

The Effect of RIMAP (Remedial Intervention Material in Teaching Araling Panlipunan) in the Academic Performance of Grade Six Pupils in Silang West Elementary School

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Abstract

This action research aimed to improve the academic performance of Grade 6 pupils in Araling Panlipunan. The researchers randomly selected fifty (50) Grade 6 pupils from the identified academically challenged struggling pupils in the subject. Twenty-five (25) pupils are in the experimental group and the rest of the 25 pupils are under the control group. The researcher conducted a pre-test before giving the strategic intervention material and a post-test after the experimental group used it. Analysis revealed the weighted mean of 9.16 of the experimental group was higher than the mean of the control group which is 3.72 in the pretest. The posttest mean of the experimental group increased and became 12.28 which is greater than the 4.6 mean of the control group. The mean gain of the experimental group is very high compared to the mean of the control group. The t-ratio is 1.71 which means that there is a significant difference between the mean of the control and experimental group. The twenty-five (25) grade six pupils used the RIMAP for three months. Engages the learners' interest in the topic discussed and gives an overview of the lesson they will learn and lead towards the performance of the tasks. It builds learning skills and mentions the concrete outcome or product pupils are expected to demonstrate. This remedial intervention material guarantees alignment of activities that are short and simple and easy to understand. This only implies that students' academic performance who used RIMAP improved their academic performance.

Keywords: intervention; RIMAP; Araling Panlipunan; strategic intervention material

Introduction

One of the problems that the grade 6 teachers and learners faced in the teaching learning process in Silang West Elementary School was the pupil's difficulty in dealing with the subject Araling Panlipunan resulting to pupil's poor performance record in the test last school year (2019 - 2020). Araling Panlipunan subject got the lowest Mean Percentage Score (MPS) among 8 subjects in Grade Six.

There was fifty (50) identified Grade VI pupils who got the lowest mean percentage score and in need of special attention to improve their academic performance in the subject. Root cause analysis was done to determine the reasons of their struggles in dealing with the subject which directed the researcher to what kind of intervention to be utilized in eradicating the said problem. Concerned teachers was informed and advised to perform necessary action regarding the planning of appropriate intervention program. Then proper dissemination of information to the concerned parents and pupils was conducted.

In this premise, the researchers felt the need to conduct action research to remedy the existing problem in low academic performance of Grade VI pupils in Araling Panlipunan. Thus, “RIMAP (Remedial Intervention Material in Araling Panlipunan)” an intervention material to improve the poor academic performance in the subject pupils was materialized.

The support instructional material was used by the identified Grade VI who are struggling learners in Araling Panlipunan wherein these pupils used RIMAP (Remedial Intervention Material in Araling Panlipunan). Participants in the program used the materials for ten weeks under the supervision of Grade VI teachers.

The project was solely focused in testing the effectiveness of the strategic intervention material in Araling Panlipunan for the Second Grading Period.

Review of Related Literature

The researchers had explored some literature to expand the perspective related in the action research.

According to the K-12 Araling Panlipunan Curriculum “Ang mithiin ng “Edukasyon para sa Lahat 2015” (Education for All 2015) and the K-12 Philippine Basic Education Curriculum Framework, their aim is to have the skills needed in the 21st century to cultivate a “functionally literate and developed Filipino.” Basic education also aims at long-term learning after formal schooling (lifelong learning). The strategy for achieving these general goals is in accordance with several learning theories that are constructivism, collaborative learning, and experiential and contextual learning”.

Araling Panlipunan teachers in the twenty-first century should employ various teaching strategies to impart knowledge to their students. Learners shall take formative and summative assessments; if the learner's Recomputed Final Grade (RFG) result is less than 75, those learners shall be reassessed immediately by the subject teacher and determine the least mastered competencies or learning gaps. The reassessment results shall serve as the basis for planning and designing instructional interventions to ensure learners transition to the next grade level or semester pursue. For these reasons, the researchers worked on developing intervention material in Araling Panlipunan for Grade 6 that enhanced learning, remediated the least learned competencies, and helped improve their academic performance.

In DO 13, s., guidelines for conducting remedial classes for learners with learning gaps or subject area/s deficiencies are being implemented. In 2018, schools should provide remediation opportunities for learners with learning gaps or subject area deficiencies through tutorial or coaching. Through any type of organized instructional intervention provided to a learner during summer class to address learning gaps or subject area deficiencies. The remedial can take the form of tutorial, mentoring, coaching, or other methods of delivering organized learning experiences and ensures that the standard practices in offering classes and affirms the Department's commitment that all learners will complete basic quality education and learners from Grades 4 to 12 with special educational needs (LSENs) will be allowed to attend classes to catch-up with their learning deficiencies.

