios (2020) on a culture-based learning material to nurture the soft skills of a 21st century. His study discovered that by using culture-based learning materials, social studies teachers can improve their effectiveness in

teaching the subject's content. Additionally, they can instill these soft skills through the subject's content.

Table 2. The Extent of Need for Strategic Intervention Materials (SIMs) in Araling Panlipunan 5 for Quarter II (n=37)

No.	Most Essential Learning Competencies	Mean	Descriptive Interpretation
1	Naipapaliwanag ang mga dahilan ng kolonyalismong Espanyol.	3.35	HN
2	Nasusuri ang mga paraan ng pagsasailalim ng katutubong populasyon sa kapangyarihan ng Espanya: a. Pwersang militar/divide and rule; at b. Kristyanisasyon	3.38	HN
3	Nasusuri ang epekto ng mga patakarang kolonyal na ipinatupad ng Espanya sa bansa: a. Patakarang pang-ekonomiya (Halimbawa: Pagbubuwis, Sistemang Bandala, Kalakalang Galyon, Monopolyo sa Tabako, Royal Company, Sapilitang Paggawa at iba pa); at b. Patakarang pampolitika (Pamahalaang kolonyal).	3.46	HN
Composite Mean		3.40	HN

Legend:	Range of Means	Descriptive Interpretation
	3.26 – 4.00	Highly Needed (HN)
	2.51 – 3.25	Moderately Needed (MN)
	1.76 – 2.50	Slightly Needed (SN)
	1.00 – 1.75	Not Needed (NN)

Extent of Need for SIMs in Araling Panlipunan 5 for Quarter II. Table 2 displays the extent of the need for Strategic Intervention Materials for the MELCs for Quarter II. It can be gleaned that it is highly needed to develop SIMs for Quarter II with an obtained composite mean of 3.40. The respondents claimed that Strategic Intervention Materials (SIMs) are highly needed in all competencies mainly, nasusuri ang epekto ng mga patakarang kolonyal na ipinatupad ng Espanya sa bansa: a. Patakarang pang-ekonomiya (Halimbawa: Pagbubuwis, Sistemang Bandala, Kalakalang Galyon, Monopolyo sa Tabako, Royal Company, Sapilitang Paggawa at iba pa); at b. Patakarang pampolitika (Pamahalaang kolonyal) (M = 3.36).

This implies that a meaningful understanding of the concepts is best achieved when supplemented by Strategic Intervention Materials (SIMs). Further, it means that learners will be able to share reactions and opinions as well as comprehend reading in Philippine History when exposed to many valid learning materials. This conclusion supports Macarayan's (2007) assertion that the Social Studies Curriculum can be implemented successfully with adequate and sustainable materials and the collaborative engagement of both children and teachers.

Table 3. The Extent of Need for Strategic Intervention Materials (SIMs) in Araling Panlipunan 5 for Quarter III (n=37)

No.	Most Essential Learning Competencies	Mean	Descriptive Interpretation
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1	Naipaliliwanag ang mga paraan ng pagtugon ng mga Pilipino sa kolonyalismong Espanyol (Halimbawa: Pag-aalsa, pagtanggap sa kapangyarihang kolonyal/kooperasyon)	3.41	HN
2	Napahahalagahan ang pagtatanggol ng mga Pilipino laban sa kolonyalismong Espanyol	3.27	HN
3	Natatalakay ang impluwensya ng mga Espanyol sa kultura ng mga Pilipino	3.41	HN
4	Nasusuri ang kaugnayan ng pakikipaglaban ng mga Pilipino sa pag-usbong ng nasyonalismong Pilipino	3.51	HN
5	Napahahalagahan ang mga Katutubong Pilipinong lumaban upang mapanatili ang kanilang kasarinlan	3.43	HN
Composite Mean		3.41	HN

Legend:	Range of Means	Descriptive Interpretation
	3.26 – 4.00	Highly Needed (HN)
	2.51 – 3.25	Moderately Needed (MN)
	1.76 – 2.50	Slightly Needed (SN)
	1.00 – 1.75	Not Needed (NN)

Extent of Need for SIMs in Araling Panlipunan 5 for Quarter III. There are 5 MELCs for Araling Panlipunan 5 in Quarter III. The extent of the need for Strategic Intervention Materials as perceived by the teacher-respondents is shown in Table 3. The composite mean of 3.41, interpreted as highly needed, suggests that the teachers recognized the necessity of producing SIMs to achieve a meaningful understanding of the key ideas, concepts, and principles for better communication, improved critical thinking, and appreciation of Philippine History.

