

## Development of an Expanded Module in MAPEH 9 Aligned with Strategic Intervention Material

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*Abstract* — This research endeavor aimed to determine the level of strategic intervention material used by the secondary education teachers in the Division of Pangasinan II, develop an expanded module in MAPEH 9 aligned to Strategic Intervention material, and assess the readability, usability, and content validity of the developed SIM. This study used descriptive survey methods since it involved recording, analyzing, and interpreting respondents' perceptions based on a questionnaire. It used a questionnaire checklist to determine the validity of a strategic intervention material in the new normal for P.E. subjects. The questionnaire was administered to the physical education teachers in the Schools Division of Pangasinan II secondary schools. Most public secondary MAPEH teachers in the Division of Pangasinan II responded to teacher-based SIM. It implies that the teacher-respondents utilized a strategic intervention material developed by the teacher. It also demonstrates the commitment of the teacher-respondents who developed strategies to connect with their students and assist them in their least mastered topics. The quality of the strategic intervention material along the dimension, content validity is highly valid. It obtained an overall weighted mean ranging between 3.52 to 3.71. This implies that the developed SIM was valid. It manifests that the development of the SIM is an ideal and efficient instrument for the teachers to impart their knowledge to teach students better. It is also organized based on the sequence of the focus skills, has explicit instruction, allows students to make discoveries and formulate their ideas, challenges students' thinking and learning, and uses local data and situations. The result revealed that it is essential to be organized in constructing the objectives that we want the learners to develop. It is significant to make instructions that will allow them to discover and formulate their ideas. The result presents that the developed SIM provides exercises, drills, or activities that will enable students to assess what they have learned and correct errors when appropriate. It also monitors the learning through the use of feedback about the progress of the learners. The activities are formulated in standard test formats to give students practice in test-taking techniques. It also offers clear instructions and answer keys. It also increases and deepens learners' understanding through enrichment activities.

*Keywords* — SIM, Least Mastered Competencies, MELCs, PE9, teacher-based

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## I. Introduction

The Department of Education, through the Bureau of Curriculum Development-Curriculum Standards Development Division, has created a list of the most crucial learning competencies in light of the COVID-19 epidemic and the resulting condensed academic year (MELCs). It ensures that each lesson meets the grade level and relevant performance and content standards. The ENDURANCE criterion was the only factor considered when determining the MELCs. The group of experts in charge of the MAPEH curriculum, guided by the requirements that a learning competency (L.C.) be useful in lifelong learning, acknowledges the role of the subject in providing the physical, health, and cultural literacies, artistic expression, skills necessary in acquiring the knowledge, and values to live a more meaningful life. The MELCs that have also been found closely align with other subject-specific competencies, upholding the integration of the curriculum.

Most Essential Learning Competencies (MELCs) are resources teachers can use to help them prioritize the most crucial learning competencies for students to develop or acquire in a crisis.

The Department of Education is critical in creating a nation with happier, healthier, and more enlightened citizens. The psychological, physiological, and social benefits of engagement in a student's life are provided via physical Education (P.E.). Physical education in schools is a crucial and vital route for children to learn and build life skills (Gibson, 2012). Additionally, it has been proven beneficial for emotional stress and mental health, both of which are evident in the current circumstances. It is essential to recognize the value of physical education because it is a tool for the natural growth of human beings.

Due to the remote learning setup brought on by the pandemic during this new normal, students and teachers may encounter extra challenges. It can be challenging to teach various student types who have varying intellectual abilities, talents, skills, interests, and learning styles, especially when the student body is heterogeneous. Teachers must design lessons for every student based on readiness, interests, and prior knowledge in this circumstance.

The development of an expanded module in MAPEH 9 aligned to SIM for the district of San Manuel, Pangasinan, under Modular Distance Learning through Strategic Intervention Material (SIM) in the wake of the COVID-19 pandemic encouraged the researcher to perform this study. A teaching tool for remediation is called Strategic Intervention Material (SIM). It is one of the strategies the Department of Education uses to improve the academic performance of pupils who struggle in class. It refers to the instructional tool used in classroom instruction to promote student engagement and, as a result, their level of knowledge (Dy, 2015). It usually reteaches the lessons to the students, so they understand them and aids in their acquisition of the necessary abilities (Rodrigo, 2015). The goals of SIM are to (a) correct learners' deficiencies, particularly in the least-learned competencies; (b) engage learners through fun activities; (c) pique learners'

attention by making the information appealing to the eye; and (d) motivate learners to think, do, and learn more.

