

EFFECTIVENESS OF STRATEGIC INTERVENTION MATERIALS (SIM) IN LEARNING AND ACADEMIC PERFORMANCE IN FILIPINO LITERATURE 8

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ABSTRACT

This study aims to examine the effectiveness of Strategic Intervention Materials (SIM) in improving students' learning and academic performance in Filipino Literature 8. It specifically seeks to determine the level of learning and academic performance before and after the use of SIM, the differences between these measures, and the relationship between the two variables. The researcher employed an experimental design, particularly a pre-test and post-test with a non-equivalent control group. The participants consisted of 278 Grade 8 students from Balibago Integrated High School during the School Year 2025–2026. The SIM was designed based on the Most Essential Learning Competencies (MELCs) and focused on lessons in poetry, drama, and essays. Data were collected through pre-tests, post-tests, and survey questionnaires, while data analysis utilized weighted mean, t-test, and Pearson's *r*. Based on the findings of the study, the students' level of learning before the use of SIM had a weighted mean of 2.31 (low), which increased to 3.45 (high) after the intervention. In terms of academic performance, the students had a mean score of 78.62 (satisfactory) before the use of SIM, which improved to 86.14 (very satisfactory) after its implementation. The t-test results revealed a significant difference between the pre-test and post-test scores (p -value < 0.05), confirming the effectiveness of SIM as an instructional material. Meanwhile, the relationship between learning and academic performance was found to be very weak based on Pearson's *r* value of 0.085. This indicates that although both variables improved, they are not strongly correlated. Overall, the study confirmed that Strategic Intervention Materials have a positive effect on students' learning and academic performance. It is therefore recommended that SIM be continuously utilized and further enhanced to improve the quality of instruction in Filipino Literature and to address the needs of learners in the modern era.

Keywords: Strategic Intervention Materials, learning proficiency level, level of academic performance, Filipino Literature 8, Most Essential Learning Competencies

METHODS

Research Designs

This study will utilize an experimental design, specifically a pre-test and post-test design with a non-equivalent control group. This design was chosen because the respondents were not randomly assigned; instead, intact and existing class sections in the school will be used to avoid disrupting the regular flow of classes. Under this design, the students will be divided into two groups: the Experimental Group, which will receive intervention using Strategic Intervention Materials (SIM), and the Control Group, which will be taught using the traditional method of instruction. This comparison aims to determine the causal effect or direct impact of SIM on improving students' skills and academic performance. According to the study of Chen and Miller (2025), the use of intact groups in a quasi-experimental design

is a practical and effective strategy in educational settings because it preserves the natural learning environment while assessing the effectiveness of an intervention. They also emphasized that the causal effect in this design becomes more reliable and valid when pre-test scores of both groups are used as a basis to ensure that any improvement in post-test scores is due to the intervention introduced and not because of differences in the groups' abilities prior to the experiment. Under this design, the students will be divided into two groups: the Experimental Group, which will receive the intervention using Strategic Intervention Materials (SIM), and the Control Group, which will be taught using the traditional method of instruction. This comparison aims to determine the direct effect of SIM in improving students' skills and academic performance through the analysis of their gain scores.

Sources of Data

The data that will be used in this study will come from two main categories: primary and secondary sources. The primary data will be directly obtained from the results of the Pre-Test and Post-Test administered to the respondents, as well as from their responses to the survey questionnaire distributed through Google Forms. These questionnaires will serve as the basis for assessing the students' actual learning and their perceptions of the intervention. On the other hand, the secondary data will be taken from official school records, particularly the students' Mastery Levels and Grading Sheets from the first to the fourth quarter of the Academic Year 2025–2026. Related literature from theses, journals, and documents from the Department of Education (DepEd), such as DepEd Order No. 8, s. 2015, will also be used to support the interpretation of grades. The combination of these sources ensures the credibility and depth of the analysis regarding the effectiveness of SIM.

Population of the Study

The participants of the study will consist of two hundred seventy-eight (278) students out of the total population of 995 Grade 8 students at Balibago High School for the Academic Year 2025–2026. The Raosoft Calculator was used to ensure an appropriate sample size with an adequate confidence level and margin of error. The researcher will employ purposive sampling in selecting two specific sections that will serve as the Experimental and Control groups. The selection criteria will be based on their Mastery Level from the previous grading periods (First to Fourth Quarter) to ensure that both groups have relatively equal levels of knowledge (a comparable baseline) before the experiment begins. Data from school records show that many students are still at the Fairly Satisfactory level or Did Not Meet Expectations, which is the primary reason for the implementation of the SIM intervention.

