

ALSIPI: SUPPLEMENTAL MATERIAL FOR ADVANCEMENT LEARNING IN FILIPINO AND STUDENT PERFORMANCE

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ABSTRACT

This study is related to ALSIPI: Supplemental for the Advancement of Learning Filipino and Student Performance and is based on experimental methodology. Questionnaires and examinations were used to achieve the following objectives: level of acceptance of ALSIPI as the Basis for Initial Teaching of Students based on Objective, Content, Understanding, and Level of Knowledge; level of knowledge of supplemental resources based on Intellect, Emotion, and Active Participation; level of Student Performance in Filipino Subject based on exams; significant relationship between ALSIPI and Student Characteristics; significant relationship between ALSIPI: Basis for Initial Learning of Filipino and Student Knowledge.

Based on the level of validation of teachers using ALSIPI: Basis for Initial Teaching of Filipino and Student Performance, all indicators have a highly consistent interpretation. Therefore, the level of validation in using ALSIPI as the Basis for Initial Teaching of Filipino based on Objective, Content, Understanding, and Level of Knowledge is "extremely high."

Regarding students' level of knowledge in using ALSIPI: Basis for Initial Teaching of Filipino and Student Performance, all indicators have a highly consistent interpretation. Therefore, students' knowledge level in using ALSIPI: Basis for Initial Teaching of Filipino and Student Performance is very high. Based on students' performance level according to their grades in exams, it is highly satisfactory. Therefore, the results were highly pleasing.

In the general impression of the data obtained, ALSIPI: Basis for Initial Teaching of Filipino and Student Performance had a significant effect. Based on the answers and conclusions, the following recommendations were given. ALSIPI can be used by Laguna State Polytechnic University-Sta. Cruz Campus as an additional resource for their Extension Program to help open the school to out-of-school youth. ALSIPI can also be used as an instrument to establish or open ALS in the town of Lumban, Laguna, which can help citizens who want to finish their studies. To ensure proper academic performance, other researchers are encouraged to conduct related studies to determine other factors that affect the creation of ALSIPI for students' learning of Filipino.

Keywords:

ALSIPI, Supplemental Materials, Filipino Research

INTRODUCTION

ALS or the Alternative Learning System is being implemented by the Department of Education or DepEd, the agency overseeing the education sector in the Philippines. If Filipinos have not completed elementary or high school, they can still finish their education through this program, even without entering the formal

education system. The approach is modular, which means that those who want to study here are officially registered as Filipino students in an alternative way. Students here no longer need to attend formal school daily. Once the student completes the necessary modules, they take the Accreditation and Equivalency (A&E) Test. If they pass, they are considered graduates of elementary (grade 6) or junior high school (grade 10), or senior high school (grade 12). It consists of studying, testing, and other appropriate assessments to measure the skills acquired by ALS students based on the ALS K to 12 Basic Education Curriculum (BEC). Those who complete the requirements and pass the Accreditation and Equivalency Test (A&E Test) are given legal rights and proof bearing the Department of Education (DepEd) seal, ALS logo, Schools Division Office logo, dry seal, and designated signatories, and the name where they studied (if the ALS was completed under a school or an SBM School for ALS) or the name of the Community Learning Center (if the ALS passer completed under a CLC). This document attests to their abilities as equivalent to those who have completed the formal education system.

However, there have been many challenges in the implementation of ALS since its inception. The lack of teaching materials based on the community, delayed release of transportation allowances, and lack of permanent rooms for conducting study sessions have been reported by ALS teachers (Pinca, 2015). Arpilleda (2018) added that the lack of stakeholders, particularly those from local government officials and parents of students, is evident. Thus, despite the remarkable development in expanding access to basic education, mechanisms for teaching support such as teaching materials, facilities and equipment, financial resources, and cooperation from stakeholders remained elusive (Abasolo, 2017).

The creation of teaching aids is also an important tool for better understanding the topics to be discussed, especially in this ALS system. Although their equipment is only in modules, it is important to make it easier for them to acquire knowledge. Garcia (2021) mentioned in his article that San Antonio said some major challenges for students are the various learning resources for home-based learning and the long delay in learning tasks. The official also added that they continue to monitor the extent of the effect on students' learning in home-based learning.

