

PAHINA (Paglinang Ng Aralin Tungo Sa Higit Na Kaalaman Sa Nakaraan): A Teacher-Crafted Supplementary Learning Resource Towards Enriched Learning in Araling Panlipunan 6

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Abstract — This study aimed to determine the effectiveness of Project PAHINA, a teacher-made learning resource innovation designed to address the lack of Araling Panlipunan (AP) books in Mayuro Elementary School, District of Rosario West, Schools Division of Batangas Province. The intervention provides structured lessons with guiding questions to deepen learners' comprehension of historical and socio-cultural concepts. The study employed the One-Group Pretest-Posttest Design with purposive sampling of Grade VI pupils who struggled in AP due to the absence of adequate references. Pretest and posttest results were compared to measure the improvement in learners' performance. Findings revealed that pupils' AP achievement levels were low before the intervention but significantly improved after the use of Project PAHINA. This suggests that the booklet serves as a valuable supplementary material that supports independent and guided learning. The study recommends incorporating PAHINA into the School Improvement Plan (SIP) to ensure sustainability and replication across other grade levels.

Keywords — Araling Panlipunan, booklet innovation, supplementary material, comprehension

I. Introduction

Araling Panlipunan (AP) plays a vital role in shaping learners' historical awareness, civic responsibility, and socio-cultural understanding. However, many elementary pupils encounter difficulties in learning AP due to the scarcity of textbooks and reference materials, especially in rural schools. As Tria (2020) emphasizes, the lack of adequate instructional resources in Philippine classrooms continues to hinder the delivery of quality education, limiting learners' opportunities for deeper understanding. When pupils do not have access to textbooks or supplementary references, they tend to struggle to recall historical facts, connect past events to present realities, and analyze socio-cultural issues.

In Mayuro Elementary School, Rosario West District, Schools Division of Batangas Province, several Grade VI pupils were identified as having low performance in AP based on their periodic test results and classroom assessments. Informal feedback from the learners also revealed that the absence of AP reference materials both at home and in school contributed to their difficulties in studying and reviewing lessons. This aligns with Mendez's (2020) findings, which

stressed that localized and simplified modules can significantly improve learners' comprehension by bridging resource gaps in content delivery. Similarly, De Guzman and Cruz (2021) emphasized that the use of guiding questions in lessons enhances critical thinking and enables students to synthesize historical information more effectively.

To address this problem, the teacher-researcher developed Project PAHINA (Paglinang ng Aralin Tungo sa Higit na Kaalaman sa Nakaraan)—a teacher-made booklet designed as a supplementary learning resource for Grade VI AP. The booklet contains simplified lessons, illustrations, guiding questions, and enrichment activities aligned with the Most Essential Learning Competencies (MELCs). According to Andres (2022), teacher-made booklets encourage independent study habits and help reduce reliance on scarce textbooks, especially in resource-limited schools.

This intervention also aligns with the Philippine Professional Standards for Teachers (PPST). It supports KRA 1 – Content Knowledge and Pedagogy, under Objective 2, which emphasizes the use of varied teaching strategies to enhance learner achievement. By providing simplified, illustrated, and question-guided content, Project PAHINA caters to diverse learning needs and promotes higher-order thinking. It also aligns with KRA 3 – Curriculum and Planning, and Assessment and Reporting, particularly Objective 11, which focuses on using assessment data to inform and improve teaching practices. Through pretests and posttests, the teacher-researcher identified pupils' weaknesses and implemented targeted interventions using the booklet.

Grounded on Constructivist and Experiential Learning theories, Project PAHINA allows learners to actively construct meaning as they interact with lessons and respond to guiding questions, rather than passively receiving information. This active engagement connects historical content with real-life experiences, deepening comprehension and promoting critical thinking. By addressing resource constraints and promoting independent and guided learning, this project aims not only to improve learners' academic performance but also to promote equitable access to quality education. Moreover, its sustainability potential is strengthened through proposed integration into the School Improvement Plan (SIP), ensuring its long-term impact and possible replication in other subject areas.

Statement of the Problem

This study sought to determine the effectiveness of Project PAHINA in improving the Araling Panlipunan performance of Grade VI pupils in Mayuro Elementary School. Specifically, it aimed to answer the following:

1. What is the performance level of pupils in Araling Panlipunan before the implementation of Project PAHINA?
2. What is the performance level of pupils in Araling Panlipunan after the implementation of Project PAHINA?

3. What are the learning gains of the respondents after the implementation of the Project PAHINA?
4. What action plan may be proposed to strengthen the implementation of Project PAHINA?