Instrumentation and Validation

The main instrument used in this study is the questionnaire for the Pre-Test and Post-Test, which underwent content validation by experts in Filipino.

Pre-Test: This will be administered before the use of SIM to determine the students' baseline knowledge.

Post-Test: This will be given after the intervention to measure students' progress. Survey using a Likert Scale: This will be used to determine the students' perceptions of the use of SIM, ranging from "Highly Learned" to "Not Learned."

The researcher will administer the questionnaire through Google Forms, which facilitated faster data collection. The selected respondents in this study were given questionnaires to answer and were allotted a short period of time to complete them. The questionnaire is divided into three parts: the first part focuses on the Strategic Intervention Materials; the second part deals with students' learning using SIM; and the third part assesses the students' academic performance with the help of the intervention. The instrument underwent expert validation and content validation to further strengthen the study. The researcher presented the survey questionnaire to the panel, who are experienced and knowledgeable in the field of teaching, to ensure clarity and appropriateness of the study. All comments and suggestions were incorporated into the final draft of the survey questionnaire. To further strengthen the research instrument, the researcher sought the assistance of the thesis adviser and panel members to ensure that every detail of the questionnaire and interview guide was clear, accurate, and valid.

Evaluation and Scoring

First Part: Strategic Intervention Materials (SIM)

This section will measure the level of use or effectiveness of SIM in Filipino Literature 8.

Numerical Rating	Mean Ranges	Verbal Interpretation
4	3.25-4.00	Strongly Agree (Very Effective)
3	2.50-3.24	Agree (Effective)
2	1.75-2.49	Disagree (Slightly Effective)
1	1.00-1.74	Strongly Disagree (Not Effective)

Second Part: Students' learning using SIM

This section refers to the students' perceptions of their improvement in skills using the intervention.

Numerical Rating	Mean Ranges	Verbal Interpretation
4	3.25-4.00	Highly Learned
3	2.50-3.24	Learned
2	1.75-2.49	Slightly Learned
1	1.00-1.74	Not Learned

Third Part: Academic Performance

For academic performance, it is commonly based on the DepEd Grading System (DO 8, s. 2015) to ensure a realistic interpretation of students' grades in Filipino 8.

Numerical Rating	Description	Verbal Interpretation
90-100	Outstanding	Very High
85-89	Very Satisfactory	High
80-84	Satisfactory	Low
75-79	Fairly Satisfactory	Very Low
Below 75	Did Not Meet Expectations	

Data Gathering Procedure

The researcher developed the questionnaire with the assistance of the thesis adviser and panel members. After this, a request letter was prepared and submitted to the principal of Balibago High School, as well as to the Division Office of Sta. Rosa, to obtain permission to conduct

the study. Once approval was granted, the total number of Grade 8 students enrolled in the Academic Year 2025–2026, who would serve as respondents of the study, was requested. Afterward, the researcher again sought permission to administer the test to the respondents. A Pre-Test will be conducted for both groups to determine their baseline scores. This will be followed by a four-week implementation of the SIM for the Experimental Group, while the Control Group will continue with traditional instruction. In the final phase, the Post-Test and the survey questionnaire will be administered through Google Forms. All gathered data will undergo careful tabulation and organization to prepare them for statistical analysis.

Statistical Treatment of Data

To properly interpret the data gathered, the researcher will use appropriate statistical tools to ensure clarity and meaningful analysis.

1. The weighted mean and standard deviation will be used for the first and second parts of the study to determine the average responses of the 278 respondents.
2. Pearson's r (correlation coefficient) will be used to determine whether there is a significant relationship between SIM, learning, and academic performance.
3. The t -test will be used to compare the students' scores before and after the use of SIM (Pre-Test vs. Post-Test).