San Antonio explained that as a response to their problems, DepEd is implementing various measures. These include academic ease, psychosocial support, capacity-building for teachers and parents, and the use of different methods of learning delivery. Meanwhile, DepEd Director Roger Masapol confirmed that enrollees have reached 26.7 million at all levels, including the Alternative Learning System.

The researcher will create supplemental materials to be another material that can be used in discussing the Filipino subject. In this way, it will be more compact and useful.

STATEMENT OF THE PROBLEM

This research also wanted to know the answers to the selected questions:

1. What is the level of acceptance of ALSIPI as a learning material for Filipino based on the following parts:
 - 1.1 Objectives;
 - 1.2 Content;
 - 1.3 Understanding; and

1.4 Level of knowledge

2. What is the level of performance in ALSIPI as a basis for advanced learning of Filipino based on the qualities that pertain to:

2.1 Intellectual;

2.2 1.2 Emotional; and

1.3 Active Participation?

3. Is there a significant relationship between the components of ALSIPI and the characteristics of the student?

4. Is there a meaningful correlation between the adoption of ALSIPI as a learning tool and the student's proficiency in performing tasks in advanced Filipino learning?

RELATED LITERATURE AND STUDY

The researcher based the related literature on the supplementary equipment based on the purpose, work, importance, knowledge, and training included in it.

This result can be related to what Nic (2013) said, learning objectives tell students what is important. without learning objectives, it is difficult for students to know what they should learn. In an interview, a teacher can talk extensively about a case, but unless he or she clearly states, it can be difficult for students to know where to focus their attention. learning objectives need to be specific and measurable. Some things people might think are learning objectives but are not: (1) students will understand the central limit theorem, (The term "understand" is not measurable), (2) learn of students about probability trees ("learn" is not measurable, and the level is not specified. Do students have to interpret or create probability trees. stated by Alida (2021), content refers to the body of knowledge and information taught by teachers and students are expected to learn a specific subject or part of the content, such as English language arts, mathematics, science, or social studies. Content usually refers to the facts, concepts, theories, and principles taught and learned in specific academic courses, rather than related skills such as reading, writing, or research that students also learn in school.

Stated by Snow's (2013) study, comprehension is a process of simultaneous development and construction of meaning through interaction and interaction with written language. The words derivation and development are used to emphasize both the importance and scarcity of the text as a result of reading comprehension. Still according to him, the cultivation of reading skills does not depend only on the text, or on the books, but on the experience of the reader. Even though the readers are in a new generation, there are still some who find it difficult to read. They have difficulty discovering and processing the meanings represented by the symbols printed on each page of the book. As a result of this reality, the act of reading is called a very complex process. Still according to him, from the initial experience of recognizing graphemes to visiting the images that remain in our consciousness, the word is felt by any reader as a social, psychological, physiological, perceptual, linguistic, and intellectual active engagement. . This means, the whole personality of the reader is always involved in the reading process. It is not only enough to hear the students' correct pronunciation of the letters and words that are read to them, but it is also important to understand the meaning and message conveyed by the words they read. In other words, it requires understanding.

Paule (2015) mentioned, students have their own needs when it comes to increasing the level of knowledge because they have different learning styles to influence their ability to understand the lessons. Therefore, it is the duty of teachers to be creative in thinking of styles towards rapid student learning. It is necessary that the students' knowledge is sharpened in the tasks or tasks given by the teacher, the students must be challenged to be able to answer, get involved or participate in each lesson. When the style in answering the task is different, the students become more active students in achieving their knowledge.

according to the article by Keegan et. al (2020), whose mental domain focuses on the development of knowledge and understanding necessary for action and other physical activities. It cultivates a person's understanding of how, when, and why to act in a particular way and how to adapt to new actions. It includes resolution and decision-making, as well as being open-minded to the importance of action. The mental domain is about the following: thinking, understanding and decision making, thinking about how and when to perform a task, understanding one's own strength to reach the goal, understanding the temporary and long-term benefits of joining a cause.

Asmentioned by Aycardo (2023) in her study, it is for achieving the reading abilities and knowledge by focusing on the students reading and helping them with the problem in reading to support their benefits. Brigada Pagbasa, based on the result, showed that have a significant effect as an intervention in the development of skills and knowledge in the Filipino language.