Related Studies

Several studies emphasize the importance of supplementary learning resources in addressing gaps in formal textbooks. Mendez (2020) noted that teacher-made modules significantly improve learners' comprehension in AP by presenting localized and simplified content. De Guzman & Cruz (2021) highlighted that guiding questions in lessons enhance critical thinking skills and allow learners to synthesize historical information. Andres (2022) argued that self-learning booklets promote independent study habits, especially in rural schools where reference materials are scarce. These findings support the integration of innovative booklets such as Project PAHINA in schools facing similar challenges.

II. Methodology

A. Participants and Other Sources of Data and Information

The participants of this study were all bona fide Grade 6 learners of Mayuro Elementary School, Rosario West Sub-Office, Schools Division of Batangas Province, for School Year 2024–2025. They were purposively chosen since they experienced difficulties in Araling Panlipunan due to the limited availability of reference materials. Moreover, they comprised the Araling Panlipunan class of the teacher-researcher, which ensured close monitoring and guidance throughout the study.

B. Data Collection Methods

The research employed the One-Group Pretest-Posttest Design. A researcher-made test aligned with the Most Essential Learning Competencies (MELCs) in AP was administered before and after the intervention. Project PAHINA was implemented for 2 months, covering lessons during the second grading period.

C. Research Instruments

The primary intervention used in this study was the Project PAHINA booklet, a teacher-crafted supplementary material designed explicitly for Grade VI Araling Panlipunan lessons in the second quarter. The booklet contained simplified lessons presented in clear and learner-friendly language, supported by illustrations and short narratives to make historical and socio-cultural concepts more relatable. At the end of each lesson, guiding questions were provided to stimulate critical thinking and ensure comprehension of key ideas. To reinforce learning, enrichment activities were also included to help pupils achieve mastery of the competencies.

D. Ethical Issues and Concerns

Names and other information were kept confidential. All actions taken were approved under the approved plan of action by the proper authorities. Sources of adapted statements were adequately acknowledged in the References section of the paper.

E. Statistical Data Analysis

Descriptive statistics, such as mean and percentage, were used to describe learners' performance on the pretest and posttest. These measures provided a clear picture of the overall achievement of the pupils before and after the implementation of Project PAHINA.

To determine whether there was a significant difference between the pretest and posttest results, a t-test for dependent samples (paired t-test) was applied. This statistical test was appropriate since the same group of learners was measured at two different points in time.

Table 1. Achievement Level Scale

MPS %	Descriptive Equivalent
96-100	Mastered
86-95	Closely Approximating Mastery
66-85	Moving Towards Mastery
35-65	Average Mastery
15-34	Low Mastery
5-14	Very Low Mastery
0-13	Absolutely No Mastery

This scale was used to interpret the pupils' mean percentage scores. A higher posttest mean score than the pretest mean score, supported by a statistically significant t-test result, indicated improvement in learners' performance attributable to the use of Project PAHINA.

III. Results and Discussion

This part includes a discussion of the results. The data presented in part follows the arrangement of the problems as set in the Action Research Questions.

Upon administration and after the survey, the Pretest and post-test instruments, the collected data, and the Pretest and post-test results were evaluated and analyzed.

Problem 1: What is the performance level of pupils in Araling Panlipunan before the implementation of Project PAHINA?

Table 2. Performance Level of Respondents in Pre-assessment

Score Range	Frequency	Percentage (%)	Descriptive Equivalent
96-100	0	0.00%	Mastered
86-95	2	2.78%	Closely Approximating Mastery
66-85	10	13.89%	Moving Towards Mastery
35-65	40	55.56%	Average Mastery
15-34	15	20.83%	Low Mastery
5-14	4	5.56%	Very Low Mastery
0-13	1	1.39%	Absolutely No Mastery
Total	72	100%	
Mean Percentage Score (MPS)		46%	Average Mastery

The pretest results showed that the Grade 6 learners had a mean score of 46 percent, which falls within the Average Mastery range on the MPS scale. This finding indicates that most learners had difficulty recalling historical facts, connecting concepts, and analyzing socio-cultural issues in Araling Panlipunan. The lack of reference materials both at home and in school may have contributed to these challenges, limiting the pupils' ability to study independently and reinforce classroom learning.

Problem 2: What is the performance level of pupils in Araling Panlipunan after the implementation of Project PAHINA?