Strategic Intervention Material (SIM) is a teaching tool designed to reinforce ideas and lessons that students performing below expectations at the national level are thought to have learned but can master if given prompt encouragement and support (Barredo, 2013). It is a teaching-learning toolkit created with both teachers and students in mind. Its objectives are to spark students' interests, help them learn concepts and abilities, and help them apply what they've learned to actual circumstances. SIM is thought to be the least-learned lesson (Dy, 2015).

Utilizing modules, instructors encourage individual study by their students. Teaching learners how to study more successfully on their own is one benefit of using modules for instruction. Students work together to grasp the concepts covered by the module's material. They develop a sense of responsibility as they complete the tasks outlined in the module. Without much or any help from others, the learners advance independently. They develop greater autonomy and knowledge (Nardo, M.T.B, 2017)

### **Literature Review**

High levels of physical activity are the goal of Physical Education, and research suggests that P.E. can improve students' health-related fitness and essential abilities, which are critical in the modern world. Experience with physical education is the primary motivator of future engagement, according to Rhodes and Kates (2018), and it does contribute to adults' good views toward physical activity (2015). Physical education must provide positive emotional experiences to promote lifetime physical activity. As a result, motivational mechanisms must be considered. The self-determination theory for physical education explains the different incentives that can be applied in the new normal teaching-learning process brought on by the epidemic. Motivation is one of the fascinating and essential facets of human psychology. In addition to keeping people joyful, it helps them accomplish at levels above their physical and mental capacities. Extrinsic and intrinsic motivation are two separate categories of motivation. When acts are carried out because they are fascinating or delightful to oneself, this is known as intrinsic motivation, a wholly voluntary form of motivation.

Favoring this notion, the researcher became curious and began investigating motivation's role in the teaching-learning process—even during pandemics. It will act as a guide for developing a valuable plan of instruction for physical education in the new normal. There won't be any or very little learning if there isn't motivation.

Constructivism is another theoretical foundation for this investigation. Constructivism is a crucial learning philosophy teacher apply to aid pupils in learning. It is predicated on the notion that individuals actively generate and create their information or ideas. Cognitive constructivism and social constructivism are two different schools of constructivism. The cognitive constructivism theory was influenced by Jean Piaget's work (1962). According to cognitive

constructivism, students develop cognitively at varying rates, which enables a method of information processing to emerge. This process occurs as experience is gained and applied to the real world. He influenced Lev Vygotsky's social constructivism (1987).

## II. Methodology

The questionnaire served as the study's primary data collection tool. It is a collection of standardized questions, also called items, that adhere to a predetermined format to gather individual data regarding one or more particular themes (Lavrakas, 2008). This was given to the physical education instructors in the several public schools in Pangasinan II's Schools Division.

The questionnaire was formulated in conformity with the specific problems of the study. The instrument covered three parts. The first part was the level of the strategic intervention material utilized by the MAPEH teachers, whether approved by the Division Office or teacher-based. The second part was the developed strategic intervention material for the new everyday teaching of P.E. subjects. The third was the validity of the developed strategic intervention material along with (a) readability, (b) usability in terms of Structure and Content, and (c) content validity. The data gathered from the respondents are tallied, tabulated, and presented in a series of tables.

The researcher personally handed out the questionnaire to the instructor responders, described the purpose of the study, and provided assurances regarding the privacy of the information gathered.

The researcher could summarize the results by calculating the frequency count, percentage, and weighted mean for the various indicators in the questionnaire. After the respondents completed the questionnaire, the data was examined.

The respondents' responses were totaled, calculated, and displayed in several tables. To address issue number 1. The selected strategic intervention material utilized by MAPEH instructors to teach physical education was identified using frequency counts and percentages.

The formula:

$$f = 1 / T$$

f denotes frequency and T stands for the time it takes to complete one wave cycle measured in seconds.

The formula:

$$\% = (f / n) \times 100$$

= total amount of items in your data = 20.

f = frequency (the number of times the item appears).