According to the journal of Kirk (2021), that the emotional domain refers to learning focused on emotions, levels of acceptance and rejection which can change from simple attention to complex, but considered consistent internal character of a student. Related to feeling is acceptance of different ideas; responsiveness which refers to compliance, volunteering, free time allocation; assessment that deals with supporting and predicting learning; organization which in turn is related to development, discussion and balance; and characterization that refers to revision, prevention, management and resolution. The attitude, motivation, way of communicating and learning are also included in the educational feeling. It is important that students are given the opportunity to be part of the discussion, and that the teacher is not the only center of the approach used in teaching.

definition of Vidyaprakash (2021), Exam is a way to test our knowledge. Without conducting tests students will not concentrate on their studies and learn their lessons properly. Tests are required in schools and colleges to find out the true ability, talent and knowledge of students.

METHODOLOGY

In this chapter, the research design, respondents, research method, research instrument, and statistical methods are found.

In this study, the researcher used a Descriptive Method (Descriptive Method) to gather specific answers and important information about ALSIPI: Supplemental materials for advanced learning in Filipino and Student Performance

The Descriptive Method is also used to show the detailed conclusion on the hypothesis or inference through intensive study and correct interpretation. Descriptive research according to Maranan (2016), is a design to gather information regarding factors related to the research topic. It is used to demonstrate strong inference conclusions through evidence and validation of gathered information. The purpose of this research is to give supplemental materials to ALS student who wants to continue their study, which means that those who want to study here are officially registered as Filipino students in an alternative way. Students here no longer need to attend formal school daily. Once the student completes the necessary

modules, they take the Accreditation and Equivalency (A&E) Test. If they pass, they are considered graduates of elementary (grade 6) or junior high school (grade 10), or senior high school (grade 12).

The respondents used in this study are the selected students from the Alternative Learning System student under Pila Elementary School Year 2022-2023 with a total number of one hundred (100).

Table 1. Formula Used

Problem	Formula
1 What is the level of acceptance of ALSIPI as a learning material for Filipino based on the following parts: 1.1 Objectives; 1.2. Content; 1.3 Understanding; and 1.4. Level of knowledge	Mean at Standard Deviation
2. What is the level of performance in ALSIPI as a basis for advanced learning of Filipino based on the qualities that pertain to: 2.1. Intellectual; 2.2. Emotional; and 2.3 Active Participation?	Mean at Standard Deviation
3. what is the performance level of ALSIPI students based on their exam	Mean at Standard Deviation
4. Is there a meaningful correlation between the adoption of ALSIPI as a learning tool and the student's proficiency in performing tasks in advanced Filipino learning?	T-test

RESULT AND INTERPRETATION

The level of ALSIPI: Supplemental Materials based on the component is measured according to Purpose, Content, Understanding, and level of knowledge.

The level of ALSIPI: Supplemental Materials based on Parts by Objective. The researcher presented a statement and one hundred students from Pila Elementary School answered Them. The data collected from the respondents was interpreted by the researcher as "Very High".

Table 2. The level of ALSIPI: Supplemental Material based on Parts by Objectives.

Mga Pahayag	Mean	SD	Puna
<i>Nakamit ang bawat layunin na nakasaad sa bawat paksang tinatalakay</i>	4.98	0.14	Lubos na sumasang-ayon
<i>Naangkop ang bawat layunin na nakasaad sa bawat paksa</i>	4.96	0.20	Lubos na sumasang-ayon
<i>Malinaw ang pagkakalahad ng bawat layunin sa bawat paksang tinatalakay</i>	4.96	0.20	Lubos na sumasang-ayon
<i>Ang mga layunin ay angkop sa mga mag-aaral na gumagamit ng worktext</i>	4.93	0.26	Lubos na sumasang-ayon
<i>Makatotohanan at nasusukat ang bawat layunin</i>	4.96	0.20	Lubos na sumasang-ayon
Overall Mean: 4.96			
Standard Deviation: 0.20			
Literal na paliwanag: Lubhang Mataas			

In a general statement, it has an overall mean of 4.96, a standard deviation of 0.20, and shows that the Level of ALSIPI: Supplemental Material based has a comment that Strongly agrees and a literal explanation that is very high. Therefore, the above result only proves that it is good to have clear and appropriate purposes.

