

Development of Memetic Strategic Intervention Material (SIM) in Filipino 10

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Abstract

The study aims to develop a memetic strategic intervention material (SIM) in Filipino 10 to address the least learned competency among Grade 10 learners. A descriptive-developmental design was used throughout the study. Descriptive analysis was used to obtain the least learned competency in the second quarter of the Filipino exam using the mean percentage score. The identified least learned competency resulting in an MPS of 23.8 as not mastered will be the basis for developing memetic SIM. The development phase begins with planning the proposed memetic content of the strategic intervention material (SIM) using a Microsoft PowerPoint presentation to assist the class point in enhancing the memetic SIM. The memetic SIM consists of a title card, guide card, activity card, assessment card, enrichment card, reference card, and answer key card. The instructional materials were scrutinized and evaluated by the master teachers in Filipino using the evaluation rating sheet for non-printed materials scoring based on DM No. 441, s. 2019. Three reviewers examined indicators of content quality, instructional quality, technical quality, and other findings. Based on the analysis results, the memetic SIM got a total mean of 4.0 with a very satisfactory description and passed the quality assurance, further improvements in content and technical aspects were suggested. The SIM was recommended for further quality assurance for wide dissemination provided that all the suggestions were made accordingly.

Keywords: memetic strategic intervention material; LRMDS; content quality; instructional quality; technical quality; other findings and least learned competency.

1. INTRODUCTION

The Filipino subject refers to the study of the Filipino language, including understanding the meaning of words and concepts, speaking, writing, reading, and listening in Filipino. As part of the K-12 curriculum, Filipino 10 launches world literature training that can make students aware of their macro skills in Filipino.

DepEd Order No. proposed. 31, s. 2018 the creation of strategic intervention material to address the low academic performance of Filipino students 10. Memes provide engaging, interactive learning experiences, enhancing understanding and critical, thinking, students think through visual analysis of information (Marketer, 2021). Under MECS Order No. 54, s. 1982 and MEC Memorandum No. 214, s. 1979 which directs all school managers and representatives to implement measures necessary to maximize the utilization of teaching materials, tools and books.

DepEd report showed a decline in the performance of public secondary schools, particularly in the National Achievement Test (NAT) which fell to 48.9% from 2011 to 2012 (Dizon et al, 2021), which was further worsened by the pandemic of COVID-19. According to Summit Express (2018), teaching and learning

methods have a significant impact on student performance. According to Ariaso (2020), the education sector is facing challenges due to the lack of teaching materials. Largo and Gaihe (2021) said that the pedagogy of Filipino teachers needs to be improved, while Sun Star Pampanga (2018) reported that the poor performance of students is due to the lack of teaching materials.

It has been noted that there are shortcomings in the education system in the Philippines, particularly in the delivery of learning. Teachers need to develop plans and strategies to improve student performance. The development of strategic intervention material (SIM) is expected to improve Filipino skills. Based on the Division Wide Achievement Test in Filipino, students in Butuan City Division have an average of 50.50 MPS in Filipino 10, with a missed competency in "Able to express one's own opinion on selected chapters of the novel." However, MPS (68.75) was high on "Identifies the characteristics of gods and goddesses in mythology." In another test, MPS was low (37.69) in "Evaluates the meaning of words based on emotional intensity," but high in "Identifies denotation and connotation of word meaning" with 70.23 MPS. Reforms are needed to address issues of low performance in exams.

In order to improve the development of memetic strategic intervention material (SIM), Filipino 10 consists of learning skills that aim to discuss international literature, language and grammar that can be compared to Filipino tradition and culture. Therefore, as part of the current curriculum, competency series were launched which will be the basis for students' learning and study.

The DepEd Memo No. 117 s. 2005 provided training to teachers for the creation of SIM to improve the academic performance of students.

Based on DepEd Order No. 12 s. 2020 on the policy and guidelines for the use of Most Essential Learning Competencies (MELC's) in Filipino 10, table 1 shows the series of MELC's in Filipino 10.

Table 1 presented the most essential learning competencies in Filipino 10 in the second quarter.