To answer problem 2. The researcher developed a strategic intervention material to be utilized by the physical education teacher in the Schools Division of Pangasinan II.

To answer problem 3. The developed Strategic Intervention Material (SIM) was subjected to the following statistical treatment:

**A. Readability** – is a measure of how easy a piece of text is to read. The ease with which a reader may successfully comprehend, absorb, and derive meaning from the text. Typographical features of the text are essential; letter size, spacing, and shape all significantly impact fluency and comprehension.

The following scale was adopted:

Point Value	Range	Descriptive Equivalent
4	3.26 – 4.00	Very Highly Readable
3	2.51 – 3.25	Highly Readable
2	1.76 – 2.50	Moderately Readable
1	1.0 – 1.75	Not Readable

The formula is:

$$\text{Mean} = \frac{\text{Sum of all data values}}{\text{Number of data values}}$$

Symbolically,

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\bar{x}$  = is the mean of the set of x values

$\sum x$  = is the sum of all the x values, and

n = is the number of x values

**B. Usability** – refers to how effectively and satisfactorily the output can be utilized by the learners to achieve a specific goal.

The following scale was adopted:

Point Value	Range	Descriptive Equivalent
4	3.26 – 4.00	Highly Useful
3	2.51 – 3.25	Moderately Useful
2	1.76 – 2.50	Slightly Useful
1	1.0 – 1.75	Not Useful

The formula is:

$$\text{Mean} = \frac{\text{Sum of all data values}}{\text{Number of data values}}$$

Symbolically,

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\bar{x}$  = is the mean of the set of x values

$\sum x$  = is the sum of all the x values, and

n = is the number of x values

**C. Content Validity** –is the term for a measure's precision and whether the results represent what they are supposed to measure. It is the primary measure of a notion, conclusion, or measurement's reliability.

The following scale was adopted:

Point Value	Range	Descriptive Equivalent
4	3.26 – 4.00	Highly Valid
3	2.51 – 3.25	Moderately Valid
2	1.76 – 2.50	Slightly Valid
1	1.0 – 1.75	Not Valid

The formula is:

$$\text{Mean} = \frac{\text{Sum of all data values}}{\text{Number of data values}}$$

Symbolically,

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\bar{x}$  = is the mean of the set of x values

$\sum x$  = is the sum of all the x values, and

n = is the number of x values

### III. Results and Discussion

#### Strategic Intervention Material Utilized by MAPEH Teachers

The level of the strategic intervention material used in Physical Education 9 by the MAPEH teachers in the Division of Pangasinan II is shown in Table 1.

The data shows that more instructors than those approved by the Division Office responded to the teacher-based SIM because they used it to teach Physical Education 9, as seen by the high response rate.

Indicator number 1 obtained the highest frequency count from the teacher respondents' responses because it obtained a result of 124 or 94% compared to approved by the Division Office with only 8 or 6%. This indicates that the MAPEH teachers of the Division of Pangasinan II utilized the identified strategic intervention material as one of their mediums and materials to reach out to learners, particularly in their least mastered topic.

The data revealed that public school teachers in the Division of Pangasinan II utilized SIMs for Indoor Activities to help students get high marks. It also exhibits the dedication of the teachers who created ways to reach their students and help with their lessons. It is proof that teachers make their vow by working well and wholeheartedly.

**Table 1**  
**Strategic Intervention Material Utilized by MAPEH Teachers**  
**n=132**

Variable	Categories	Frequency (F)	Percentage (%)
1. Indoor Activities	Approved by D.O.	8	6
	Teacher based	124	94
2. Orienteering	Approved by D.O.	11	8
	Teacher based	121	92
3. Outdoor Activities	Approved by D.O.	14	11
	Teacher based	118	89
4. Active Recreation	Approved by D.O.	15	11
	Teacher based	117	89
5. Soccer	Approved by D.O.	16	12
	Teacher based	116	88
6. Hiking	Approved by D.O.	16	12
	Teacher based	116	88
7. Arnis	Approved by D.O.	17	13
	Teacher based	115	87
8. Badminton	Approved by D.O.	18	14
	Teacher based	114	86
9. Volleyball	Approved by D.O.	19	14
	Teacher based	113	86
10. Camping	Approved by D.O.	19	14
	Teacher based	113	86