Specifically, 5 competencies were rated as highly needed. This includes nasusuri ang kaugnayan ng pakikipaglaban ng mga Pilipino sa pag-usbong ng nasyonalismong Pilipino (M = 3.51), napahahalagahan ang mga Katutubong Pilipinong lumaban upang mapanatili ang kanilang kasarinlan (M = 3.43), naipaliliwanag ang mga paraan ng pagtugon ng mga Pilipino sa kolonyalismong Espanyol (M = 3.41), napahahalagahan ang pagtatanggol ng mga Pilipino laban sa kolonyalismong Espanyol (M = 3.27), and natatalakay ang impluwensya ng mga Espanyol sa kultura ng mga Pilipino (M = 3.41). This implies that student needs more valid dynamic activities for better outcomes in Philippine History concepts and to fully develop their critical thinking skills.

This is consistent with Ortal's (2010) results that interactive exercises increase pupil engagement and activity during class discussions due to the direct, hands-on activities that make learning lasting and effective. This means that a variety of resources will provide an opportunity for learners to develop holistically.

Table 4. The Extent of Need for Strategic Intervention Materials (SIMs) in Araling Panlipunan 5 for Quarter IV (n=37)

No.	Most Essential Learning Competencies	Mean	Descriptive Interpretation
1	Naipaliliwanag ang mga salik na nagbigay daan sa pag-usbong ng nasyonalismong Pilipino	3.51	HN
2	Naipaliliwanag ang pananaw at paniniwala ng mga Sultanato (Katutubong Muslim) sa pagpapanatili ng kanilang Kalayaan	3.39	HN
3	Natataya ang partisipasyon ng iba't ibang rehiyon at sektor (katutubo at kababaihan) sa pakikibaka ng bayan	3.22	MN

4	Natataya ang partisipasyon ng iba't ibang rehiyon at sektor (katutubo at kababaihan) sa pakikibaka ng bayan	3.46	HN
Composite Mean		3.40	HN
Legend:	Range of Means	Descriptive Interpretation	
	3.26 – 4.00	Highly Needed (HN)	
	2.51 – 3.25	Moderately Needed (MN)	
	1.76 – 2.50	Slightly Needed (SN)	
	1.00 – 1.75	Not Needed (NN)	

Extent of Need for SIMs in Araling Panlipunan 5 for Quarter IV. Table 4 shows the respondents' ratings on the necessity to prepare Strategic Intervention Materials for the 4 MELCs in Quarter IV. Overall, the respondents saw the necessity of preparing Strategic Intervention Materials in all the 4 most essential learning competencies as highly needed and moderately needed with a composite mean of 3.40. This suggests that the respondents believe that preparing materials for these competencies will hone learners' cognition on the concept of nationalism and patriotism towards our country.

Specifically, three out of 4 MELCs were rated as highly needed. This includes natataya ang partisipasyon ng iba't ibang rehiyon at sektor (katutubo at kababaihan) sa pakikibaka ng bayan (M = 3.46), Naipaliliwanag ang pananaw at paniniwala ng mga Sultanato (Katutubong Muslim) sa pagpapanatili ng kanilang Kalayaan (M=3,39), and naipaliliwanag ang mga salik na nagbigay daan sa pag-usbong ng nasyonalismong Pilipino (M = 3.51). This means that a thorough understanding of Philippine History themes, notably nationalism and patriotism, may aid learners in developing their capacity for effective communication. One respondent claimed that a deeper understanding of Philippine History particularly on the topic of nationalism and patriotism would enable learners to express themselves creatively and accurately.

On the other hand, the competencies that were rated moderately needed is ang partisipasyon ng iba't ibang rehiyon at sektor (katutubo at kababaihan) sa pakikibaka ng bayan (M = 3.22). This indicates that teachers consider these competencies to have a lesser extent in the preparation of Strategic Intervention Materials. This finding conforms the study of Monje (1999) as cited by Padios (2020), that teachers need to explore the most suitable activities to cater the levels of students. Moreover, this implies that resource materials are teaching aids that augment textbooks and widen the scope of subjects being taught. Table 5. Summary on the needs assessment for Strategic Intervention Materials (SIMs) in Araling Panlipunan 5 from Quarter I-IV (n=37)