Table 3 shows the Level of ALSIPI: Supplemental Material based on Parts by Content. The researcher presented a statement and one hundred students from Pila Elementary School answered Them. The data collected from the respondents was interpreted by the researcher as “Very High”.

Table 3. The level of ALSIPI: Supplemental Material based on Parts by Content.

Mga Pahayag	Mean	SD	Puna
<i>Organisado ang bawat bahagi at may kaisahan</i>	4.97	0.17	Lubos na sumasang-ayon
<i>Ang nilalaman ay may tiyak na impormasyon, mga halimbawa at sanggunian</i>	4.94	0.24	Lubos na sumasang-ayon
<i>Napapanahon ang bawat paksa at tema</i>	4.95	0.22	Lubos na sumasang-ayon
<i>Angkop at madaling maunawaan ng mga babasa ang mga kahulugan na ibinigay sa bawat salita</i>	4.97	0.17	Lubos na sumasang-ayon
<i>Nakapagbibigay linaw ang nilalaman sa pagtalakay ng paksa sa gramatika sa pagbuo ng mga salita at pangungusap</i>	4.97	0.17	Lubos na sumasang-ayon
Overall Mean: 4.96			
Standard Deviation: 0.20			
Literal na paliwanag: Lubhang Mataas			

In general statement, it has an overall mean of 4.96, standard deviation of 0.20 and shows that the Level of ALSIPI: Supplemental Material based on Component by Content has a comment that strongly agrees and a literal explanation that is very high. Therefore, the above results only prove that the structure and appropriateness of the content play a big role in the students' understanding of a text.

Table 4 shows the Level of ALSIPI: Supplemental Material based on Parts by Understanding. The researcher presented a statement and one hundred students from Pila Elementary School answered Them. The data collected from the respondents was interpreted by the researcher as “Very High”.

Table 4. The level of ALSIPI: Supplemental Material based on Parts by Understanding.

Mga Pahayag	Mean	SD	Puna
<i>Pinagagaan ang pagbibigay ng interbensyon sa mga mag-aaral na mababa ang antas ng kakayahan sa pag-unawa sa aralin.</i>	4.95	0.22	Lubos na sumasang-ayon
<i>Ang nilalaman ay sapat upang lubos na maunawaan ang mga malalalim na salita.</i>	4.96	0.20	Lubos na sumasang-ayon
<i>Madaling nagagamit ang materyal sa mahusay na pag-unawa sa mga tanong.</i>	4.96	0.20	Lubos na sumasang-ayon
<i>Mas nalilinig ang pagbibigay ng kaalaman sa pagsagot ng materyal</i>	4.97	0.17	Lubos na sumasang-ayon
<i>Nalilinig ang mabilis na pag-iisip dahil sa mga nakalahad na clues.</i>	4.97	0.17	Lubos na sumasang-ayon
Overall Mean: 4.96			

Standard Deviation: 0.19

Literal na paliwanag: Lubhang Mataas

In a general statement, it has an overall mean of 4.96, a standard deviation of 0.19, and shows that the level of ALSIPI: Supplemental Material based on Parts by Understanding has a comment that strongly agrees and a literal explanation that is very high. Therefore, the above results only prove that understanding tasks play a big role because readers develop a deeper understanding whenever they do these tasks.

Table 5 shows the ALSIPI: Supplemental Material based on Parts by knowledge. The researcher presented a statement and one hundred students from Pila Elementary School answered Them. The data collected from the respondents was interpreted by the researcher as “Very High”.

Table 5. The level of ALSIPI: Supplemental Material based on Parts by Level of Knowledge.

