



DEVELOPMENT AND PILOTING OF LOCALIZED INSTRUCTIONAL MATERIALS IN TEACHING MAKABANSA 2

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ABSTRACT

Localized instructional materials play a vital role in making learning more engaging and meaningful, as they allow students to see their own culture, language, and community reflected in their lessons. In line with Republic Act 10533 (Enhanced Basic Education Act of 2013) and DepEd Order No. 35, s. 2016, which mandate contextualization and localization in the K-12 curriculum, teaching Makabansa 2 becomes an ideal platform for fostering civic values and patriotism through materials that truly connect with learners' everyday realities.

This study explored the development and piloting of localized instructional materials for teaching Makabansa 2 in the Philippine elementary curriculum, with the goal of making lessons more relevant to learners' own communities. Guided by DepEd's School Improvement Plan (SIP) and ARAL framework, the project began with a needs assessment and expert validation, then moved to material production and classroom use. Feedback from teachers, learner performance results, and focus group discussions showed that the localized materials were effective, meaningful, and well-accepted by both educators and students.

The results show that using localized materials in Makabansa 2 makes lessons feel closer to home, allowing children to see their own culture and community reflected in what they learn. Because of this, learners not only understood the concepts better but also participated more actively, showing that contextualized resources can strengthen both knowledge and their sense of national identity. These findings remind us how important it is to design instructional materials that truly connect with learners' realities, in line with DepEd's vision for education that is both learner-centered and deeply rooted in local context.

This study shows that localized instructional materials are not just effective tools, but meaningful bridges that help children connect values education and civic consciousness to their everyday lives. In the Development and Piloting of Localized Materials in Teaching Makabansa 2 for Elementary, learners became more engaged and better understood the lessons because the content reflected their own community and identity. With these positive outcomes, it is strongly recommended that such localized resources be integrated into the wider curriculum so that teaching remains contextualized, learner centered, and deeply relevant to the realities of Filipino children.

INTRODUCTION

The Department of Education the MATATAG Curriculum explicates that Makabansa implements a transdisciplinary approach by weaving together competencies from civics, arts, culture, history, physical education, and health. In this approach, the learners develop a deeper understanding of themselves as Filipinos and members of their communities. It aims to promote nationalism, patriotism, civic responsibility, and cultural identity while making learning more relevant and meaningful. It emphasizes connecting classroom learning with learners' experiences and community realities, making learning more meaningful and relevant.

It is an integrated learning area under the MATATAG Curriculum, it promotes the learner-centered instruction. The competencies from civics, culture, history, arts, physical education, and health to help learners develop a strong sense of identity and citizenship. Makabansa also connects to classroom learning with learners' experiences to become more meaningful and relevant. The learning process should be effective, the instructional materials and teacher support, for the implementation should be given importance to contextualized and localized resources in Makabansa instruction.

The goals in teaching Makabansa presents several challenges for teachers. The newly introduced learning area today seems that many teachers have limited access to adequate instructional materials specifically made for Makabansa lessons. Most of the ready made book materials are either generic, insufficient, are not fully aligned with the local context of learners. Therefore, most teachers often rely on self-made teaching materials to deliver lessons effectively. This situation increases teachers' workload and may affect the consistency and quality of instruction.

Across the world, instructional materials are recognized as key elements of quality education. The choice and implementation of high-quality instructional materials play a significant role in student learning, according to global research. Teachers with access to quality instructional resources are likely better positioned to provide lessons that promote greater understanding and interest among students. Research has demonstrated that enhancing the quality of teaching resources has as much or more effect on learning as decreasing class sizes or expanding instruction time (Garay Abad & Hattie, 2025).

In the local context, the Department of Education (DepEd) has always underscored the need for instructional materials to enhance educational gains. Nevertheless, inequalities persist in accessing, quality, and effective use of these materials. There are still public-school teachers who are dependent on low-quality or improvised materials because they have limited access to standardized



materials. This necessitates an urgent need for crafting localized materials that are relevant and contextualized to the local environment (Lagura & Alegre, 2020).