Table 1. List of Most Essential Learning Competencies in Filipino 10 in the second quarter

Quarter	Most Essential Learning Competencies	Code
Ikalawang Kwartar	Mitolohiya: Nailalahad ng mga pangunahing paksa at ideya batay sa napakinggang usapan ng mga tauhan	F10PN-IIa-b-71
	Naisasama ang salita sa iba pang salita upang makabuo ng ibang kahulugan (collocation)	F10PT-IIa-b-71
	Nakabubuo ang sistematikong panunuri sa mitolohiyang napanood	F10PD-IIa-b-69
	Naihahambing ang mitolohiya mula sa bansang kanluranin sa mitolohiyang Pilipino	F10PU-IIa-b-73
	Dula: Nailalahad ang kultura ng lugar na pinagmulan ng kuwentong-bayan sa napakinggang usapan ng mga tauhan	F10PN-IIa-b-72
	Naihahambing ang kultura ng bansang pinagmulan ng akda sa alinmang bansa sa daigdig	F10PB-IIa-b-75
	Naipaliliwanag ang kahulugan ng salita batay sa pinagmulan nito(epititolohiya)	F10PT-IIa-b-72
	Naipaliliwanag ang katangian ng mga tao sa bansang pinagmulan ng kuwentong-bayan batay sa napanood na bahagi nito	F10PD-IIa-b-70
	Naisusulat nang wasto ang ang sariling damdamin at saloobin tungkol sa sariling kultura kung ihahahambing sa kultura ng ibang bansa	F10PU-IIa-b-74
	Tula: Naibibigay ang puna sa estilo ng napakinggang tula	F10PN-IIc-d-70
	Nasusuri ang iba't ibang elemento ng tula	F10PB-IIc-d-72
	Naibibigay ang kahulugan ng matatalinghagang pananalita na ginamit sa tula	F10PT-IIc-d-70
	Naisusulat ang sariling tula na may hawig sa paksa ng tulang tinalakay	F10PU-IIc-d-72

Nagagamit ang matatalinghagang pananalita sa pagsulat ng tula	F10WG-IIc-d-65
Maikling Kuwento: Nasusuri sa diyologo ng mga tauhan ang kasiningan ng akda	F10PN-IIe-73
Naitatala ang mga salitang magkakatulad at magkakaugnay sa kahulugan	F10PT-IIe-73
Nahihinuha sa mga bahaging pinanood ang pakikipag-ugnayang pandaigdig	F10PD-IIe-71
Naisasalaysay nang masining at may damdamin ang isinulat na maikling kuwento	F10PS-IIe-75
Nasusuri ang nobela sa pananaw realismo o alinmang angkop na pananaw/ teoryang pampanitikan	F10PB-IIf-77
Naihahambing ang akda sa iba pang katulad na genre batay sa tiyak na mga elemento nito	F10PB-IIf-78
Nabibigyang- kahulugan ang mahihirap na salita, kabilang ang mga terminong ginagamit sa panunuring pampanitikan	F10PT-IIf-74
Nabubuo ang sariling wakas ng napanood na bahagi ng teleserye na may paksang kaugnay ng binasa	F10PD-IIf-72
Nagagamit ang angkop at mabisang mga pahayag sa pagsasagawa ng suring –basa o panunuring pampanitikan	F10WG-IIf-69
Nagagamit ang iba’t ibang batis ng impormasyon sa pananaliksik tungkol sa mga teroyang pampanitikan	F10WG-IIf-69
Sanaysay: Naiiugnay nang may panunuri sa sariling saloobin at damdamin ang naririnig na balita, komentaryo, talumpati, at iba pa	F10PN-IIg-h-69
Naiiugnay ang mga argumentong nakuha sa mga artikulo sa pahayagan, magasin, at iba pa sa nakasulat na akda	F10PN-IIg-h-69
Naibibigay ang sariling pananaw o opinyon batay sa binasang anyo ng sanaysay (talumpati o editoryal)	F10PB-IIi-j-71
Nabibigyang-kahulugan ang mga salitang di lantad ang kahulugan sa tulong ng word association	F10PT-IIg-h-69
Nasusuri ang napanood na pagbabalita batay sa:	F10PD-IIg-h-68
- paksa	
- paraan ng pagbabalita at iba pa	
Naipahahayag ang sailing kaalaman at opinyon tungkol sa isang paksa sa isang talumpati	F10PS-IIg-h-71
Naisusulat ang isang talumpati tungkol sa isang kontrobersyal na isyu	F10PU-IIg-h-71
Nasusuri ang kasanayan at kaisahan sa pagpapalawak ng pangungusap	F10WG-IIg-h-64
Nabibigyang-puna ang mga nababasa sa mga social media (pahayagan, TV, internet tulad ng fb, e-mail, at iba pa)	F10PB-IIi-j-79
Natutukoy at nabibigyang-kahulugan ang mga salitang karaniwang nakikita sa social media	F10PT-IIg-h-75
Natutukoy ang mga popular na anyo ng panitikan na karaniwang nakikita sa mga social media	F10PD-IIg-h-73
Naisusulat at naibabahagi sa iba ang sariling akda	F10PU-IIi-j-77
Nagagamit ang kahusayan sa gramatikal at diskorsal na pagsulat ng isang organisado at makahulugang akda	F10WG-IIi-j-70

