



LIVED EXPERIENCES OF TEACHERS IN IMPLEMENTING AND EVALUATING THE PAG-AARAL NG KASAYSAYAN AT LIPUNANG PILIPINO CURRICULUM: A PHENOMENOLOGICAL INQUIRY

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ABSTRACT

The implementation of the Pag-aaral ng Kasaysayan at Lipunang Pilipino (PKLP) curriculum under the pilot phase of the Strengthened Senior High School Curriculum is a noteworthy educational reform in the Philippines. Although it promises to contribute to historical consciousness, civic literacy, and critical thinking, there has been insufficient research about the experience of teachers in its initial implementation. The present study examined the lived experiences of teachers implementing and evaluating the PKLP curriculum by employing a qualitative phenomenology approach based on the Context-Input-Process-Product (CIPP) Evaluation Model of Stufflebeam. Purposive sampling technique was used in identifying three Senior High School teachers who were directly engaged in the implementation of the PKLP curriculum pilot in certain schools in Davao City and its neighboring municipalities. Data were collected through semi-structured interviews, and were analyzed using Reflexive Thematic Analysis of Braun and Clarke. Results indicated four major themes related to the CIPP evaluation model: (1) contextualizing historical significance and deconstructing contemporary digital disinformation, (2) coping with acute structural and material shortages and inadequate preparation for instruction, (3) adapting teaching strategies amid pedagogical tensions and pilot implementation pressures, and (4) displaying critical historical consciousness despite deficient active civic engagement. The teachers viewed the curriculum as relevant and transformative in terms of nurturing their students' historical knowledge and skills in information literacy. However, inadequate teacher preparation, lack of instructional materials, and pressure to implement the curriculum were some of the factors which greatly affected the teaching and learning of the curriculum. In spite of the above limitations, the participants demonstrated resilience by engaging in self-regulated learning, localized innovative teaching methods, and adopting learner-centered approaches. The research suggests that while the PKLP curriculum possesses great educational value, its success is contingent upon increased institutional support, teacher preparation, and provision of adequate materials.

KEYWORDS: *Pag-aaral ng Kasaysayan at Lipunang Pilipino, PKLP, phenomenology, curriculum evaluation, CIPP Model, teacher experiences, Strengthened Senior High School Curriculum*

CHAPTER 1 INTRODUCTION

Curriculum reform remains one of the most complex dimensions of educational change because teachers serve as the primary agents responsible for translating policy into classroom practice. While curriculum innovations are often designed to improve educational quality and relevance, their success ultimately depends on how teachers interpret, implement, and evaluate curricular expectations within diverse classroom contexts. Educational reforms frequently encounter challenges associated with teacher preparedness, instructional resources, institutional support, and learner engagement. These realities become particularly evident during pilot implementation phases, wherein educators are expected to adapt rapidly to new content standards, pedagogical approaches, and assessment frameworks.

Globally, curriculum reforms in history and social studies education have increasingly emphasized critical thinking, civic competence, historical consciousness, and information literacy.

Countries such as Australia and the United Kingdom have revised their history curricula to strengthen learners' analytical abilities and promote informed citizenship in response to contemporary societal challenges. Research suggests that teachers' experiences significantly influence the success of curriculum reforms because they directly affect instructional delivery and student learning outcomes (Priestley et al., 2021; Taylor, 2020). Consequently, examining teachers' lived experiences has become essential in understanding curriculum effectiveness and informing continuous improvement efforts.

Within the Philippine context, the Department of Education introduced the Strengthened Senior High School Curriculum to enhance the quality, relevance, and responsiveness of basic education. One of its major innovations is the inclusion of the Pag-aaral ng Kasaysayan at Lipunang Pilipino (PKLP) subject, which seeks to deepen students' understanding of Philippine history, society, culture, and citizenship. As a newly introduced core subject, PKLP was initially implemented through



a pilot phase involving selected schools nationwide. Teachers assigned to implement the curriculum became the first educational practitioners responsible for translating its intended goals into classroom realities.