Most Essential Learning Competencies	Mean	Descriptive Interpretation
Quarter I	3.25	Moderately Needed
Quarter II	3.40	Highly Needed
Quarter III	3.41	Highly Needed
Quarter IV	3.40	Highly Needed
Composite Mean	3.37	Highly Needed
Legend:	Range of Means	Descriptive Interpretation
	3.26 – 4.00	Highly Needed (HN)
	2.51 – 3.25	Moderately Needed (MN)
	1.76 – 2.50	Slightly Needed (SN)
	1.00 – 1.75	Not Needed (NN)

Overall Mean Summary. The overall mean of 3.37 indicates that the strategic Intervention Materials in Araling Panlipunan 5 are highly needed to address the attainment of

the most essential learning competencies. Further, the result implies that the respondents recognize the need for this material to enhance learners' competence. Each quarter's composite mean ranges from 3.41 to 3.25 which is interpreted as moderately needed to highly needed. This finding suggests that the development of such Strategic Intervention Materials in Araling Panlipunan 5 is necessary.

Content Validation of the Strategic Intervention Materials (SIMs) for Araling Panlipunan 5

Table 6. Results of the content validation of the objectives of SIMs 1-20

Criteria	Mean Rating	Descriptive Interpretation
A. Objectives		
The objectives of the SIMs are:		
1. specific	4.00	HV
2. clearly stated	4.00	HV
3. attainable	4.00	HV
Composite Mean	4.00	HV
Legend:	Range of Means	Descriptive Interpretation (DI)
	3.26 – 4.00	Highly Valid (HV)
	2.51 – 3.25	Moderately Valid (MV)
	1.76 – 2.50	Slightly Valid (SV)
	1.00 – 1.75	Not Valid (NV)

A. Objectives. Table 6 shows the results of the validation assessment done by the panel of experts about the objectives of the Strategic Intervention Materials (SIMs). The results show that the evaluation generally considered the objectives as highly valid with a composite mean rating of 4.0 for the twenty SIMs. This indicates that the objectives are specific, clearly stated and attainable with the given activities. The obtained results support Monje (1999) as cited by Padios (2020), that objectives, content activities, evaluative items, and instructional qualities were all legitimate and serve as a blueprint for more meaningful and effective result of the learning outcome.

This rating is very significant since effective learning materials are measured on how the objectives and learning outcomes are appropriately stated and attained.

B. Instructional Characteristics. The instructional characteristics of the twenty SIMs are those found in the guide card, activity card, assessment card, enrichment card and reference card whose results are herein discussed.

Table 7. Results of the content validation of the instructional characteristics (guide card) of SIMs 1-20

Criteria	Mean Rating	Descriptive Interpretation
B.1 Guide Card		
1. Gives preview of what students will learn	4.00	HV
2. Stimulates interest in the topic	3.80	HV
3. Presents the focus skills:	3.90	HV
a. Mentions the learning competencies	4.00	
b. States at least 3 subtasks (activities)	4.00	
c. Builds on prior learning/pre-requisite skills	3.80	
d. Mentions the concrete outcome or	3.80	

	products students are expected to demonstrate/produce		
4.	Cites briefly activities	4.00	HV
5.	Challenges the learner in performing the task	4.00	HV
Composite Mean		3.94	HV

Legend:	Range of Means	Descriptive Interpretation (DI)
	3.26 – 4.00	Highly Valid (HV)
	2.51 – 3.25	Moderately Valid (MV)
	1.76 – 2.50	Slightly Valid (SV)
	1.00 – 1.75	Not Valid (NV)

B. 1. Guide Card. Table 7 shows that the mean rating that ranges from 3.80-4.00 and the composite mean rating of 3.94 are highly valid. This means that the guide card of the twenty SIMs give a preview of what the students will learn, present the focus skills, stimulate the interest of the learner, challenge him to perform task, and mention the concrete outcomes and products expected from the pupils.