Mga Pahayag	Mean	SD	Puna
<i>Nakapagbibigay ng hamon upang mapalalim ang kaalaman hinggil sa pagsasagot</i>	4.96	0.20	Lubos na sumasang-ayon
<i>Nakatutulong sa pagtaas ng lebel ng kaalaman ang pagsasanay sa loob ng aplikasyon.</i>	4.98	0.14	Lubos na sumasang-ayon
<i>Nakapagdaragdad ng kaalaman sa mga mag-aaral</i>	4.98	0.14	Lubos na sumasang-ayon
<i>Napalalalim ang mga kaalaman ng mag-aaral hinggil sa aralin na kanilang tinatalakay.</i>	4.98	0.14	Lubos na sumasang-ayon
<i>Nagkakakaron ng higit na kabatiran ang mga mag-aaral sa komprehensyon mula sa materyal</i>	4.94	0.24	Lubos na sumasang-ayon

Overall Mean: 4.97

Standard Deviation: 0.18

Literal na paliwanag: Lubhang Mataas

In a general statement, it has an overall mean of 4.97, a standard deviation of 0.18, and shows that the level of ALSIPI: Supplemental Material based on Parts by Knowledge has a comment that strongly agrees and a literal explanation that is very high. Therefore, the above results only prove that knowledge tasks play a big role because readers develop a deeper knowledge whenever they do these tasks.

Table 6 shows the ALSIPI: Supplemental Material based on Parts by Intellectual. The researcher presented a statement and one hundred students from Pila Elementary School answered Them. The data collected from the respondents was interpreted by the researcher as “Very High”.

Table 6. The level of ALSIPI: Supplemental Material based on Parts by Intellectual.

Mga Pahayag	Mean	SD	Puna
<i>Nakatutulong sa pagpapataas ng antas ng kaalaman at natutunang kompetensi.</i>	4.97	0.17	Lubos na sumasang-ayon
<i>Madaling naipoproso ang mga itinuturong aralin sa asignaturang Filipino.</i>	4.94	0.24	Lubos na sumasang-ayon
<i>Mas natatandaan ang mga makabuluhang kahulugan at ideya ng paksa</i>	4.96	0.20	Lubos na sumasang-ayon
<i>Nakatutulong upang maisalin ang bagong kaalaman o kasanayan sa tunay na sitwasyon ng buhay.</i>	4.96	0.20	Lubos na sumasang-ayon
<i>Napauunlad ang kritikal na pag-iisip at malikhaing pagsasanay</i>	4.98	0.14	Lubos na sumasang-ayon

Overall Mean: 4.96
Standard Deviation: 0.19
Literal na paliwanag: Lubhang Mataas

In a general statement, it has an overall mean of 4.96, a standard deviation of 0.19, and shows that the level of ALSIPI: Supplemental Material based on Parts by Intellectual has a comment that strongly agrees and a literal explanation that is very high. Therefore, the above results only prove that Intellectual tasks play a big role because readers develop a deeper Intellectual whenever they do these tasks.

Table 7 shows the ALSIPI: Supplemental Material based on Parts by Emotion. The researcher presented a statement and one hundred students from Pila Elementary School answered Them. The data collected from the respondents was interpreted by the researcher as “Very High”.

Table 7. The level of ALSIPI: Supplemental Material based on Parts by Emotion.

Mga Pahavag	Mean	SD	Puna
<i>Nakapagdaragdag ng motibasyon at sidhi ng damdamin na pagyamanin ang natutunang kasanayan.</i>	4.95	0.22	Lubos na sumasang-ayon
<i>Nakatutulong upang mas mapagaan ang pamamaraan ng pagkatuto.</i>	4.96	0.20	Lubos na sumasang-ayon
<i>Nakapagdudulot ng kaaliwan sa proseso ng pagkatuto.</i>	4.98	0.14	Lubos na sumasang-ayon
<i>May kasiyahan sa pagtanggap ng mga impormasyong bahagi ng pagkatuto.</i>	4.97	0.17	Lubos na sumasang-ayon
<i>Nagdudulot ng oportunidad upang maging mas organisado sa panahong ginugugol sa pag-aaral.</i>	4.97	0.17	Lubos na sumasang-ayon

Overall Mean: 4.97
Standard Deviation: 0.18
Literal na paliwanag: Lubhang Mataas

In a general statement, it has an overall mean of 4.97, a standard deviation of 0.18, and shows that the level of ALSIPI: Supplemental Material based on Parts by Emotion has a comment that strongly agrees and a literal explanation that is very high. Therefore, the above results only prove that Emotion tasks play a big role because Learners develop a deeper Emotion whenever they do these tasks.