The purpose of the study is to develop a Memetic Strategic Intervention Material (SIM) in Filipino 10 to improve the students' performance of Butuan City School of Arts and Trades-Taguibo Campus among

Grade 10 students. The SIM will allocate concrete guidance to the DepEd School Administration and Curriculum Planner to support and fund effective and appropriate intervention tools that respond to the needs of students, aiming to increase the quality of education in public schools. This shows that the proper development of teaching equipment is significant and effective in transmitting knowledge in any type of learning modality.

1.1 Research Questions

The study aimed to develop a memetic strategic intervention material (SIM) in Filipino 10 in Butuan City School of Arts and Trades-Taguibo Campus.

Specifically, it sought to answer the following questions.

1. What is the least learned competency in Filipino 10 based on the second quarter exam result?
2. Based on the least learned competency in Filipino 10, what memetic strategic intervention material (SIM) in Filipino can be developed?
3. How valid is the developed memetic strategic intervention material as evaluated by the Filipino experts using the LRMDs evaluation and rating sheet for non-print material in terms of:
 - 3.1 content quality;
 - 3.2 instructional quality;
 - 3.3 technical quality; and
 - 3.4 other findings?
5. Based on the findings of the study, what enhancement of the developed memetic strategic intervention material (SIM) can be recommended?

2. METHODOLOGY

2.1 Research Design

The study used a descriptive-developmental research design. It is descriptive since it will present the least learned competencies in Filipino 10 that will provide a better understanding of developing instructional material to facilitate the achievement of learning outcomes for the students. It will be developmental because it will attempt to develop a memetic strategic intervention material (SIM) in Filipino 10 following the procedure for the development of instructional materials using the ADDIE Model.

2.2 Respondents of the Study

The respondents of the study were the 157 Grade 10 students at Butuan City School of Arts and Trades-Taguibo Campus who were enrolled in the academic year 2022-2023. They will serve as the primary respondents to achieve the Mean Percentage Score (MPS) in the second quarterly examination and identify the least learned competency in Filipino 10. Filipino experts or Master Teachers in the subject, as well as specialists in the development of Strategic Intervention Materials (SIM), will ensure and assess the effectiveness and validate that the created memetic strategic intervention material meets the standards of the Learning Resources Management and Development System (LRMDS).

2.3 Research Instrument

A validated quarterly exam was used to measure the least learned competencies in Filipino 10. The Learning Resources Management and Development System (LRMDS) Form was used to evaluate and validate the developed memetic strategic intervention material (SIM) following the general provision on the adoption of the LRMDS tool in the DepEd Order No. 76, s. 2011 of the evaluation and rating sheet for non-print material.

Table 2. Measure of the Mean Percentage Score

MPS	Level of Mastery
75 and above	Mastered
51-74	Nearly Mastered
50 and below	Not Mastered

Table 3. Validity of the SIM

Range	Mark	Measure	Description	Interpretation
3.01 – 4.00	4	The resource must score on a passing point to pass the criterion	Very Satisfactory	Passed
2.01 – 3.00	3		Satisfactory	Passed
1.01 – 2.00	2		Poor	Failed
0.00 – 1.00	1		Not Satisfactory	Failed

These measurements come from the form of assessment of non-printed material stated in the guidelines of DM No. 441, s. 2019 LRMDS Assessment and Evaluation of Locally Developed and Procured Materials Guidelines and Process.

2.4 Statistical Treatment

The following statistical tools were used in the study and interpretation of the data:

Mean Percentage Score: This was used to identify the competencies that the students in Filipino 10 did not achieve.