Despite the significance of PKLP within the broader educational reform agenda, limited research has explored teachers' experiences during its pilot implementation. Existing studies have largely focused on policy implementation and educational outcomes, leaving a notable gap regarding teachers' perspectives as curriculum implementers and evaluators. Understanding these experiences is crucial because they provide valuable insights into curriculum relevance, resource adequacy, implementation challenges, and perceived outcomes that can inform future curriculum refinement.

Theoretical Framework

This study was anchored on the Context-Input-Process-Product (CIPP) Evaluation Model developed by Stufflebeam (1971, 2003). The model provides a comprehensive framework for evaluating educational programs through four interconnected dimensions.

The Context dimension examines the relevance and alignment of curriculum goals with learner and societal needs. The Input dimension evaluates the adequacy of resources, instructional materials, and professional preparation. The Process dimension focuses on implementation practices, challenges, and instructional experiences. Finally, the Product dimension assesses outcomes and perceived impacts on learners.

Using the CIPP framework enabled the study to systematically organize teachers' lived experiences while preserving the descriptive and interpretive nature of phenomenological inquiry. The framework provided a structured

lens through which the strengths, limitations, and implications of the PKLP curriculum could be examined.

CHAPTER 2 METHODOLOGY

For this study, the qualitative research method with the phenomenology approach is used to uncover the essence of the experiences of the teachers who have been involved with the implementation of the new PKLP curriculum. Purposive sampling will be utilized to enable the researchers to focus their investigation on 4 to 6 senior high school teachers who were assigned to teach the PKLP core subjects as part of the pilot project. The area for the study includes select public and private senior high schools under the Strengthened Senior High School Curriculum pilot program in Davao City.

The data for this research are collected through semi-structured interviews with individuals, face-to-face interviews, and online interviews, based on an interview guide specific to the four components of the CIPP model proposed by Stufflebeam. The interviews are audio-taped and transcribed with the consent of the respondents. The methodological framework adopted here is the Reflexive Thematic Analysis developed by Braun and Clarke (2006, 2021). It comprises the following steps: data familiarization, coding, and identification of emerging themes based on induction. The emerging codes are then assessed and coded according to their proper quadrant in the CIPP model. Trustworthiness is ensured by means of member-checking, provision of contextually rich accounts for greater transferability, and keeping thorough audit trails. Ethical issues are given great consideration to ensure the attainment of informed consent and anonymity among other things.