The use of Contextualized Strategic Intervention Materials (CSIMs) for the third quarter least mastered Grade 9 Mathematics competencies proved to help the students gain new experiences and developed into independent learners, learned effectively, and found the topics easy to understand, became more interested in learning Math topics, appreciated problem-solving, and enjoyed and felt comfortable in learning Math topics using the CSIM. Students' conceptual understanding improved and was significantly different ($p < 0.05$) for the formative and summative assessments (Adonis 2020).

A study by Pasion (2019) found that SIMs enhance students' interest as well as the student's retention of the lesson which manifested in the high examination scores of the students in the fourth grading period. The result of the effective technique by the teacher employs significant differences in the student's performance in

the pretest and posttest. The SIMs are considered instrumental in upgrading students' retention of the content of the subject as well as in sustaining their interest to learn and integrate the lessons.

Furthermore, Villonez (2018) study results positive feedback stating that the students who used the SIM (Strategic Intervention Material) outperformed the students who did not in terms of mean gain score. He uses the mean and t-tests to analyze the data of the study. Found a significant difference between the experimental and control groups' pretest and posttest mean scores. The use of strategic intervention material (SIM) significantly improved student performance.

ACTION RESEARCH QUESTIONS

This action research will seek the following questions:

1. What is the pre-test result of the Grade VI pupils in Araling Panlipunan prior to using the RIMAP of the control and experimental group?
2. What is their post test result after employing RIMAP?
3. Is there significant difference in the pre-test and post-test result of the experimental group?
4. Is there significant difference in the test result of the controlled and experimental group?
5. How can RIMAP be operated to inspire pupils' learning in Araling Panlipunan?

PROPOSED INNOVATION, INTERVENTION AND STRATEGY

The Strategic Intervention Material (SIM) RIMAP - Remedial Intervention Material in Araling Panlipunan (RIMAP) is a self-made material by the researchers and validated by the Grade VI teacher of SWES. The support instructional Material (SIM) – Remedial Intervention Material in Araling Panlipunan (RIMAP) used in teaching Araling Panlipunan in Grade Six for second quarter to improve the learners' academic performance in Araling Panlipunan. The identified experimental pupils used the SIM-RIMAP while the control group used the module issued by the Department of Education for modular.

The material was conceptualized and designed to provide the pupils who needed support to improve their performance in Araling Panlipunan. Both teachers and learners benefit from these learning kit. This teaching-learning kit is devised containing context with vivid illustrations, activities and concept map which can motivate and stir up the attention and interests of the pupils.

SIM-RIMAP (Remedial Intervention Material in Araling Panlipunan)" gave opportunity to explore various ideas and concepts that could enrich the skills and understanding of the subject.

These intervention materials consist of five parts such as the Guide Card, Activity Card, Assessment Card, Enrichment Card, and the Reference Card. The Guide Card engages the learners' interest on the topic to be discussed and gives an overview of the lesson they will be learning and lead towards the performance of the tasks. It builds prior learning skills and mentions the concrete outcome or product pupils are expected to demonstrate. The Activity Card translates the focus skills in at least three activities. These activities are competency-oriented and could be done individual. The purpose of the activities is to provide enough practice for the learner so that they can perform the skill excellently. The Assessment Card provides exercises, drills, activities that allow pupils to improve their learning skills. The results of the assessment identify the knowledge/skills that they learned that may need to enhance or develop moreover. Assessment Card also helps the learner measure his/her level of mastery of the content. upon completion of the tasks or activities. The Enrichment Card strengthens learning by providing additional exercises for enhancement and improvement. It also provides opportunities for the pupils to apply in real life situations. Finally, the

Reference Card provides a list of the resources that the learners should read further to enhance their knowledge and skills.

This support instructional materials guarantee alignment of activities which are short and simple and easy to understand.

In addition, the designs of the strategic intervention materials are attractive and eye-catching that is why a lot of teachers are encouraged to use them in the teaching-learning process. The SIM RIMAP (Remedial Intervention Material in Araling Panlipunan)". The love for our pupils and dedication for work is our inspiration to explore other disciplines.

On the other hand, identified fifty pupils was given pre-test in Araling Panlipunan prior and post-test after the implementation of the program.

The result was evaluated.