Mean: This was used to obtain the average mean of the tools used for the evaluation and validation of the developed memetic strategic intervention material.

3. RESULTS AND DISCUSSION

The data collected from the respondents are presented, analyzed, and interpreted in this chapter.

Determination of the Least Learned Competency in Filipino 10

Based on the data that can be seen below, table 4 shows the mean percentage score of students in Grade 10 and the least learned competency of students in the second quarter of S.Y. The 2022-2023 in Filipino 10.

Table 4. Mean Percentage Score of the Grade 10 students in the 2nd quarter exam

No.	MELCS ng Filipino 10	MPS	Antas ng Kakayahan
11	Nasusuri ang iba't ibang elemento ng tula. F10PB-IIc-d-72	53.0	Halos Dalubhasaan
12	Naibibigay ang kahulugan ng matatalinghagang pananalita na ginamit sa tula. 1F10PT-IIc-d-70	23.8	Hindi Dalubhasaan
13	Naisusulat ang sariling tula na may hawig sa paksa ng tulang tinalakay. F10PU-IIc-d-72	51.7	Halos Dalubhasaan
14	Nagagamit ang matatalinghagang pananalita sa pagsulat ng tula. F10WG-IIc-d-65	51.7	Halos Dalubhasaan
15	Maikling Kuwento: Nasusuri sa diyologo ng mga tauhan ang kasiningan ng akda. F10PN-IIe-73	54.3	Halos Dalubhasaan
16	Naitatala ang mga salitang magkakatulad at magkakaugnay sa kahulugan. F10PT-IIe-73	51.0	Halos Dalubhasaan
17	Nahihinuha sa mga bahaging pinanood ang pakikipagugnayang Pandaigdig. F10PD-IIe-71	55.0	Halos Dalubhasaan
18	Naisasalaysay nang masining at may damdamin ang isinulat na maikling kuwento. F10PS-IIe-75	69.5	Halos Dalubhasaan
19	Nasusuri ang nobela sa pananaw realismo o alinmang angkop na pananaw/ teoryang pampanitikan. F10PB-IIIf-77	63.6	Halos Dalubhasaan
20	Naihahambing ang akda sa iba pang katulad na genre batay sa tiyak na elemento nito. F10PB-IIIf-78	51.0	Halos Dalubhasaan

Based on the thirty-seven (37) most important competencies in the second quarter of Filipino 10, the twelfth competency that is “Naibibigay ang kahulugan ng matatalinghagang pananalita na ginamit sa tula” (1F10PT-IIc-d-70)” obtained the lowest MPS with 23.8 percent and considered as least learned competency. The least learned competency will be the basis in developing a memetic strategic intervention material to meet the students' need to learn in the field of figurative language.

The use of Strategic Intervention Material (SIM), was identified as one of the proposed different intervention methods that could bridge these prospective studies. SIM is a remediation aid for students in their level of understanding and thus increases their academic success (Dacumos, 2016; Dalagan, 2022).

Designing the Memetic Strategic Intervention Material in Filipino 10

The use of Strategic Intervention Material (SIM) enhances students' academic success by addressing unmet competencies (Dalagan, 2022; Langcoyan, 2022). Incorporating memes into teaching engages students and aids understanding (Hernandez-Ramos et al., 2021; Matias, 2019). Developing memetic SIM involves meaningful concepts and ideas (Leong & Mohd Shahril, 2017). The memetic SIM created in this study uses images, voice recordings, sounds, illustrations, problem-solving, animations, and gamification to enhance learning. Presented in PowerPoint, it helps students appreciate non-printed material and improve performance through interactive and comprehensive content (Kitto et.al, 2020).

The memetic SIM consists of the following parts: Title Card, Guide Card, Activity Card, Assessment Card, Enrichment Card, Reference Card and Key to Answer Key Card as the main parts (Arevalo, Janer and Ricafort, 2023). The memetic SIM can be found in this google drive:

https://drive.google.com/drive/folders/1ahdbG1JDUSDX_DvyYe6f2NaVJZnkKVd?usp=drive_link

Validation of the Developed Memetic Strategic Intervention Material (SIM) in Filipino 10

Table 5 shows the validators' rating of the memetic SIM in content quality.