CHAPTER 3

RESULTS AND DISCUSSION

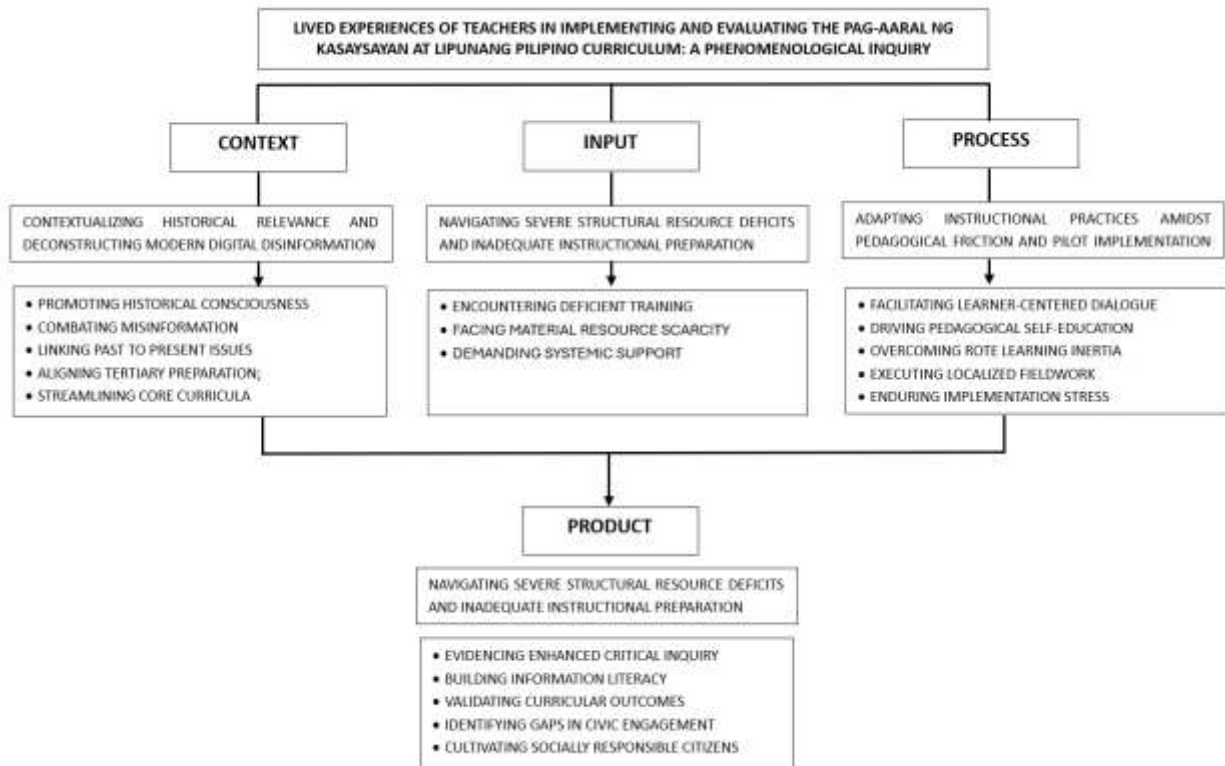


Figure 1: Results Teachers Experiences Teachers in Implementing and Evaluating the Pag-aaral ng Kasaysayan at Lipunang Pilipino Curriculum

This study presents a nuanced exploration of these pedagogical strengths of the curriculum in conjunction with the structural difficulties that arise during its implementation. Teachers reported that the curriculum was meaningful, relevant, and transformational; however, many expressed considerable concerns about a lack of preparation prior to engaging with the curriculum, resource constraints, and an overwhelming pressure to implement the curriculum quickly. Even with these impediments, teachers were able to exhibit professional resilience and inspire instructional creativity in order to provide their students with meaningful learning opportunities.

DOMAIN 1: CONTEXT EVALUATION

Contextualizing Historical Relevance and Deconstructing Modern Digital Disinformation

The first major theme captures teachers' perceptions regarding the relevance, purpose, and societal significance of the PKLP curriculum. Participants unanimously agreed that the curriculum represented a substantial shift from traditional approaches to history education. Rather than emphasizing factual memorization, the curriculum encouraged learners to engage critically with historical narratives, examine contemporary social issues, and develop informed perspectives regarding citizenship and national identity.

Promoting Historical Consciousness. One of the most frequently cited strengths of the curriculum was its capacity to deepen students' historical consciousness and encourage critical engagement with the past.

Participant 1 explained:

"Rather than focusing solely on memorizing historical events, the course encourages students to analyze, ask questions, and develop a deeper understanding of historical issues. It helps cultivate critical thinking and empathy toward different historical experiences."

Similarly, Participant 3 observed:

"Students began to realize that history is not only about remembering events. They started asking why things happened and how those events continue to influence society today."

The narratives indicate that most participants have experienced a significant shift in the way students think about history. Instead of viewing historical learning as just remembering dates, people and events, students began to view history as an evolving and interpretive field of study. Teachers observed that students were developing increased interest in the reasons for some of the changes in how they thought about history would impact the future, the outcomes of previous events and what was happening politically and socially at that point in time.



The findings support the claim made by Chimbunde & Moreeng (2024) that history education is a vehicle for building a nation through developing learners' abilities to use history and/or historical accounts in a critical and analytical manner by engaging in a critical examination of the historical records related to their own communities. Additionally, Joshi (2026) argued that history education should increase learners' ability to use their critical and ethical reasonings instead of merely providing them with information. The experiences of the participants provide strong evidence that the PKLP curriculum is in alignment with the contemporary concepts of education, as it encourages learners to be analytical, have a reflective citizenship and develop higher-order thinking and historical reasoning skills.