ACTION RESEARCH METHODS

In this action research, descriptive method of research following a case study format which is descriptive research design was used (Aggarwal & Ranganathan, 2019). It was utilized in this research because the academic performance progress of grade six pupils under this study was monitored.

a. Participants and/or Other Sources of Data and Information

This action research used purposive sampling. Out of 189 grade six pupils, fifty (50) were identified as academically challenged which need to undergo intervention program like RIMAP to improve their academic performance in Araling Panlipunan. Twenty-five (25) pupils were under the experimental group and the rest of the 25 pupils was under the controlled group. All data gathered was collated and interpreted using the statistical tools.

b. Data Gathering Method

All data gathered was collated and interpreted using the statistical tools.

Both the experimental and control group was given the same set of questions in pretest and post-test. The grade from the second grading period in Araling Panlipunan was used as the basis of the academic performance of Grade VI pupils. Score in the pre-test and post-test of two groups of Grade VI students served as the basis in determining whether this Strategic Intervention Materials was effective and improved their performance level.

c. Data Analysis Plan

The data was collated and interpreted using the following statistical tool.

- a. t test – to test the significant difference, t test was used to determine if there is a significant difference between the mean of two groups.
- b. Percentage – the value in % “out of every 100”
- c. Weighted mean – the average mean of the n value

DISCUSSION OF RESULT AND REFLECTION

The following problems were answered in this action research.

1. What is the pre-test result of the Grade VI pupils in Araling Panlipunan prior to using the RIMAP of the control and experimental group?

Table 1. Pre – Test Score Prior to RIMAP

CONTROL GROUP		EXPERIMENTAL GROUP	
Name of Student	Pre - Test Score	Name of Student	Pre - Test Score
Vincent Pusing	8	Bianca Emeireine Tequillo	8
Aubrey Felicano	8	Billy Zeth Belena	6
Bryden Panizares	6	Carl Jaden Regala	6
David Albert Labastida	0	Erick John De Pedro	0
Dennise Ann Samillano	2	Cassandra Deita	12
EJ Oliva	2	Dannilyn Bautista	4
Carla Robiano	8	John Kirk Hilario	7
Ella Marie Ame	1	John Lloyd Costales	10
Elaiza Jean Quiatchon	3	Justine Guillermo	10
Fae Nicole Diomangay	4	Justine Talisay	12
Jellin Caila Palyago	1	Johndy Jade Blanco	13
John Kenneth Labastida	0	Leinard Realon	14
Ezekiel Julian Espiritu	1	Mark Anthony Balayon	14
John Leroy Lopez	8	Maria Laviña Supan	6
Kean James Fernandez	5	Mary Cris De Alagdon	15
Julian Kyle Clarito	6	Matthew Dado	5
Kenneth Fat	4	Merry Ann Vicente	9
Ma. Lyn Bueno	0	Mikas Gebriel Tabuyan	12
Liam Kenzo Abarrondo	4	Prince Brian De Pedro	13
Patricia Mae Baleña	5	Princess Shamela Gerodiaz	15
Rialyn Abong	4	Red John Sales	5
Santina Sabio	4	Rhiannah Elica Tequillo	7
Shaira Retuero	2	Rome Reign Elijah Verano	3
Shiela Mae Cariaga	0	Ashley Beatrice Jorales	15
Terrence Pillecer	7	Zundance Destura	8
MEAN	3.72	MEAN	9.6

Table 1 shows the pre – test scores of Grade 6 pupils prior to RIMAP. The pre – test weighted mean of 9.16 of the experimental group was higher than the mean of control group which is 3.72.

2. What is their post test result after employing RIMAP?

Table 2. Post – Test Score After to RIMAP

CONTROL GROUP		EXPERIMENTAL GROUP	
Name of Student	Post - Test Score	Name of Student	Post - Test Score
Vincent Pusing	8	Bianca Emeireine Tequillo	11
Aubrey Felicano	8	Billy Zeth Belena	13
Bryden Panizares	1	Carl Jaden Regala	11
David Albert Labastida	5	Erick John De Pedro	10
Dennise Ann Samillano	3	Cassandra Deita	12
EJ Oliva	2	Dannilyn Bautista	6
Carla Robiano	8	John Kirk Hilario	14
Ella Marie Ame	2	John Lloyd Costales	10
Elaiza Jean Quiatchon	8	Justine Guillermo	10
Fae Nicole Diomangay	4	Justine Talisay	11
Jellin Caila Palyago	2	Johndy Jade Blanco	14
John Kenneth Labastida	1	Leinard Realon	13
Ezekiel Julian Espiritu	5	Mark Anthony Balayon	14
John Leroy Lopez	8	Maria Laviña Supan	14
Kean James Fernandez	7	Mary Cris De Alagdon	15
Julian Kyle Clarito	7	Matthew Dado	14
Kenneth Fat	4	Merry Ann Vicente	10
Ma. Lyn Bueno	2	Mikas Gebriel Tabuyan	12
Liam Kenzo Abarrondo	3	Prince Brian De Pedro	13
Patricia Mae Baleña	6	Princess Shamela Gerodiaz	15
Rialyn Abong	3	Red John Sales	11
Santina Sabio	4	Rhiannah Elica Tequillo	11
Shaira Retuero	2	Rome Reign Elijah Verano	15
Shiela Mae Cariaga	7	Ashley Beatrice Jornales	15
Terrence Pillecer	5	Zundance Destura	13
MEAN	4.6	MEAN	12.28