Table 8 shows the ALSIPI: Supplemental Material based on Parts by Active Participant. The researcher presented a statement and one hundred students from Pila Elementary School answered Them. The data collected from the respondents was interpreted by the researcher as “Very High”.

Table 8. The level of ALSIPI: Supplemental Material based on Parts by Active Participant.

Mga Pahavag	Mean	SD	Puna
<i>Napahuhusay ang mga natamong kompetensi.</i>	4.99	0.10	Lubos na sumasang-ayon
<i>Napauunlad ang kakayahan sa malayang pagkikilahok.</i>	4.98	0.14	Lubos na sumasang-ayon
<i>Agarang nakatutugon at nakabubuo ng kasagutan sa mga pagtataya at ebalwasyon.</i>	4.95	0.22	Lubos na sumasang-ayon
<i>Nalilining ang eksperimental at praktikal na pagsasanay na kaugnay ng aralin.</i>	4.97	0.17	Lubos na sumasang-ayon
<i>Nakapagdudulot ng oportunidad upang mas mapayabong ang kakayahang makapagbahagi ng natamong kaalaman sa kapwa mag-aaral.</i>	4.97	0.17	Lubos na sumasang-ayon

Overall Mean: 4.97

Standard Deviation: 0.17

Literal na paliwanag: Lubhang Mataas

In a general statement, it has an overall mean of 4.97, a standard deviation of 0.17, and shows that the level of ALSIPI: Supplemental Material based on Parts by Participant has a comment that strongly agrees and a literal explanation that is very high. Therefore, the above results only prove that Emotion tasks play a big role because Learners develop being Active Participants whenever they do these tasks.

Table 9 shows the ALSIPI: Supplemental Material based on Parts by their Exam. The researcher presented a statement and one hundred students from Pila Elementary School answered Them. The data collected from the respondents was interpreted by the researcher as “Very High”.

Table 9 shows the ALSIPI: Supplemental Material based on Parts by their Exam.

Marka	Kabuoan	Bahagdan	Mapaglarawang Katumbas
48 - 50	27	27.00	Dalubhasa
43 - 47	34	34.00	Malapit at halos pumantay sa Dalubhasa
33 - 42	30	30.00	Gumagalaw patungo sa Dalubhasa
28 - 32	6	6.00	Katamtamang Dalubhasa
8 - 27	3	3.00	Mababang Dalubhasa
3 - 7	0	0.00	Napakababang Dalubhasa
0 - 2	0	0.00	Hindi Dalubhasa
Total	100	100	
Weighted Mean		42.73	
Pinakamababang Marka		22	
Pinakamataas na marka		50	Napakasiya-siya
Standard Deviation		6.64	

Table number eight shows the level of performance of Students in the Filipino Subject based on the test, out of a total of one hundred respondents, the score "43 to 47" scored the highest number of thirty-four (34) or 34.00 % of total responders and descriptive equivalents Near and Almost Equal to Expert. And a score of “33 to 42” has a number of thirty (30) or 30.00% of the total respondents and has a descriptive equivalent of Moving Towards Expertise. While the score “8 to 27” obtained the minimum number of three (3) or 3.00% of the total respondents and has the descriptive equivalent of Low Proficiency.

There is a total (Weighted Mean=42.73, SD=6.64) and (lowest score = 22, highest score = 50) shows that the level of performance of the Students in the Filipino Subject based on the test has a descriptive equivalent of Near and Almost Equal to the Expert and with a literal explanation Very Satisfying.

This result is based on the aforementioned definition of Vidyaprakash (2021), Exam is the way to test our knowledge. Without conducting tests students will not concentrate on their studies and learn their lessons properly. Tests are required in schools and colleges to find out the true ability, talent and knowledge of students.

All students study their lessons well to get good marks in tests and exams, each and every student is interested in getting good marks in exams and study good to achieve this, if there is no exam there is no opportunity to express about our knowledge, skills. as well as our resource activity

Shows the Significant Effects between the adoption of ALSIPI as a learning tool and the student's proficiency in performing tasks in advanced Filipino learning. The data was analyzed using a statistical method that resulted in a calculated value for the r-value. It shows that the computed value for Purpose, with an r-value of 0.331, for Content with 0.2571, for Understanding with 0.2775 and for Definition with 0.3185 has low correlation and there is low support computed that p-value and the test is significant.