Combating Misinformation. Another significant sub-theme concerned the curriculum's role in addressing misinformation and historical distortion in digital environments.

Participant 1 stated:

"The curriculum helps combat misinformation and historical distortion, both of which have become increasingly widespread in today's digital age."

Likewise, Participant 2 remarked:

"Students are constantly exposed to social media content. Through PKLP, they learned how to verify information and question sources before accepting them as truth."

The influence that social media sites have on students' perceptions of both historical events and issues within society was repeatedly repeated by participants throughout the forum. In addition to this, teachers raised concerns about the dissemination of inaccurate information and the promotion of revisionist history, which ultimately leads to misconceptions about both past and present events; however, teachers felt that students had received the support and knowledge to be able to evaluate primary source materials and question the validity of evidence they have been given.

Tynes et al. (2021) found that adolescents have difficulty establishing the credibility of online content. Thus, it is imperative that educational programs focus on teaching critical thinking and evaluation of sources as a means to develop responsible consumers of information. In addition, Collet-Gildard (2021) stated that social studies programs must have media literacy included in order for students to be able to navigate an increasingly complex information landscape. Based on the input from participants, the PKLP has a significant contribution in assisting students to achieve these goals by promoting critical inquiry and supporting students in using evidence-based reasoning skills to find accurate information regarding historical issues and/or events.

Linking Historical Knowledge to Contemporary Issues. Participants also emphasized the curriculum's effectiveness in helping students establish meaningful connections between historical events and contemporary social realities.

Participant 1 explained:

"Students began connecting colonial policies to present-day issues such as poverty, food security, and social

inequality. They started seeing history as something that still affects their lives."

This observation demonstrates how the curriculum promoted a more profound understanding of the connection between the past and the present. Teachers also reported that students showed greater interest in historical material when it was related to today's issues and to the challenges in society. Students no longer saw history as something that was far removed; instead, they began to view it as an influence on the social, political, and economic environment of today, as shown by Sandhu et al. (2023). Because learners can obtain a deeper understanding of history and become aware of their civic duty through examining the historical roots of the issues we deal with today, it is believed that the PKLP curriculum supports the development of historical thinking and civic responsibility.

DOMAIN 2: INPUT EVALUATION

Navigating Severe Structural Resource Deficits and Inadequate Instructional Preparation

Although teachers expressed strong support for the curriculum's objectives, they simultaneously reported substantial challenges associated with implementation resources and professional preparation.

Encountering Deficient Training. Participants consistently identified limited training opportunities as a major obstacle. Participant 1 shared:

"Since this was only a pilot implementation, the time allotted for in-depth training was limited. We received orientation, but there was less guidance on how to facilitate complex historical analysis and inquiry-based learning."

Participant 2 explained:

"The training followed a cascade model. Only the cluster leaders attended the official training, and they simply echoed the information to us. One re-echo session was not enough to prepare us for an entirely new subject."

Participant 3 added:

"Most of what I learned came from my own reading and research. I had to spend extra time understanding the content and designing lessons."

Based on these narratives, it is clear that many teachers relied heavily on their independent professional development to compensate for the weaknesses of their formal education. Although the orientation training offered to participants was appreciated, there seemed to be an underlying desire for more extensive and long-term training in historical methods, source evaluation, and learner-centered approaches.

These observations coincide with those documented by Torrefiel et al. (2025), Bacus and Alda (2022), and Aya-ay et al. (2026), which also found weak teacher preparation to be a major obstacle to curriculum implementation. Furthermore, the outcomes suggest that curriculum reform requires professional development beyond orientation training programs.



Facing Material Resource Scarcity. Resource limitations emerged as one of the most pervasive concerns among participants. Participant 1 stated:

"Another challenge was the lack of official instructional materials. Since there were no established textbooks or complete learning modules, we relied heavily on our own resources."