### Development of Modules in MAPEH 9 aligned to SIM.

The researcher developed an expanded module for MAPEH 9 aligned to strategic intervention material entitled "In or Out." The developed module was created based on the results of the least mastered competency in Physical Education of the S.Y. 2020-2021 of Grade 9 students in the Mataas na Paaralang Juan C. Laya of San Manuel, Pangasinan. The essential learning competency was participating in active recreation activities, with a total percentage of 43 for those involved and 57 for those without participation. The researcher developed a module concept that will help learners cope with the least mastered topic and strategic intervention material that will allow them to participate in such activities even during pandemics. **Quality of the Developed Strategic Intervention Material**

#### A. Readability

Table 2 shows the strategic intervention material in terms of its Readability. The table further indicates that it obtained an overall weighted mean of 3.54 with a descriptive equivalent of very highly readable. Surprisingly, all indicators have the same transmuted rating of very highly legible, with a weighted mean ranging from 3.39 to 3.61.

**Table 2**  
**Quality of the Developed SIM (Readability)**  
 n=132

Indicators	Weighted Mean	Descriptive Equivalent
1. The SIM used words and terms suited to the students reading comprehension.	3.61	Very Highly Readable
2. The SIM inspires and encourages the students to learn.	3.60	Very Highly Readable
3. The knowledge and skills enumerated are aligned and coordinated.	3.59	Very Highly Readable
4. The activities of the material are enjoyable.	3.58	Very Highly Readable
5. The directions are simple to follow and understand.	3.56	Very Highly Readable
6. Timely Content and manner.	3.56	Very Highly Readable
7. Materials are written, appropriate, high-quality material accessible to all students.	3.44	Very Highly Readable
8. The Content is easy to read.	3.39	Very Highly Readable
<b>Overall Weighted Mean</b>	<b>3.54</b>	<b>Very Highly Readable</b>



### B.1 Usability in terms of Content

Table 3 shows the usability of the SIM in terms of Content. It obtained an overall weighted mean of 3.68 with a descriptive equivalent of highly useful.

The Content of the developed SIM suites to the learners' stage of development attained the highest weighted mean of 3.74 compared to other indicators. The SIM enhances the effect of desirable values and traits. It uses adequate warnings and symbols provided in each topic and activity for safety and health concerns with the same weighted mean of 3.70 and a descriptive equivalent of highly useful.

**Table 3**  
**Usability of SIM in terms of Content**  
**n=132**

Indicators	Weighted Mean	Descriptive Equivalent
1. The content suites to the learners' stage of development.	3.74	Highly Useful
2. The SIM enhances the development of desirable values and traits.	3.70	Highly Useful
3. The SIM uses adequate warning/symbols for safety and health concerns in each topic and activity.	3.70	Highly Useful
4. The SIM helps learners be more creative and innovative and communicate and collaborate better.	3.68	Highly Useful
5. The SIM can potentially arouse the students' interest.	3.68	Highly Useful
6. The SIM provides for the development of higher cognitive skills.	3.64	Highly Useful
7. The SIM aids in the accomplishment of specified goals.	3.64	Highly Useful
8. The SIM is free of ideological, cultural, religious, racial, and gender biases and prejudices.	3.59	Highly Useful
<b>Overall Weighted Mean</b>	<b>3.68</b>	<b>Highly Useful</b>

## B.2 Usability of SIM in terms of Structure

Table 4 shows that the weighted mean for the created strategic intervention material ranges from 3.62 to 3.75, with an overall weighted mean of 3.68 and a descriptive equivalent of "very useful."

Active learning, which uses real-world situations and is built on inquiry and problem-solving, is shown in the table to have a weighted mean of 3.75 and a descriptive equivalent of highly valuable. It was followed by an indicator indicating a logical and fluid flow of ideas with a weighted mean of 3.72 and a useful interpretive visualization.