Table 1 shows the post – test scores of Grade 6 pupils prior to RIMAP. The pre – test weighted mean of 12.28 of the experimental group was higher than the mean of control group which is 4.6.

3. Is there significant difference in the pre-test and post-test result of the experimental group?

Table 3. Pre – Test and Post – Test Result

Score Bracket	Control Group				Experimental Group			
	Pretest		Posttest		Pretest		Posttest	
	f	%	f	%	f	%	f	%
15 – 12	0	0	0	0	10	40	15	60
11 – 7	5	20	8	32	7	28	9	36
Below 7	20	80	17	68	8	32	1	4
Total	25	100	25	100	25	100	25	100%
Mean	3.72		4.6		9.16		12.28	
SD	2.78		2.45		4.23		2.19	
MPS	24.8		30.67		61.07		81.87	

The table shows that the weighted mean of 9.16 of the experimental group was higher than the mean of control group which is 3.72 during the pretest while during posttest the mean of experimental group increases and became 12.28 which are greater than the mean of control group which is 4.6. The mean gain of the experimental group is very high compared to the mean of control group.

4. Is there significant difference in the test result of the controlled and experimental group?

Table 4. t-test for Significant Differences

	With RIMAP	No RIMAP
Mean	12.28	4.6
Variance	4.793333	6.083333
Observations	25	25
Pearson Correlation	0.314818	
Hypothesized Mean Difference	0	
df	24	
t Stat	14.04356	
P(T<=t) one-tail	2.26E-13	
t Critical one-tail	1.710882	
P(T<=t) two-tail	4.52E-13	
t Critical two-tail	2.063899	

Based on the table presented above the t-ratio is 1.71 which means that there is a significant difference between the mean of control and experimental group.

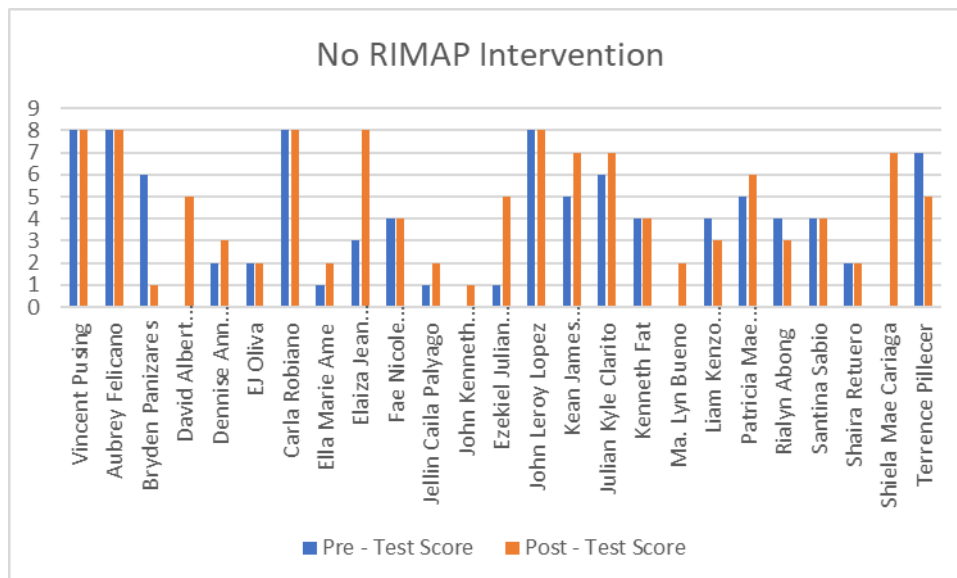
5. How can RIMAP be operated to inspire pupils' learning in Araling Panlipunan?