Participant 2 similarly remarked:

"There were no complete references available. We had to search for historical sources, validate them, and create our own learning materials."

This proves the heavy workload experienced by the teachers during the process of implementing the curriculum. With no standardized resources available, teachers spent much time in developing the teaching materials. Even as participants were committed, they recognized that such situations contributed to an increase in their workload as well as creating inconsistencies in their teaching environments. These results match Aya-ay et al. (2026), who suggest that institutions being prepared and having adequate resources are key elements in successfully implementing the Strengthened Senior High School Curriculum. In addition, the absence of learning resources was identified as a challenge by Fuentes (2026).

Demanding Institutional Support. Participants emphasized the importance of stronger institutional support systems. Participant 3 stated:

"We need teacher guides, assessment exemplars, and localized learning materials. These resources would help ensure consistency and quality in implementation."

It captures the wider worry that sustainability of implementation is at stake here. The educators saw the potential in the curriculum but argued that sustainable success in implementing the curriculum depended on the level of institutional support that it had received. Specifically, they called for (a) thorough lesson plans, (b) historical documents that are available, (c) assessment criteria, and (d) local content materials.

Their observations support the view of Aya-ay et al. (2026), who recommend prioritizing teacher preparation, resource allocation, and implementation strategies in curriculum reform initiatives.

DOMAIN 3: PROCESS EVALUATION

Theme 3: Adapting Instructional Practices Amidst Pedagogical Friction and Pilot Implementation Stress

The third main theme describes how the participants felt about the implementation of the PKLP curriculum in practice in the classrooms. The description reveals a situation in which there is a continuous process of adaptation, instructional experimentation, and professional learning on the part of teachers. Although the participants face a number of problems regarding lack of readiness and availability of resources, they also show considerable professional initiative in making modifications to their instructional practices in accordance with the curriculum's demands.

Facilitating Learner-Centered Dialogue. One of the most notable instructional shifts reported by participants was the transition from traditional lecture-based teaching to learner-centered and discussion-oriented approaches. Participant 2 explained:

"I noticed that students became more engaged when discussions were open and interactive. Instead of simply providing information, I encouraged them to share opinions and evaluate evidence."

The statements shows that the PKLP curriculum encouraged more interactive learning in the classroom. It has been observed that the learners welcomed the chance to think about different topics, provide their viewpoints, and participate in meaningful discussions. Instead of being channels of information, the teachers took up the role of facilitators, helping learners investigate histories and reflecting on them.

It was suggested that through dialogue, students were able to link theoretical knowledge with their experiences and current contexts. In this way, not only was their engagement improved, but their comprehension of the subject matter was enhanced as well. Through participating actively, learners could express their opinions and analyze different perspectives.

Indeed, the above observation aligns with the arguments presented by Holmes (2021) that an effective history lesson requires the chance for learners to engage in conversation and reflection. Similarly, as argued by Ulfah and Adityas (2023), educational reforms usually involve shifting to a more interactive and reflective form of learning, encouraging student-centered dialogues and discussion. The observations from the participants show that learner-centered dialogue can be a helpful method in reaching the intended objectives of the curriculum.

Driving Pedagogical Self-Education. Another important sub-theme involved teachers' engagement in self-directed professional learning. Because the curriculum was newly introduced and resources were limited, participants frequently relied on independent study to strengthen their content knowledge and instructional competencies. Participant 2 described:

"I spent many evenings reading historical articles, searching for primary sources, and preparing materials because there were very few resources available."

Similarly, Participant 1 stated:

"Most of the preparation happened outside working hours. We learned alongside our students."

These narratives highlight the degree to which teachers took responsibility for their personal professional growth. Initiative on the part of teachers is evidenced by engaging in independent research work, studying history, and developing learning experiences that are appropriate in light of the curriculum standards. In contrast to waiting for the institution to come up with solutions, participants were proactive in solving the issues related to implementation.