Table 8. Results of the content validation of the instructional characteristics (activities card) of SIMs 1-20

Criteria	Mean Rating	Descriptive Interpretation
B.2 Activities Card		
1. Translates the focus	4.00	HV
2. Provides activities that:	3.97	HV
a. are organized based on the sequence of the focus skills (in the guide card)	4.00	
b. have clear directions	3.80	
c. provide examples to concretize the concepts/particularly those drawn from real-life experiences	4.00	
d. students can complete independently, in pairs or in small groups	4.00	
e. allows students to make discoveries and formulate ideas on their own	4.00	
f. guide and challenge students' thinking and learning	4.00	
g. use local date and situations	4.00	
3. Provides transition statements that recognize students' accomplishments	4.00	HV
4. Provides questions that:	4.00	HV
a. guide the development of concept or skill	4.00	
b. elicit the message or meaning that students can take away from activity or experience	4.00	
c. elicit an explanation, not one word answers	4.00	
d. establish the relationship between the topics or lessons now or are familiar to them	4.00	
e. develop the skills in the three domains	4.00	
Composite Mean	3.99	HV

Legend:	Range of Means	Descriptive Interpretation (DI)
	3.26 – 4.00	Highly Valid (HV)
	2.51 – 3.25	Moderately Valid (MV)
	1.76 – 2.50	Slightly Valid (SV)
	1.00 – 1.75	Not Valid (NV)

B. 2. Activity Card. As shown in table 8, all the parameters along activity card were rated by the panel of evaluators as highly valid as evidenced by the mean rating that range from 3.97-4.00 for SIMs 1 to 20. Respectively, it has an overall composite mean of 3.99 with the same descriptive interpretation. This signifies that the tasks featured in the activity card are properly arranged based on the sequence of the lessons, the directions are clear, and it provide examples to concretize Philippine History concepts which would guide and challenge the pupils to think and learn. Moreover, activity card also provides a transition statement that recognize students' accomplishment as well as activities that included higher order thinking skills and mastery learning.

Table 9. Results of the content validation of the instructional characteristics, (assessment card) of SIMs 1-20

Criteria	Mean Rating	Descriptive Interpretation
B.3 Assessment Card		
1. Provides exercises, drills, or activities that allows students to:	4.00	HV
a. assess understanding of what they have learned and correct errors when appropriate	4.00	
b. monitor their learning and use feedback about their progress	4.00	
2. Formulated in standard test formats to give students practice in test-making techniques	4.00	HV
3. Give clear direction	4.00	HV
4. Provides an answer key (in a separate card)	4.00	HV
Composite Mean	4.00	HV

Legend:	Range of Means	Descriptive Interpretation (DI)
	3.26 – 4.00	Highly Valid (HV)
	2.51 – 3.25	Moderately Valid (MV)
	1.76 – 2.50	Slightly Valid (SV)
	1.00 – 1.75	Not Valid (NV)

B. 3. Assessment Card. Table 9 displays the validation result of the panel of evaluators to the assessment cards of the twenty SIMs. The evaluators considered each SIMs to be highly valid as indicated by the overall composite mean rating of 4.00. This indicates that the assessment card of the developed SIMs is highly valid in terms of providing exercises that allow pupils to assess their understanding of the concepts presented, and in giving the pupils the chance to monitor their learning progress. In addition, feedback on the pupils' progress was supplied and clearly defined in order to further drive learning.

Table 10. Results of the content validation of the instructional characteristics (enrichment card) of SIMs 1-20

Criteria	Mean	Descriptive
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	Rating	Interpretation
B.4 Enrichment Card		
1. Produces activities to reinforce the content of the lesson	4.00	HV
2. Provides opportunities for students to:	4.00	HV
a. apply what they have learned to other subject areas in new context	4.00	
b. work independently or in groups to explore answers to their own questions	4.00	
Composite Mean	4.00	HV
Legend:	Range of Means	Descriptive Interpretation (DI)
	3.26 – 4.00	Highly Valid (HV)
	2.51 – 3.25	Moderately Valid (MV)
	1.76 – 2.50	Slightly Valid (SV)
	1.00 – 1.75	Not Valid (NV)

B. 4. Enrichment Card. Table 10 reveals the validation result of the panel of evaluators as to the enrichment cards of the twenty SIMs. The evaluators rated the enrichment card of each SIMs to be highly valid as indicated by the composite mean rating of 4.0. These ratings indicate that the enrichment cards give activities to reinforce the content of the lesson and provide opportunity for learners to apply what they have learned to other subject areas in new contexts. In addition, the activities on the enrichment card allowed students to work independently and explore answers within their community.