Strategic Intervention Materials – RIMAP improved the academic performance of grade six pupils in Araling Panlipunan. It engages the learners' interest on the topic to be discussed and gives an overview of the lesson they will be learning and lead towards the performance of the tasks. It builds learning skills and mentions the concrete outcome or product pupils are expected to demonstrate. The results of the assessment identify the knowledge/skills that they learned that may need to enhance or develop moreover. Also helps the learner measure his/her level of mastery of the content upon completion of the tasks or activities. This support instructional materials guarantee alignment of activities which are short and simple and easy to understand.

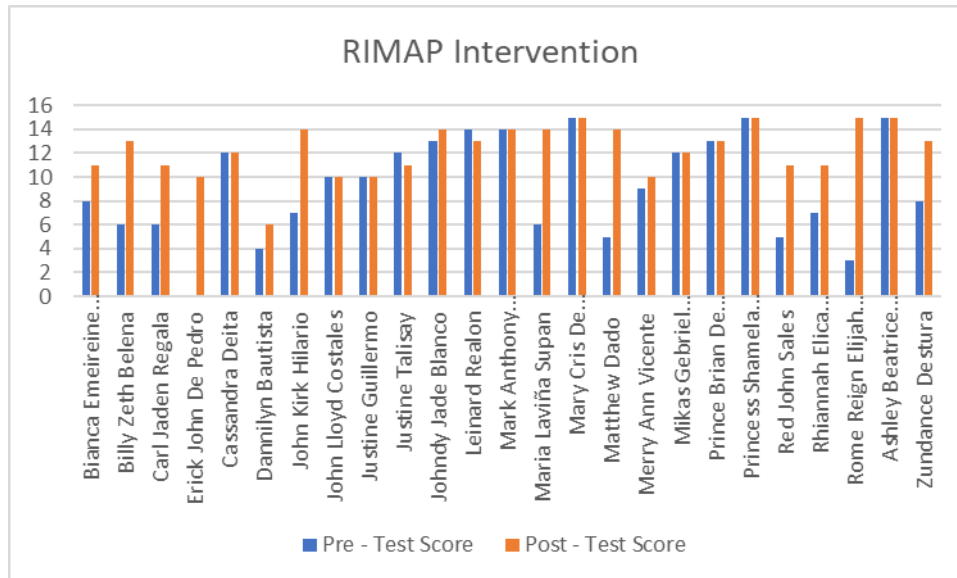
Impact of RIMAP in the Academic Performance of the Pupils

The aim of this paper is to determine the impact of the RIMAP in improving the academic performance of grade six pupils in the subject Araling Panlipunan of the school for a period of three months from January 2021 to March 2021. The following graph below shows the difference between the pre – test and post - test result of the pupils before and after the program. The table below presents the drastic change happened after the period of implementation.

Graph 1. Student with No RIMAP Intervention



Graph 2. Student with RIMAP Intervention



Graph 1. Score of Students with NO RIMAP and Graph 2. Score of Students with RIMAP show the pre – test and post – test scores of in graph of the students. The graph shows that SIM-RIMAP has contributed a great impact in improving the academic performance of grade six pupils. The strategic intervention materials have produced learners able to comprehend the topic in Araling Panlipunan. There is a significant increase contributed by the strategic intervention material in the pupils. The score of pupils who used SIM – RIMAP increases in post-test than pupils who did not.

Conclusion

Based on the findings, the following conclusions were drawn:

1. The 25 Grade Six pupils included in the action research could increase their academic performance in Araling Panlipunan after the RIMAP.
2. The academic performance of the 25 Grade six pupils under RIMAP was improved, thus, the said intervention program was effective and could help learners who had difficulty in dealing with the subject Araling Panlipunan.
3. Therefore, the strategic intervention materials that used is an effective way of improving students' academic performance in Araling Panlipunan.

Recommendations

Based on the findings and conclusion, the following recommendations are presented.

1. Students should spend time to explore any strategic intervention materials in Araling Panlipunan especially those that will enhance their comprehension skill.

2. Teachers should use other strategies and activities that will develop their pupil's academic performance particularly their higher comprehension/understanding skill. They should also choose the strategies and good books most appropriate for achieving their own remediation teaching objectives.

3. Strategic Intervention Material RIMAP can help a lot in improving the academic performance of grade six pupils in the subject Araling Panlipunan. Thus, the researchers recommend the following sample of materials to the researchers who wish to replicate the program.

For future researchers, it is recommended to introduce other strategic intervention material and strategies such as utilization of technology, peer teaching using fun and interactive materials.

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