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

1. Level of Students' Learning in Filipino Literature 8 Before the Use of Strategic Intervention Materials

Indicator	Weighted Mean	Verbal Interpretation
1. I can easily understand deep and figurative words used in literary works.	3.64	Very High
2. I am able to identify the main idea of a chapter after reading it only once.	2.77	High
3. I can explain the symbolism and implied meanings found in poems or essays	3.14	High
4. I can quickly answer analytical questions (why and how) after reading a text.	3.37	Very High
5. I feel excited in studying Filipino Literature using traditional textbooks alone.	3.67	Very High
6. I am able to maintain my attention throughout discussions about classic literary works.	3.55	Very High
7. I actively participate in learning activities inside the classroom.	2.67	High
8. I conduct my own research about lessons even without the teacher's instruction.	3.00	High
9. I can identify different figures of speech found in poems (e.g., Florante at Laura).	3.44	Very High
10. I am able to create my own literary analysis or critique of short stories discussed in class.	3.52	Very High

11. It is easy for me to relate literary events to current social issues.	3.33	Very High
12. I clearly understand the differences among literary genres (epic, karagatan, duplo, etc.).	3.42	Very High
13. I feel confident whenever weekly or quarterly examinations in Filipino are given.	2.78	High
14. I no longer need to repeatedly review the text to answer test questions.	3.05	High
15. I have sufficient knowledge to obtain a grade of at least 80% in every activity.	3.17	High
Average Weighted Mean	3.23	High

Table 1 shows that before the use of Strategic Intervention Materials (SIM), the students already demonstrated a high level of learning in Filipino Literature 8, with an overall weighted mean of 3.23. The highest-rated indicator was Indicator 5, which refers to students' excitement in studying using traditional textbooks, with a weighted mean of 3.67 and interpreted as very high. This was followed by Indicator 1, which pertains to understanding deep and figurative words, with a weighted mean of 3.64, and Indicator 6, which refers to maintaining attention during class discussions, with a weighted mean of 3.55; both were also interpreted as very high. Next were Indicator 10, which reflects students' ability to create their own literary analysis of texts, with a weighted mean of 3.52, and Indicator 9, which involves identifying figures of speech, with a weighted mean of 3.44—both also rated as very high. Likewise, students showed a clear understanding of literary genres in Indicator 12, with a weighted mean of 3.42, and were able to quickly answer analytical questions in Indicator 4, with a weighted mean of 3.37. The results also showed that students could relate literature to current issues, as reflected in Indicator 11, with a weighted mean of 3.33. Meanwhile, slightly lower ratings were observed in some indicators. Indicator 14, which relates to having sufficient knowledge to achieve at least 80% in assessments, obtained a weighted mean of 3.17. This was followed by Indicator 3, which involves explaining symbolism, with a weighted mean of 3.14, and another aspect of Indicator 14 referring to not needing repeated reading of texts, with a weighted mean of 3.05. Also included were independent research (Indicator 8) with a weighted mean of 3.00, confidence during examinations (Indicator 13) with 2.78, and identifying the main idea after reading (Indicator 2) with 2.77. The lowest-rated indicator was Indicator 7, which refers to active participation in classroom learning activities, with a weighted mean of 2.67, although it still falls within the high level. Overall, the results indicate that while students already exhibit a high level of learning before the use of SIM, there are still aspects that need improvement, particularly in participation, confidence, and learning initiative.

2. Level of Students' Learning in Filipino Literature 8 After the Use of Strategic Intervention Materials

Indicator	Weighted Mean	Verbal Interpretation
1. It has become easier for me to understand figurative words because of the explanations and activities included in the SIM.	3.68	Very High
2. I can now identify the main idea of a lesson more quickly after completing the activities in the SIM.	3.16	High
3. The SIM activities help me analyze literary symbols more	3.53	Very High

deeply.		
4. I am now able to answer higher-order thinking skills (HOTS) questions with confidence after the intervention.	3.34	Very High
5. I have become more enthusiastic and interested in studying Literature because of the colorful and interactive design of the SIM.	3.32	Very High
6. My attention remains focused on the lesson because of the challenges and engaging content included in the materials.	3.53	Very High
7. I am now more active in class discussions because I better understand the lessons with the help of SIM.	3.57	Very High
8. I am encouraged to read other literary works because I find my experience using SIM enjoyable.	3.44	Very High
9. I now have a clearer understanding of identifying figures of speech and elements of poetry because of the exercises in the SIM.	3.43	Very High
10. I am now able to produce a more comprehensive literary analysis with the help of SIM.	3.76	Very High
11. I can easily relate lessons from classical and indigenous literature to modern social issues.	3.51	Very High
12. I have developed a deeper appreciation of Filipino culture through the literary works discussed in the SIM.	3.71	Very High
13. My grades in Filipino 8 have improved since I started using the SIM.	3.54	Very High
14. I no longer need to repeatedly read the lessons because the concepts in the intervention are clearly explained.	3.61	Very High
15. I can now answer the SIM assessments correctly without needing help from others.	3.44	Very High
Average Weighted Mean	3.50	Very High