This particular conclusion emphasizes the importance of teacher agency as a key condition of successful curriculum change. In contrast to teachers being simply required to follow



certain guidelines, the latter acted as active learners constantly acquiring new knowledge and perfecting their practice in terms of the teaching process. Such actions speak of an overwhelming professional dedication towards helping students.

The research conclusions resonate well with the findings of Markham (2025) and Fuentes (2026). In particular, Markham (2025) states that teachers are known to be resilient, creative, and resourceful at times of educational change, whereas Fuentes (2026) describes how pioneer PKLP teachers become self-directed learners and content producers in response to scarce resources.

Executing Localized Fieldwork. Participants also described incorporating localized and community-based learning experiences into their instructional practices. Participant 3 explained:

"One of our projects involved interviewing local residents about significant historical events in the community. Students became excited because they were learning history directly from people who experienced it."

It was evident that community-based activities played a significant role in enhancing engagement and learning of the students. With the interaction with the locals and understanding of the history of the community, students were able to connect their historical knowledge with practical realities. Historical learning was transformed from abstract academic pursuits to meaningful personal experiences through these community-based activities.

Participants observed that local fieldwork helped in developing awareness about local heritage, recognition of multiple viewpoints, and identity formation. Furthermore, local fieldwork contributed to experiential learning in allowing students to practice their historical skills outside of the classroom setting.

These results are consistent with the modern view on history teaching which emphasizes place-based and experiential perspectives. According to Sandhu et al. (2023), the effectiveness of historical learning increases when students interact with the community and learn about local history. Thus, it is shown how incorporating curriculum content within the social and cultural context can be beneficial for learners.

Enduring Implementation Stress. Despite the positive outcomes associated with instructional adaptation, participants acknowledged experiencing considerable stress throughout the implementation process. Participant 2 reflected:

"It was stressful, challenging, and demanding. There were moments when I questioned whether we were prepared enough. However, seeing students become interested in history made everything worthwhile."

The statement presents the two sides of the implementation experience. From one side, there were elements of doubt, stress, and readiness, while from the other side, the teachers experienced joy in seeing good results with their students. Balancing different roles, including preparing for the lessons, making materials, and self-learning in the profession, is

something that was mentioned quite often. It was also noted that the absence of proper structures only added to the pressure and caused exhaustion. However, the motivation remained high due to the value of the curriculum and the desire to teach the students.

This research can be seen as being consistent with Monkevičienė et al. (2025), who state that curriculum change can bring both hope and anxiety for the teacher. In addition, Sinense-Beltran et al. (2025) mentioned the problem of excessive workload and lack of readiness as being prevalent during educational innovations. This research also shows that the described issues appear in the pilot implementation of the PKLP project.

DOMAIN 4: PRODUCT EVALUATION

Theme 4: Manifesting Critical Historical Consciousness While Bridging Gaps in Active Civic Engagement

The final theme is concerned with an evaluation of the perceptions of teachers about the results that have emanated from PKLP program. There were perceived positive results resulting from developing critical thinking skills, information literacy, historical consciousness, and social responsibility among learners. However, there were some weaknesses, particularly the lack of civic engagement.

Evidencing Enhanced Critical Inquiry. Teachers consistently observed improvements in students' critical thinking and analytical skills. Participant 1 observed:

"Students no longer accepted information at face value. They began asking questions and demanding evidence before forming conclusions."

The students took on a more critical approach to information and knowledge. It was noted by the teachers that the students were gradually becoming more likely to question their assumptions and examine evidence and different points of view before making conclusions.

The above changes mean that the curriculum had effectively stimulated higher order thinking skills and historical thinking processes. It was not merely a passive process of imparting information but rather an active process of inquiry and analysis.

These results are in line with the goals of inquiry-based learning of history and support the research conducted by Joshi (2026), which emphasized the importance of teaching analytic reasoning and reflective judgment.

Building Information Literacy. Participants also highlighted significant improvements in students' information literacy. Participant 1 stated:

"One of the most rewarding outcomes was seeing students critically examine information they encountered online instead of simply accepting it."