Research on the creation of localized instructional materials that cater to learner needs and curriculum deficiencies has been conducted in the Philippines. Lagura (2023) underscored that teachers' capacity is strengthened through training in instructional material development, enabling them to become more proficient in the profession and effective in the classroom. In addition, instructors who take part in crafting and assessing their own materials show higher levels of ownership and responsibility in teaching.

Instructional materials development research also attests to the fact that learner needs-adjusted materials can enhance skill mastery. Baltonado and Velasco (2023) illustrated this in their research on reading comprehension, in which subject-integrated instructional materials improved the performance of Grade Five learners. This, by implication, means that, as in other subjects, research-informed development of Makabansa 2 could also lead to positive learning outcomes.

Furthermore, Belisario and Paglinawan (2025) found that the availability of instructional materials is directly related to student participation, especially in science instruction. The implications of their research indicate that available, contextualized, and pertinent materials make learners more participative and motivated.

International literature also points to professional advantages of instructional material design for instructors. Garay Abad and Hattie (2025) asserted that instructors who are engaged in instructional design activities exhibit greater instructional confidence, creativity, and flexibility.

Statement of the Problem

The purpose of the research was to design and utilize localized instructional materials to improve the teaching and learning process in Makabansa 2. More specifically, the study sought to determine the following:

1. What are the characteristics of the materials developed?
2. What is the acceptability level of the localized materials created as assessed by teachers and students based on the following:
 - 2.1. Easily understood;
 - 2.2. Clarity of content; and
 - 2.3. Creativity and attractiveness?
3. What is the extent of appropriateness of the developed materials as assessed by the teachers as to:
 - 3.1. Patriotism;
 - 3.2. Citizenship; and
 - 3.3. National Identity?
4. What are the pre and post-test scores of the pupils before and after the utilization of localized materials in Makabansa 2?
5. Is there a noticeable difference in students' pre- and post-test scores following the utilization of localized instructional materials?
6. What is the perceived level of classroom performance of the pupils in Makabansa 2?

Research Design

For the study, the research design used was the developmental design research, specifically using the Design and Development (D&D) framework in order to design, develop, validate, and implement the localized material of Makabansa 2 for Grade 2 pupils of Nanguma Elementary School, Mabitac District, Division of Laguna. The use of the D&D approach can be justified as it incorporates systematic designs, development, validation, and evaluation of the materials. It will give an opportunity for the researcher to re-evaluate the design from the experts' perspective and empirical data to meet the requirements of the Department of Education (DepEd) K to 12 Curriculum.

Quantitative research is a technique that utilizes numerical data in studying and explaining certain phenomena in an objective manner. It involves the measurement of variables and the application of statistical methods to interpret data, reveal trends, and make conclusions about the relationship between variables. The technique is applicable in research projects that intend to ascertain whether there exist any differences or relationships between variables. Quantitative research, as Creswell (2014) indicates, is based on positivism in the sense that it relies on tangible evidence in making conclusions that can be generalized to a larger population.

This design is frequently employed in education and social science studies since it enables researchers to evaluate the effectiveness of interventions, make comparisons, and develop results that can be used in improving educational practices.

In this particular study, quantitative data collected from pre-tests, post-tests, and the expert evaluation were utilized in evaluating the effectiveness and validity of the materials that were developed during the process of research. At the same time, qualitative data collected through teachers' reflections, observations in classrooms, and interviews facilitated a better understanding of students' engagement and reactions to the instructional materials and helped to evaluate the appropriateness of using these materials in real teaching situations. Using both quantitative and qualitative sources of information allowed to consider the issues under discussion from various angles and gain a more thorough understanding of the benefits and drawbacks of the materials being developed. As a result, the instructional materials for Grade 2 pupils proved to be effective and useful for learning in Philippine public elementary schools.



According to Jain (2023), there are various components in quantitative research that enhance the effectiveness and reliability of the research process. Some of the main elements are the formulation of research questions, which direct and guide the research process. There is the identification of the measurable variables, which include independent variables, those that could possibly affect the dependent variables that are measured. These measurable variables help in developing a hypothesis regarding the potential relationships between them. There is also the sampling process whereby the sample is chosen to be able to give information about a bigger group. Information is gathered systematically using standardized tools such as questionnaires, tests, experiments, and observations. The information obtained is then subjected to statistical analysis.