Based on the results of the study shown in Table 2, the students demonstrated a very high level of learning in Filipino Literature 8 after the use of Strategic Intervention Materials (SIM), as evidenced by an overall weighted mean of 3.50. The highest-rated indicator was Indicator 10, which refers to the ability to produce a comprehensive literary analysis with the help of SIM, with a weighted mean of 3.76, interpreted as very high. This was followed by Indicator 12, which reflects a deeper appreciation of Filipino culture, with a weighted mean of 3.71, and Indicator 1, which pertains to easier understanding of figurative language due to explanations and activities in the SIM, with a weighted mean of 3.68; both were also interpreted as very high. Next, Indicator 14 showed that students no longer needed repeated reading due to the clear explanations of concepts, with a weighted mean of 3.61. Indicator 7 also showed that students became more active in class discussions, with a weighted mean of 3.50, both of which were interpreted as very high. Students' test scores also improved, as reflected in Indicator 13, which obtained a weighted mean of 3.54. Meanwhile, Indicators 3 and 6 both obtained a weighted mean of 3.35, indicating a high level in students' ability to analyze symbolism and maintain focus during lessons. The results also showed that students could more easily relate literature to modern social issues, as reflected in Indicator 11, with a weighted mean of 3.51. Similarly, Indicators 8 and 15 both obtained a weighted mean of 3.44, showing that students were encouraged to read other literary works and were able to answer assessments correctly without assistance. Their understanding of figures of speech and elements of poetry also became clearer, as shown in Indicator 9, with a weighted mean of 3.43. In addition, students gained confidence in answering analytical questions, as reflected in

Indicator 4, with a weighted mean of 3.34. Furthermore, students became more enthusiastic and interested in studying literature due to the interactive design of the SIM, as shown in Indicator 5, with a weighted mean of 3.32. Although still rated high, the lowest mean score was found in Indicator 2, with a weighted mean of 3.16, which refers to identifying the main idea after completing SIM activities. Overall, the findings clearly show a significant improvement in students' learning after the use of SIM, particularly in their comprehension, participation, and higher-order thinking skills.

3. Level of Students' Academic Performance in the Subject Before the Use of SIM

Indicator	Weighted Mean	Verbal Interpretation
1. My weekly quiz scores are usually below the passing score of 75%.	3.53	Very High
2. I find it difficult to obtain high grades in quarterly examinations.	3.03	High
3. My overall grade (General Average) in Filipino does not reach 80% or the "Satisfactory" level.	3.44	Very High
4. I often receive low scores in classroom activities such as seatwork.	2.99	High
5. I rarely raise my hand to answer the teacher's questions during discussions.	3.76	Very High
6. I do not feel comfortable sharing my opinions or ideas in front of my classmates.	3.11	High
7. I feel that I lack sufficient knowledge to keep up with classroom discussions.	3.61	Very High
8. I am usually quiet and do not actively participate in group activities.	3.09	High
9. I find it difficult to complete performance tasks within the given deadline.	3.08	High
10. I am unable to submit assignments because I do not fully understand the lesson concepts.	3.33	Very High
11. The quality of my submitted projects is not very satisfactory to my teacher.	3.66	Very High
12. I prefer not to do learning activities because I feel that they are too difficult.	3.45	Very High
Average Weighted Mean	3.34	Very High

Based on the data presented in Table 3, it was found that students experienced a very high level of challenges in their academic performance prior to the use of Strategic Intervention Materials (SIM), with an overall weighted mean of 3.34. The indicators largely reflect students' negative learning experiences. The most notable was Indicator 5, which refers to students' rare participation in class discussions by raising their hands, recording the highest weighted mean of 4.76. Similarly, Indicator 11, with a weighted mean of 3.66, shows that students perceived the quality of their submitted projects as not very satisfactory. Indicator 7, with a weighted mean of 3.61, indicates that students felt they lacked sufficient knowledge to keep up with class discussions. It was also found that students' weekly quiz scores were often below the passing mark, as shown in Indicator 1, with a weighted mean of 3.53. In addition, Indicator 12, with a weighted mean of 3.45, reveals that students sometimes chose not to complete learning tasks due to difficulty. Furthermore, Indicator 3 shows that students'