The teachers noticed that the students had gained an increased awareness of the need to assess sources, check their claims, and identify any misinformation. These abilities were seen especially when students encountered information on social media platforms.



The development of information literacy is crucial because it is an essential skill that should be achieved within modern learning environments, where students are continuously bombarded with huge amounts of information of different levels of trustworthiness. This particular outcome was viewed by the participants as one of the most important benefits offered by the curriculum.

In this case, the findings support the argument of Tynes et al. (2021) that developing such skills in young people is vital to help them navigate digital environments critically. At the same time, these skills may prove useful in media and information literacy at large.

Identifying Gaps in Civic Engagement. Despite numerous positive outcomes, participants identified a notable gap between students' awareness and active civic participation. Participant 2 explained:

"Students gained awareness, but some still struggled to translate that awareness into meaningful civic participation."

While improvements were noted in students' understanding of social issues and history processes, it was observed that many were still unwilling to get involved in civic affairs. The participants opined that being aware of something might not necessarily encourage any action.

This suggests that effective citizenship cannot be developed through classroom education only. Although the students were able to learn, they might need more experience before being able to act out their learned behaviors.

The findings support the claims made by Bacus and Alda (2022) that civic engagement can be developed only through reinforced learning experiences. The implications are that future changes to curricula should include service learning activities.

Cultivating Socially Responsible Citizens. Despite the identified limitations, participants viewed the cultivation of socially responsible citizens as the curriculum's most significant achievement. Participant 3 summarized:

"The greatest outcome was helping students become socially responsible individuals who understand their history, appreciate their identity, and recognize their responsibilities as citizens."

This statement highlights the educational ideology underlying the curriculum used in PKLP. It was believed that students developed a greater sense of appreciation of their cultural background, history, and sense of civic duty. This was beyond simply performing well academically but involved developing responsible citizens.

The findings support the assertions of Chimbunde and Moreng (2024), who argued that the teaching of history is an important factor in promoting social unity and civic responsibility. Indeed, the data collected from the participants suggest that the objectives were realized in part because of the use of the PKLP curriculum.

DISCUSSION

The implications of the findings from this study reveal that there is a possibility that the PKLP curriculum could make a significant contribution to improving the quality of history education through developing historical consciousness, critical thinking, information literacy, and civic mindedness of senior high school students. In all four areas evaluated under the CIPP model, the respondents perceived the curriculum as being meaningful and relevant to addressing modern-day educational issues. In particular, teachers appreciated its emphasis on analytical skills, historical understanding, and informed citizenship, implying that the curriculum surpasses the limitations of conventional teaching methods focusing on rote learning. These results align with global developments in history education in relation to inquiry-based learning, critical citizenship, and historical consciousness (Joshi, 2026; Sandhu et al., 2023).

The combination of the Context and Product evaluation areas demonstrates how effective the program in question is at encouraging critical thinking regarding past and present events. As seen through the feedback provided by teachers, a remarkable improvement can be noticed in the students' skills when it comes to evaluating data and information resources. Information literacy becomes increasingly important as a learning outcome in view of the growing problem of disinformation and distortion of facts in the digital age. Taking into account the results obtained and those presented by Tynes et al. (2021) and Collet-Gildard (2021), it is reasonable to conclude that history education can play an important role in this regard.

Although the above-listed benefits were recorded, some implementation problems arise which compromise the sustainability and effectiveness of the curriculum. These include lack of proper training, inadequate materials, and additional workload faced by the participants, all of which are closely related to the findings made by Torrefiel et al. (2025), Lorayna et al. (2026), Fuentes (2026), and especially Aya-ay et al. (2026). As demonstrated by Aya-ay et al., these factors play an important role in determining the successful implementation of curricular reforms, and their recurrent presence in other research indicates their general applicability to educational reforms in the country.

The results show the high level of resilience and agency of teachers in the course of implementation. Teachers were always engaged in their own learning process, created instructional materials, and used new methods of instruction to overcome difficulties associated with implementation. The ability to adapt and innovate proves that teachers are critical actors who implement changes through their actions, and not passive receivers of policies. The results are supported by Markham (2025), Ulfah and Adityas (2023), and Biesta et al. (2015).

