

UTILIZATION OF “KWADRO NG KASAYSAYAN” AS A LEARNING TOOL IN TEACHING PHILIPPINE RELIGION AMONG FIRST-YEAR SOCIAL SCIENCE MAJORS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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Teaching Philippine religion can be challenging because of abstract concepts and limited engaging instructional materials. “Kwadro ng Kasaysayan,” a visual learning material, was developed to make learning more interactive and meaningful. This study examined its use in helping first-year Social Science majors understand Philippine religion. The study used a true experimental design to evaluate “Kwadro ng Kasaysayan.” Participants were 27 first-year Bachelor of Secondary Education majors in Social Science from Section BSED 1101-SS at Bestlink College of the Philippines. Data were collected through pretests, posttests, and survey questionnaires. The pretest assessed prior knowledge, while the posttest measured performance after the intervention. Mean, standard deviation, weighted mean, and a t-test were used to assess differences between pretest and posttest results. The mean score increased from 20.81 on the pretest to 26.48 on the posttest, reported as a 27.2% gain in academic performance. The difference was statistically significant ($p < 0.0001$), leading to rejection of the null hypothesis. Students strongly agreed that the tool supported memory (mean = 3.50), critical thinking (mean = 3.41), and metacognition (mean = 3.51). They also reported easier recall and better understanding of historical and religious concepts and greater awareness of their learning styles. The findings suggest that “Kwadro ng Kasaysayan” improved students’ performance and supported higher-order thinking and reflective learning. By presenting abstract ideas through visual and interactive experiences, the tool appeared to increase student interest and participation. The study supports the integration of innovative, contextualized materials when teaching abstract topics such as Philippine religion within Philippine history.

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