general average in Filipino did not reach a satisfactory level, with a weighted mean of 3.44, while Indicator 10, with a weighted mean of 3.33, indicates difficulty in submitting assignments due to a lack of understanding of the concepts. Meanwhile, slightly lower but still notable results were observed in several aspects. Indicator 6, with a weighted mean of 3.11, shows a lack of confidence in sharing opinions. Indicator 8, with a weighted mean of 3.09, reflects students' passivity and lack of participation in group activities, while Indicator 9, with a weighted mean of 3.08, indicates difficulty in completing performance tasks within the given time. The study also revealed that students struggled to achieve high scores in quarterly examinations, as shown in Indicator 2 with a weighted mean of 3.03, and frequently obtained low scores in seat work, as reflected in Indicator 4, which recorded the lowest mean of 2.99. Overall, although the academic performance level was described as very high in terms of challenges experienced, the findings clearly show that students faced various difficulties prior to the implementation of SIM, particularly in terms of confidence, participation, and comprehension of lessons.

4. Level of Students' Academic Performance in the Subject After the Use of SIM

Indicator	Weighted Mean	Verbal Interpretation
1. My weekly quiz scores have improved and consistently exceed the passing score of 75%.	3.65	Very High
2. It has become easier for me to obtain high grades in quarterly examinations due to SIM.	3.28	Very High
3. My overall grade in Filipino has reached or exceeded 80%, or the "Satisfactory" level.	3.52	Very High
4. I now obtain high scores in seat works and short quizzes.	3.73	Very High
5. I often raise my hand to answer the teacher's questions because I now understand the lessons.	3.52	Very High
6. I am more confident in sharing my opinions in class based on what I have learned from SIM.	3.67	Very High
7. I feel that I have sufficient knowledge to actively participate in class discussions.	3.44	Very High
8. I now actively collaborate and share ideas in our group activities.	3.45	Very High
9. I complete my performance tasks more quickly and even before the given deadline.	3.43	Very High
10. I am now able to submit assignments with correct answers because the materials serve as my guide.	3.76	Very High
11. The quality of my submitted projects has improved and has become satisfactory to my teacher.	3.45	Very High
12. I am more motivated to complete learning activities because the concepts have become easier to understand with the help of SIM.	3.37	Very High
Average Weighted Mean	3.52	Very High

Table 4 shows a positive transformation in the academic performance of students after the use of Strategic Intervention Materials (SIM). The overall weighted mean of 3.52 indicates that the students achieved a very high level of academic performance in the subject. The highest-rated indicator was Indicator 10, which refers to the ability to submit assignments with correct answers due to the guidance provided by SIM, with a weighted mean of 3.76,

interpreted as very high. This was followed by improved scores in seat work and short quizzes, as reflected in Indicator 4, with a weighted mean of 3.73, and increased confidence in sharing opinions in class, as shown in Indicator 6, with a weighted mean of 3.67; both were also interpreted as very high. Indicator 1 showed that students' weekly quiz scores improved and consistently exceeded the passing mark, with a weighted mean of 3.65. Similarly, Indicators 3 and 5 both obtained a weighted mean of 3.52, indicating that students reached or exceeded an 80% general average in Filipino and more frequently participated by raising their hands in class discussions. In addition, students became more active in group activities and improved the quality of their submitted projects, as reflected in Indicators 8 and 11, both with a weighted mean of 3.45. Indicator 7 showed that students felt they had sufficient knowledge to participate in discussions, with a weighted mean of 3.44, while Indicator 9 indicated that they were able to complete performance tasks ahead of deadlines, with a weighted mean of 3.43. Furthermore, students became more motivated in completing learning activities as concepts became easier to understand with the help of SIM, as shown in Indicator 12, with a weighted mean of 3.37. Although Indicator 2 recorded the lowest mean of 2.28, it still indicates a very high level of improvement in obtaining high scores in quarterly examinations.

Overall, the findings clearly show a positive change in students' academic performance after the use of SIM, particularly in their grades, confidence, participation, and the quality of their academic outputs.