RESULTS AND DISCUSSIONS

The results reveal a substantial improvement in students' performance after the implementation of the instructional materials. The mean difference of 3.25 between pre-test and post-test scores suggests that the materials developed were effective in improving learners' scores after they were exposed to the materials. This improvement was also significant as the computed t-value was greater than the critical value and the p-value was less than .001 using statistical analysis. The null hypothesis was therefore rejected, thus, it is clear that this was not a chance occurrence that caused the increase in performance.

These findings indicate that the instructional materials were effective for students' academic achievement. The findings are in line with Gomez and Sario (2025) who stated that there were significant improvement in the post-test results following the use of targeted instructional tools. They conclude that, with suitable design of learning materials, students' learning engagement may be boosted, their concept understanding deepened, and academic performance improved.

The Noticeable Difference of Students' Performance following the use of the Constructed Instructional Materials.

Respondents	Mean	Computed Value	T-Critical	P-Value	Decision	Interpretation
PRE	6.17	-30.10	1.67	<.001	Reject H ₀	Significant
POST	9.42					
Diff	3.25					

Summary of Findings

The research study revealed that classroom performance in Makabansa 2 is consistently high for both teachers and students. Teachers obtained an overall weighted mean of **4.64," Always"** indicating that effective instructional practices should be regularly implemented. It was also noted that students' performance was similarly strong, with a weighted mean of 4.74 "Always", although one area, mean = 4.37, suggested a need for slight improvement.

The developed local research instructional materials were used and evaluated as highly effective, with all areas rated "Always". In terms of national **identity**, it received the highest evaluation (4.88), followed by **citizenship** (4.81) and **patriotism**. The materials used demonstrated strong potential in enhancing knowledge of learners for civic awareness, cultural appreciation, and sense of responsibility.

In terms of **acceptability**, both teachers and students rated the instructional materials as "**Highly Acceptable.**" Teachers' ratings ranged from **4.93 to 4.96**, while students' ratings ranged from **4.84 to 5.00**; this indicates that the materials are clear, well-organized, engaging, and visually appealing.

Moreover, there is a **significant improvement in students' academic performance** using the development of instructional materials. Pre-test scores were relatively low, with an overall mean = 6.17, while post-test scores increased substantially, with the overall mean = 9.42, with a mean gain of **3.25**. The Statistical analysis established that this improvement is significant ($p < .001$), leading to the rejection of the null hypothesis.

Conclusions

The research findings demonstrate that the development of local research instructional materials is highly effective in upgrading both teaching practices and student learning outcomes in Makabansa 2. The results show that consistently high ratings from both teachers and students confirm that the materials are effective, well-designed, engaging, and suitable for classroom demonstration and use.

Moreover, the application of the newly developed instructional materials shows significant improvement in students' performance. It provides strong impacts and evidence on their learning. Developed instructional materials not only support academic achievement but also successfully promote important values such as patriotism, citizenship, and national identity.

Overall, the results of this study, supported by evidence that integrating well-developed instructional materials can significantly improve the quality of teaching and learning, make instructional materials a valuable tool in Makabansa 2 instruction.

Recommendations

1. Sustain Effective Teaching Practices, to which teachers should continue to apply, modify, and enhance instructional strategies observed in the research study to maintain continuous learning and have a high classroom performance by the students.



2. Student performance should be evaluated in areas with slightly lower ratings; it should be addressed through proposed interventions, remediation, or differentiated instruction, including the development of instructional materials.
3. The instructional materials should be refined and enhanced; minor improvements can still be made to strengthen further components with relatively lower mean scores in the results, such as incorporating more interactive elements or aligning them more closely with student learning styles.
4. The developed instructional materials may be adopted or implemented in other classes or municipalities of schools to improve Makabansa 2 instruction.
5. The instructional materials should be monitored and evaluated on a regular basis with consideration to feedback and suggestions given by teachers and learners. This will help the materials to be relevant, effective and responsive to students' changing needs.
6. The materials could also be used and tested in other subject areas to extend the evidence of effective use in other educational setting.

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