**Table 4**  
**Usability of SIM in terms of Structure**  
**n=132**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>
1. Active learning employs real-life events centered on inquiry and problem-solving.	3.75	Highly Useful
2. There are logical and smooth flows of ideas.	3.72	Highly Useful
3. The vocabulary level is adapted to the target learner's possible experience and level of understanding.	3.69	Highly Useful
4. The presentation is engaging, interesting, and easy to comprehend.	3.65	Highly Useful
5. The organization of sentences and paragraphs varies and fascinates the intended students.	3.64	Highly Useful
6. It improves their ability to communicate in English.	3.64	Highly Useful
7. The length of the sentences is appropriate for the target learner's comprehension level.	3.64	Highly Useful
8. It stimulates and tests students' critical thinking abilities.	3.61	Highly Useful
<b>Overall Weighted Mean</b>	<b>3.68</b>	<b>Highly Useful</b>

## C. Content Validity of the Strategic Intervention Material

Table 5 shows the content validity of the developed strategic intervention material. It is revealed that the table is indicated by the weighted mean that ranges from 3.55 to 3.71, with an overall descriptive equivalent of highly valid.

### C.1 Guide Card

The developed guide card of the strategic intervention material obtained an overall weighted mean of 3.63 with a descriptive equivalent of highly valid.

The indicator, "it gives a preview of what students will learn," obtained the highest weighted mean of 3.71 and was expressed as highly valid. This is followed by indicator two, which stimulates interest in the topic. It acquired a weighted mean of 3.66. The indicator "it mentions the concrete outcome or product to produce" attained a weighted standard of 3.65. And indicator 5 obtained a weighted mean of 3.59. Based on the teacher respondents' responses, the result shows that the developed SIM is highly valid.

### **C.2 Activity Card**

The validity of the generated strategic intervention material achieved an overall weighted mean of 3.59 and a visual interpretation of highly valid, as seen in the table. All indicators achieved the exact descriptive equivalent of highly accurate, as can be shown.

The SIM guides and challenges students' thinking and learning. Attained the highest weighted mean of 3.67 and a descriptive equivalent of highly valid. It is followed by indicator two and uses local data and situations with a weighted mean of 3.61. Indicator 5, the SIM has an explicit instruction attained the lowest weighted standard of 3.51.

### **C.3 Assessment Card**

As gleaned in the table, it obtained an overall weighted mean of 3.60 with a descriptive equivalent of highly valid. The indicators got a weighted mean of 3.52 to 3.67, with an ideal highly accurate match.

Indicator 1 provides an answer key that received the highest weighted mean of 3.67. indicator 2 gives clear directions with a weighted mean of 3.66. Indicator 5, the activities are formulated in standard test formats to give students practice in test-taking techniques obtained the lowest weighted mean of 3.52.

### **C.4 Enrichment Card**

The table presents the validity of the enrichment card in the developed strategic intervention material. The computed overall weighted mean is 3.65, with a descriptive equivalent of highly valid. The indicator weighted mean ranges from 3.64 to 3.67.

The indicator, which provides activities reinforcing the lesson content, obtained the highest weighted mean of 3.67. It gives pupils chances to put what they have learned into practice. And attain a weighted standard of 3.65. The SIM includes working independently or in groups to explore the answer on their own, gaining a weighted mean of 3.64.

### **C.5 Reference Card**

As gleaned in the table, the developed reference card of the strategic intervention material obtained a weighted mean of 3.76 with a visual interpretation of highly valid.

Indicator 1, the SIM provides readings that relate the Content to students' life experiences, attained the highest weighted mean of 3.71, and indicator 2, which provides careful research of resources that will reinforce concepts/skills learned, obtained a weighted mean of 3.68.