Table 11. Results of the content validation of the instructional characteristics (enrichment card) of SIMs 1-20

Criteria	Mean Rating	Descriptive Interpretation
B.4 Enrichment Card		
1. Produces activities to reinforce the content of the lesson	4.00	HV
2. Provides opportunities for students to:	4.00	HV
a. apply what they have learned to other subject areas in new context	4.00	
b. work independently or in groups to explore answers to their own questions	4.00	
Composite Mean	4.00	HV
Legend:	Range of Means	Descriptive Interpretation (DI)
	3.26 – 4.00	Highly Valid (HV)
	2.51 – 3.25	Moderately Valid (MV)
	1.76 – 2.50	Slightly Valid (SV)
	1.00 – 1.75	Not Valid (NV)

B. 5. Reference Card. In the reference card, the ratings of the panel of evaluators indicated a composite mean rating of 4.00 across twenty SIMs, respectively, with a descriptive interpretation of highly valid. This means that the references supplied readings related to the subject matter and into the students' personal experiences. Similarly, additional material not contained in the textbook was presented and thoroughly discussed. In addition, a list of resources learners may consult for further study was provided. These

ratings only means that it is considered as the strength of the twenty SIMs since it has a simplified but instructive overview of the topics and serves as reading material for the students.

Table 12. Summary of the results of the content validation of SIMs 1-20.

Criteria	Mean Rating	Descriptive Interpretation
A. Objectives	4.000	HV
B. Instructional Characteristics	3.986	HV
B1. Guide Card	3.94	
B.2. Activities Card	3.99	
B.3. Assessment Card	4.00	
B.4. Enrichment Card	4.00	
B.5. Reference Card	4.00	
Composite Mean	3.993	HV
Legend:	Range of Means	Descriptive Interpretation (DI)
	3.26 – 4.00	Highly Valid (HV)
	2.51 – 3.25	Moderately Valid (MV)
	1.76 – 2.50	Slightly Valid (SV)
	1.00 – 1.75	Not Valid (NV)

Summary of the Results of the Content Validation of SIMs. Table 12 shows the summary of the evaluation of the strategic intervention materials. The developed materials were found to be very highly valid as to the objectives (M = 4.00), guide card (M = 3.94), activities card (M = 3.99), assessment card (M = 4.00), enrichment card (M = 4.00), and reference card (M = 4.00). Respectively, the SIMs has a composite mean of 3.99 with a descriptive interpretation of highly valid. Generally, the strategic intervention materials are very highly valid, indicating that they possess the characteristics of an acceptable curriculum support material in Araling Panlipunan 5.

The evaluation results conform to the suggestion of Padaca (2020), that good instructional materials must be linked to the curriculum they serve, be authentic in terms of text and task, stimulate interaction, allow learners to focus on the formal aspect of language, encourage learners to develop skills in learning how to learn, and encourage learners to apply their developing language skills to the world beyond the classroom.

Conclusion

Based on the findings mentioned above, it can be concluded that there is a need for strategic intervention materials based on the most essential learning competencies (MELCs) in Araling Panlipunan 5.

The learning materials developed in this study were found to be highly valid as to objectives and instructional characteristics. Hence, the strategic intervention materials can be used as an instructional resource by teachers during and after the pandemic as the material is flexible enough to the needs of time, both for on-site and alternative modes of instructional delivery.

It can also be concluded that the use of strategic intervention materials motivates students to learn Philippine History concepts because it offers interesting activities, relevant to real setting and easy are to understand. The above results is reflective of the Theory of Individualized Instruction which states that all students have unique requirements, and that a

personalized approach, particularly in terms of the activities students participate in and the rate at which they go through the curriculum, will be more effective. Moreover, according to Benjamin Bloom's Mastery Learning Theory, learning is indeed a hierarchical process. A pupil must undergo more activities that stress the objectives of the lesson to accumulate prerequisite skills and knowledge before moving to the next lesson.

In addition, the SIMs developed consists of several activities to cater to the different needs of the learners. It offers a variety of exercises to be accomplished by the students in order for them to master the needed skill prior to the next topic. These activities and exercises present an excellent opportunity to involve students in higher level of cognitive task such as analysis, synthesis and evaluative skills. Students will respond positively to the presented lesson if stimulating and varied activities are given.

Finally, the study affirms that teachers with their essential role in the educational system can affect the implementation of the K to 12 curriculum through the use of SIMs in teaching AP 5 leading to the attainment of the core values set forth by the Department of Education.

CONSENT (WHERE EVER APPLICABLE)

CONSENT

NONE

ETHICAL APPROVAL (WHERE EVER APPLICABLE)

There are no ethical issues in this study since it undergone from the careful and thorough review of the University Research Ethics Review Board (URERB) of Mariano Marcos State University (MMSU).

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