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7 Development and Validation of Contextualized Strategic Intervention Materials in Science for Grade 6 Learners

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2 ABSTRACT

This study aimed to develop a contextualized Strategic Intervention Material (SIM) in Science for Grade 6 learners at Tungao Central Elementary School, South Butuan District 2, Division of Butuan City, for the school year 2021-2022. Employing a quantitative research design, the study involved 91 respondents and two evaluators. The research instruments included four First Quarter Summative Tests, an Evaluation Instrument for Quality Assurance of the Contextualized SIMs, and an Evaluation Instrument for Content, Accuracy, Recency of Information, and Contextualization. Data analysis was conducted using frequency count, percentage distribution, and weighted mean. The findings revealed that the majority of learners did not meet expectations in their performance on the four summative tests. Specifically, many learners struggled with differentiating solutes from solvents, describing the appearance of a suspension, and explaining methods for separating mixtures through decantation and magnet use. The SIMs were designed and developed using guide cards, activity cards, assessment cards, enrichment activity cards, reference cards, and answer keys. These contextualized SIMs were evaluated based on quality assurance, content accuracy, recency of information, and contextualization criteria. Enhancements to the SIMs were made according to the validators' suggestions.

KEYWORDS

Contextualized SIM; Contextualization; Science.

6 INTRODUCTION

From the time the Philippine Educational System underwent significant changes brought about by the K-12 Basic Education Curriculum and the challenges that have come along with them. One of these is the Department of Education (DepEd) 2018 National Achievement Test (NAT) result with the lowest performance of 37.44 percent in the Science subject (Arzaga, 2021). Additionally, the Organization for Economic Co-operation and Development's (OECD) Programme for International Student Assessment (PISA) revealed that Filipino learners ranked last out of 79 countries in Science (Haw, King & Trinidad, 2021).

But even before the K-12 Basic Education Curriculum form, elementary learners have been performing poorly in Science. Everyone knows that public-school teachers already had several complaints about the shortage of learning materials, particularly textbooks, which is a predicament that still exists. The unavailability of instructional materials, as well as the teachers' lack of knowledge on material development became prevalent and persisted as lingering problems among educational institutions (Cubillas, 2020).

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