**Table 5**  
**Content Validity of the Strategic Intervention Material**  
**n=132**

<b>Indicator</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>
<b>A. GUIDE CARD</b>		
1. It gives a preview of what students will learn.	3.71	Highly Valid
2. Stimulates interest in the topic.	3.66	Highly Valid
3. Mentions the learning competency (L.C.).	3.55	Highly Valid
4. Mentions the concrete outcome or product to produce.	3.65	Highly Valid
5. Cites the activities briefly	3.59	Highly Valid
<b>Overall Weighted Mean</b>	<b>3.63</b>	<b>Highly Valid</b>
<b>B. ACTIVITY CARD</b>		
1. The SIM guides and challenges students' thinking and learning.	3.67	Highly Valid
2. It uses local data and situations.	3.61	Highly Valid
3. The activities are organized based on the sequence of the focus skills.	3.58	Highly Valid
4. The SIM allows students to make discoveries and formulate their ideas.	3.67	Highly Valid
5. The SIM has clear instructions.	3.58	Highly Valid
<b>Overall Weighted Mean</b>	<b>3.59</b>	<b>Highly Valid</b>
<b>C. ASSESSMENT CARD</b>		
1. It provides an answer key.	3.67	Highly Valid
2. It gives clear directions.	3.66	Highly Valid
3. It provides exercises, drills, or activities that allow students to assess what they have learned and correct errors when appropriate.	3.61	Highly Valid
4. It monitors their learning and uses feedback about their progress.	3.55	Highly Valid
5. The activities are formulated in a standard test format to give students practice in test-taking techniques.	3.52	Highly Valid
<b>Overall Weighted Mean</b>	<b>3.60</b>	<b>Highly Valid</b>
<b>Indicator</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>
<b>D. ENRICHMENT CARD</b>		
1. It provides activities that reinforce the Content of the lesson.	3.67	Highly Valid

2. Provides opportunities for students to apply what they have learned.	3.65	Highly Valid
3. The SIM provides work independently or in groups to explore the answer on their own.	3.64	Highly Valid
<b>Overall weighted mean</b>	<b>3.65</b>	<b>Highly Valid</b>

**E. REFERENCE CARD**

1. The SIM provides readings that relate the Content to students' life experiences.	3.71	Highly Valid
2. Provides a detailed research list of resources that will reinforce concepts/skills learned.	3.68	Highly Valid
<b>Overall weighted mean</b>	<b>3.76</b>	<b>Highly Valid</b>

#### IV. Conclusion

Based on the forecited findings in this study, the following conclusions were forwarded:

1. Most public secondary MAPEH teachers in the Division of Pangasinan II responded to teacher-based SIM. It implies that the teacher-respondents utilized a strategic intervention material developed by the teacher. It also demonstrates the commitment of the teacher-respondents who developed strategies to connect with their students and assist them in their least mastered topics.
2. The researcher developed an expanded module for MAPEH 9 aligned to strategic intervention material entitled "In or Out." The developed module was created based on the results of the least mastered competency in Physical Education of the S.Y. 2020-2021 of Grade 9 students in the Mataas na Paaralang Juan C. Laya of San Manuel, Pangasinan. The essential learning competency was participating in active recreation activities, with a total percentage of 43 for those involved and 57 for those without participation. The researcher had a concept to create modules that will help learners cope with the least mastered topic and strategic intervention material that will allow them to participate in such activities even during pandemics.
3. The quality of the developed strategic intervention material in its Readability obtained a weighted mean of 3.54 with a descriptive equivalent of Very Highly Readable. The data indicates that the contents of the developed modules aligned to SIM are readable. It manifests that the developed SIM is written, appropriate and accessible to all students. It also shows that the developed SIM may be applied to the new educational framework that the pandemic has brought about.
4. The quality of the developed strategic intervention material in term of its usability under Content and Structure are beneficial. Both dimensions attained an overall weighted mean of 3.68. It implies that the created SIM was adjusted to the student's learning level. It also

used adequate warnings and symbols for safety and health concerns in each topic and activity. Teachers must consider the word creative and innovative to arouse learners' interest.

5. The quality of the strategic intervention material along the dimension, content validity is highly valid. It obtained an overall weighted mean ranging between 3.52 to 3.71. This implies that the developed SIM was valid. It manifests that the development of the SIM is an ideal and efficient instrument for the teachers to impart their knowledge to teach students better. It is also organized based on the sequence of the focus skills, has explicit instruction, allows students to make discoveries and formulate their ideas, challenges students' thinking and learning, and uses local data and situations. The result revealed that it is essential to be organized in constructing the objectives that we want the learners to develop. It is significant to make instructions that will allow them to discover and formulate their ideas. rom

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The author is a public secondary school teacher in San Manuel, Pangasinan. She graduated Bachelor of Secondary Education Major in Music, Arts, and Physical Education at the University of Baguio, Baguio City, Philippines. She has been teaching MAPEH for almost six years. The author specializes in Physical Education and is a former varsity player or Arnis. The author conducted this study to understand further the benefits of strategic intervention material for the learners who least mastered the topic in each component. She is a wife and a full-pledge leader of Jesus Is Lord Church.