Through this study, there is an insightful understanding of how PKLP curriculum can be understood as a promising reform practice from a pedagogical perspective while being structurally disadvantaged at the same time. While the PKLP curriculum is successful in promoting historical consciousness, information literacy, and civic engagement among the learners, the sustainability of this curriculum depends on the continued effort to address the weaknesses within the structural context of the



teaching process. This study reveals that apart from designing an effective curriculum, efforts must be taken to provide teachers with adequate capacity and support to implement such innovations successfully.

CHAPTER 4

IMPLICATIONS AND FUTURE DIRECTIONS

Implications

The results obtained from this study have important implications for curriculum design, educational policies, teacher training, and future implementations of curriculums. The study has shown that PKLP can be used effectively to enhance historical consciousness, criticality, and information literacy skills of senior high school learners. These results suggest that the PKLP curriculum design is effective in achieving its intended purposes of educating for critical thinking and citizenship as well as responsible information utilization.

Conceptually, this study proves the effectiveness of the Context-Input-Process-Product (CIPP) evaluation framework proposed by Stufflebeam (1971, 2003). This model has been very useful in the description of multiple aspects of the teacher experience and in providing insights into the relationship between context, inputs, process, and output. The research results are also important in discussions about teacher agency and the ways in which teachers use their skills and resources to overcome curriculum implementation difficulties.

In relation to both the policy level and practical aspects, the study highlights the importance of developing a better system of institutional support structures. The absence of standardized teaching resources, inadequate training of teachers, and lack of available resources affects successful implementation and contributes to teacher overload. Following the recommendations provided by Aya-ay et al. (2026), curricular reforms need to come along with proper planning and resource provision and teacher support.

At the same time, the results of the research confirm that there is a great need for curriculum developers to pay particular attention to the inclusion of historical knowledge, critical skills, and practical applicability. However, the difference between historical awareness and civic activity emphasizes the need to include more activities that engage students to use what they learned in real life.

Future Directions

Further research could involve long-term studies which will track the implementation process within PKLP over several years. Through such research, more information can be gained about the experiences of teachers as the implementation process continues and whether or not the difficulties encountered at the early stages of implementation continue to persist.

Additionally, future research should involve sample sizes of greater number and diversity. Comparison studies among public and private institutions, urban and rural communities, and regions throughout the Philippines can help gain more insight about the factors affecting curriculum implementation.

In the future, researchers need to involve various stakeholders in their work, such as students, school administrators, curricula experts, and policymakers. The inclusion of different perspectives in evaluation will allow the researcher to obtain more comprehensive and detailed data concerning both the results achieved and the process itself.

Mixed-method researches, involving qualitative and quantitative methods, should also be conducted. For example, researchers can focus on analyzing measurable achievements associated with increased historical consciousness, critical thinking, information literacy, and civic activities while also exploring the experience of students and educators in this regard.

The last recommendation concerns the examination of other teacher development programs that do not follow the cascade training paradigm. For instance, researchers can investigate mentoring, professional learning community, coaching, and online training to learn which models are more effective in this context.

CONCLUSION

According to the results of the research, the PKLP curriculum demonstrates high potential as a factor of transformation in relation to the Strengthened Senior High School Curriculum. The importance of the curriculum was recognized by the teachers as an extremely important tool for the development of historical awareness, overcoming of false information, and formation of socially responsible students through innovative educational methods and high professionalism of the teaching staff.

However, the results shows that the efficiency of the implementation of any curriculum can never depend on the resilience of educators alone. Shortcomings in terms of education and training, as well as the lack of necessary resources, will prevent effective implementation of the curriculum in the future.

To conclude, the PKLP curriculum becomes a powerful tool to improve the quality of history education in the Philippines. With proper implementation, the new curriculum can produce critical thinkers who know the history and culture of their country thoroughly enough to function in modern society effectively.

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