5. Significant Difference in the Level of Learning in Filipino Literature 8 Before and After the Use of Strategic Intervention Materials

Groups	Mean	SD	t	p-value	Decision	Interpretation
Before SIM	1. 3.24	.210	2. -22.374	3. <.001*	H ₀ rejected	Significant
After SIM	3.51	.140				

*Significant @.05

Table 5 shows a significant difference in the level of students' learning in Filipino Literature 8 before and after the use of Strategic Intervention Materials (SIM). Based on the statistical analysis, the obtained t-value of -22.374 and the p-value of < .001 indicate that the difference is statistically significant at the 0.05 level of significance. There was an increase in the mean score for the level of learning, from 3.24 (before use) to 3.51 (after use). This increase confirms that students' understanding of literary texts became more effective after the intervention. Since the p-value is less than 0.05, the null hypothesis (H₀) is rejected. This means that the Strategic Intervention Materials (SIM) is an effective instructional tool in teaching Filipino Literature 8.

The weighted mean and standard deviation were used to describe the level of students' learning in Filipino Literature 8 before and after the use of Strategic Intervention Materials (SIM). Meanwhile, the paired sample t-test was used to determine the significant difference in the level of learning before and after the intervention.

6. Significant Difference in Students' Academic Performance in Filipino Before and After the Use of SIM

Groups	Mean	SD	t	p-value	Decision	Interpretation
Before SIM	3.34	.199	-13.505	<.001*	H ₀ rejected	Significant
After SIM	3.53	.118				

*Significant @.05

Based on the analysis conducted, the table shows a significant difference in the academic performance of students in Filipino before and after the use of Strategic Intervention Materials (SIM). It can be observed that the level of performance increased from a mean of 3.34 (before use) to 3.53 (after use).

The obtained t-value of -13.505 and the p-value of < .001 (which is lower than the alpha level of 0.05) indicate that the difference is not due to chance alone. Therefore, the null hypothesis (H₀) is rejected, which means that the use of SIM is effective in improving students' skills in Filipino.

7. Proposed Measures Based on the Findings of the Study to Further Improve the Full Effectiveness of SIM for Students' Needs

Action Plan in Filipino

Title of the Program: SIM Learning Pathways: Enhancing Learning and Academic Achievement in Grade 8

Time Frame: Entire School Year

Rationale: In the present time, teaching and learning continue to evolve, especially with the use of modern technology and learning strategies. It is important for students to be active, diligent, and organized in the learning process in order to better understand lessons and achieve a high level of academic success. Simply listening in class is not enough; there is also a need for a systematic approach in preparing for seat work, analyzing main ideas, and properly preparing for examinations.

Project	Objective	Strategy	Persons Involved	Time Frame	Materials and Expenses	Expected Outcomes
ClasEng age: Collaborative Learning	Encourage every student to actively participate in classroom discussions and activities.	Discussion and Brainstorming	Filipino teachers and selected Grade 8 students.	August to March	The materials expected to be needed for this program include bond paper, a printer, ink, a laptop, and others. The estimated cost for this project is 500 pesos.	More active participation of students in the classroom.

Exam Excellence: Success in Quarterly Exams Using SIM	To improve students' scores in quarterly examinations in Filipino.	Answer the activities and exercises in the SIM.	Filipino teachers and selected Grade 8 students.	August to March	The materials expected to be needed for this program include bond paper, a printer, ink, a laptop, and others. The estimated cost for this project is 500 pesos.	Increase in scores in Filipino quarterly examinations.
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CONCLUSIONS

From the results gathered by the researcher through the survey, the following conclusions were drawn:

1. The results show that SIM is an effective instructional intervention that increases the level of learning. Its systematic flow and interactive activities help improve students' understanding. Therefore, it is an important teaching material.
2. SIM has a positive effect on academic performance. Learning is translated into actual test results; thus, SIM is essential in improving students' performance.
3. SIM is more effective than traditional teaching methods. It is an innovative strategy that addresses the needs of learners.
4. SIM increases students' motivation and participation. It has an impact on both the cognitive and affective aspects of learning.
5. Learning is not solely dependent on SIM. There are other variables involved, such as motivation and learning environment.

RECOMMENDATIONS

Based on the conclusions drawn, the following recommendations are made:

1. The continued use of SIM in teaching is recommended. It should be used not only for remediation but also for deepening lesson understanding. Teachers are encouraged to develop contextualized SIM to make it more effective.
2. Administrative support for the use of SIM is recommended. Funds and instructional materials should be allocated, and SIM should be integrated into the school's academic programs.
3. Training for teachers on the use of SIM is recommended. Seminars and workshops should be conducted, and collaboration in the development of materials should be encouraged.
4. Active use of SIM should be promoted. Engaging activities and collaborative learning strategies should be designed to maximize its effectiveness.
5. Further studies should be conducted. Additional variables should be included, and a larger number of respondents should be considered.

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