Table 10: Significant Effects between the adoption of ALSIPI as a learning tool and the student's proficiency in performing tasks in advanced Filipino learning

Bahagi ng ALSIPI	r-value	Katibayan ng Ugnayan	Analisis
Layunin	0.331	Mababang pagkakaugnay	Makabuluhan
Nilalaman	0.2571	Mababang pagkakaugnay	Makabuluhan
Pang-unawa		Mababang pagkakaugnay	Makabuluhan
Lebel ng kaalaman		Mababang pagkakaugnay	Makabuluhan
	0.3185		

Palatandaan:

Sukatan	Katibayan ng Ugnayan
±0.00	walang pagkakaugnay, Walang relasyon
±0.01 – ±0.20	napakababang pagkakaugnay, Halos walang relasyon
±0.21 – ±0.40	mababang pagkakaugnay, Tiyak ngunit mababaw ang relasyon
±0.41 – ±0.70	katamtamang pagkakaugnay, Makabuluhan ang relasyon
±0.71 – ±0.90	mataas na pagkakaugnay, Kapuna-puna ang relasyon
±0.91 – ±0.99	napakataas na pagkakaugnay, Mapapaniwalaan ang relasyon
±1.00	Lubos ang pagkakaugnay, Ganap na may relasyon

Katangian ng ALSIPI	r-value	Katibayan ng Ugnayan	Analisis
Pangkaisipan	0.3347	Mababang pagkakaugnay	Makabuluhan
Pandamdamin		Mababang pagkakaugnay	Makabuluhan
Aktibong Pakikilahok	0.3038	Mababang pagkakaugnay	Makabuluhan

Palatandaan:

Sukatan	Katibayan ng Ugnayan
±0.00	walang pagkakaugnay, Walang relasyon
±0.01 – ±0.20	napakababang pagkakaugnay, Halos walang relasyon
±0.21 – ±0.40	mababang pagkakaugnay, Tiyak ngunit mababaw ang relasyon

± 0.41	–	± 0.70	katamtamang pagkakaugnay, Makabuluhan ang relasyon
± 0.71	–	± 0.90	mataas na pagkakaugnay, Kapuna-puna ang relasyon
± 0.91	–	± 0.99	napakataas na pagkakaugnay, Mapapaniwalaan ang relasyon
± 1.00			Lubos ang pagkakaugnay, Ganap na may relasyon

The table shows a significant relationship between the characteristics of ALSIPI: Supplemental Materials for advancement learning in Filipino and Student Performance Basis For Beginning Filipino, The data was analyzed using a statistical method that resulted in a calculated value for the r-value. It shows that the calculated value for Mental, with an r-value of 0.3347, for Emotional with 0.3284, and for Active Participation with 0.3038 have a low correlation and there is a low support calculated p-value and the analysis is significant.

Based on the data collected, it shows that the null hypothesis that "There is no significant relationship between the characteristics of ALSIPI: Basis Sa Panimulang Pagtatuto Ng Filipino Sa Kaalaam ng Magaralan" should not be accepted, it shows that "there is a significant" relationship with between them.

CONCLUSION

Based on the aforementioned answers, the following conclusions were drawn:

The hypothesis that says "There is no significant relationship between the acceptance level of ALSIPI and the level of students' knowledge" is accepted. And the hypothesis that says "There is no significant relationship between ALSIPI: Basis for Introductory Learning of Filipino and Students' Knowledge" should not be accepted because there is a significant effect between the two.

RECOMMENDATION

After studying and analyzing the findings, the researcher suggests the following recommendation.

1. School administrators and Filipino teachers Use ALSIPI to help students learn more in their academic performance.
2. Teachers can further develop ALSIPI which can help develop students' learning towards a meaningful performance.
3. Students should pay attention to their interest and develop their ability and perseverance for personal learning using ALSIPI. Students' learning is based on their ability to learn, so they should be responsible in their processing of information to make learning more complete.
4. ALSIPI can be used by Laguna State Polytechnic University-Sta. Cruz Campus as an additional passage in their Extension Program that will help to open a School for out-of-school youth.
5. ALSIPI can be an instrument to have or be able to open an ALS in the town of Lumban, Laguna where it can help citizens who want to finish their studies.

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