Table 3. Performance Level of Respondents in Post-assessment

Score Range	Frequency	Percentage (%)	Descriptive Equivalent
96-100	8	11.11%	Mastered
86-95	20	27.78%	Closely Approximating Mastery
66-85	35	48.61%	Moving Towards Mastery
35-65	9	12.50%	Average Mastery
15-34	0	0.00%	Low Mastery
5-14	0	0.00%	Very Low Mastery
0-13	0	0.00%	Absolutely No Mastery
Total	72	100%	
Mean Percentage Score (MPS)		85%	Average Mastery

After the implementation of Project PAHINA, the posttest results showed a marked improvement, with a mean score of 85 percent, indicating Moving Towards Mastery. This significant increase suggests that the supplementary booklet effectively supported learners' comprehension. The presence of guiding questions helped pupils focus on the key ideas of each lesson, while the simplified content and illustrations provided a more precise understanding.

Furthermore, the enrichment activities encouraged learners to apply critical thinking, thereby promoting higher-order learning skills.

Problem 3: What are the learning gains of the respondents after the implementation of the Project PAHINA?

Table 4. Learning gains of Respondents after the intervention

Assessment	Mean Percentage Score(MPS)	Description
Pretest	46%	Average Mastery
Posttest	85%	Moving Towards Mastery
Learning gain	39%	Significant Improvement

The results clearly demonstrate substantial learning gains among Grade 6 pupils after the implementation of Project PAHINA. From a situation where most learners were struggling, the intervention enabled the majority to attain higher mastery levels in Araling Panlipunan. The 39% learning gain confirms that the booklet served its purpose as effective supplementary material, bridging the absence of textbooks, promoting comprehension, and enhancing independent study habits.

Problem 4: What action plan may be proposed to strengthen the implementation of Project PAHINA?

Feedback gathered from both pupils and teachers indicated that Project PAHINA is a valuable learning resource that should be sustained and scaled up. To ensure continuity, the booklet may be integrated into the School Improvement Plan (SIP). In addition, teachers may be capacitated through Learning Action Cell (LAC) sessions on LR-making to encourage replication in other subjects. At the same time, parents may be provided with copies of the booklet for home-based reinforcement of learning.

A proposed action plan is recommended below:

Table 5. Action Plan

Areas of Concern	Objectives	Strategies	Person Involved	Time Frame	Output
Governance	To incorporate Project PAHINA in the School Improvement Plan (SIP) for sustainability	Endorse the accomplishment report (ACR) to the School Head Conduct a meeting with the SIP TWG Integrate Project PAHINA in the SIP Submit the SIP for approval at the Division Office	School Head SIP TWG Researcher/ Proponent	January-December 2025	Approved copy of SIP

Curriculum and Instructional Delivery	To capacitate parents and home partners in using the PAHINA booklet for home-based reinforcement	Orient parents during a PTA meeting Provide copies of the booklet for home use Monitor parent-assisted tutorials Provide technical assistance to parents Conduct pretest and posttest to assess learner progress	Parent Teacher Proponent Researcher Student	January-December 2025	Minutes of the meeting or conference, MOA with the parents, and Accomplished monitoring tool
Professional Development	To equip teachers with skills in creating similar booklets for other subjects	Conduct a LAC session on booklet-making Present SWOT analysis of Project PAHINA Provide monitoring and coaching support	LAC Leader Subject Area Coor Teachers across learning areas School Head	January-December 2025	LAC Meeting MOVS Minutes

The instructional program is designed to strengthen the implementation of Project PAHINA as a supplementary material in Araling Panlipunan. By embedding the project in the SIP, capacitating parents as home partners, and training teachers in booklet-making, the program ensures long-term sustainability and wider replication. The study found that pupils achieved higher mastery levels after using Project PAHINA, demonstrating that practical teacher-made booklets can bridge resource gaps and improve achievement in AP.

IV. Conclusion

The study concluded that Project PAHINA is an effective supplementary intervention in enhancing the performance of Grade VI pupils in Araling Panlipunan. The significant improvement between the pretest and posttest results demonstrates that teacher-made booklets, particularly those with simplified content, illustrations, and guiding questions, can effectively bridge the learning gap caused by the lack of textbooks. Moreover, the findings affirm that localized and teacher-crafted materials not only improve learners' comprehension but also foster independent study habits and critical thinking skills.

V. Recommendations

Based on the study's findings, several recommendations are put forward to ensure the sustainability and broader application of Project PAHINA. Teachers are encouraged to adopt and

develop similar teacher-made booklets in different subject areas to address material shortages and provide learners with additional support for mastery. School leaders may consider integrating Project PAHINA into the School Improvement Plan (SIP) and allocating funds to reproduce it to ensure accessibility for all pupils. Parents are also encouraged to use the booklet for home-based learning activities to strengthen learners' independent study habits and reinforce classroom instruction. Finally, future researchers are advised to replicate the study across other grade levels and subject areas to validate the intervention's effectiveness and explore its potential for broader application across the curriculum.

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