Table 5. Validator's Rating in Content Quality

Indicators	V1	V2	V3	Mean	Description	Interpretation
1. Content is consistent with topics/skills found in the DepEd Learning Competencies for the subject and grade/year level it was intended.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
2. Concepts developed contribute to enrichment, reinforcement, or mastery of the identified learning objectives.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
3. Content is accurate.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
4. Content is up-to-date.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
5. Content is logically developed and organized.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
6. Content is free from cultural, gender, racial, or ethnic bias.	4.0	4.0	3.0	3.7	Very Satisfactory	Passed
7. Content stimulates and promotes critical thinking.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
8. Content is relevant to real-life situations.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
9. Language (including vocabulary) is appropriate to the target user level.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
10. Content promotes positive values that support formative growth.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
Overall Mean	4.0	4.0	3.9	4.0	Very Satisfactory	Passed

Table 5 presents the results of the validators' rating on the content quality in the memetic SIM. The indicators of content quality received an overall mean score of 4.0, with a verbal description of very satisfactory with a verbal interpretation of passed. However, Validator 3 scored Indicator 6 lower, noting that the content lacked emphasis on cultural, gender, ethnic, or technical considerations, receiving a mean score of 3.0, described as satisfactory with a verbal interpretation of passed. As per assessment of Validator 3, there was a perceived lack of attention to promoting cultural appreciation and respecting gender based on the analysis of the memetic SIM. Consequently, it is essential to prioritize cultural aspects and gender sensitivity in accordance with DepEd Order 32 s. 2017, which addresses gender equality and non-discrimination.

On the other hand, Validators 1 and 2 scored all content indicators positively, as they contextualized and dated the memetic SIM based on their analysis. In fact, they gave an overall mean score of 4.0 for content quality, described as very satisfactory with a verbal interpretation of passed. Evaluator 3, however, obtained an overall mean score of 3.9 for content quality, similarly described as very satisfactory with a verbal interpretation of passed. Therefore, the suggestions and recommendations from Evaluator 3 could potentially contribute to the improvement and enhancement of the memetic SIM. The memetic strategic intervention

material (SIM) enhances understanding of unmet competencies in Filipino 10 using memes and interactive elements to engage students (Hernandez-Ramos et al., 2021). It includes exercises and visual aids (Cordova, 2019), and its effectiveness is validated by experts to ensure quality and facilitate learning (Gaceta, 2019). The use of SIM significantly improves student development. Effective instructional materials, created by proficient teachers, facilitate teaching and learning by making lessons engaging and addressing student difficulties, leading to deeper understanding and better utilization of student abilities (Cordova et al., 2019; de Jesus, 2019).

Table 6 presents the validators' rating on the instructional quality of the memetic SIM.

Table 6. Validator's Rating in Instructional Quality

Indicators	V1	V2	V3	Mean	Description	Interpretation
1. Purpose of the material is well defined.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
2. Material achieves its defined purpose	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
3. Learning objectives are clearly stated and measurable.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
4. Level of difficulty is appropriate for the intended target user.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
5. Graphics / colors / sounds are used for appropriate instructional reasons.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
6. Material is enjoyable, stimulating, challenging, and engaging.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
7. Material effectively stimulates creativity of target user.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
8. Feedback on target user's responses is effectively employed.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
9. Target user can control the rate and sequence of presentation and review.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
10. Instruction is integrated with target user's previous experience.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
Overall Mean	4.0	4.0	4.0	4.0	Very Satisfactory	Passed

Based on the validator's rating of instructional quality, it can be seen that this indicator obtained an overall mean score of 4.0, indicating a verbal description of very satisfactory, and verbal interpretation of passed. All indicators of instructional quality received a mean score of 4.0 from Validator 1 to Validator 3. As per assessment of Validator 1, the SIM materials are excellent, encouraging students to participate and respond to their learning. Similarly, Validator 2 found the SIM to be engaging and original. LaCasse (2020) emphasizes the importance of instructional materials in preventing learning problems. High-quality, easy-to-use resources address diverse student needs (The Propello Crew, 2022). Digital SIMs offer greater flexibility and interactivity for teachers (Dalagan, 2022). DepEd Order No. 24, s. 2023, mandates teachers to create alternative learning materials.

Table 7 presents the validators' rating on the technical quality of the memetic SIM.

Table 7. Validator's Rating on Technical Quality

	Indicators	V1	V2	V3	Mean	Description	Interpretation
1.	Audio enhances understanding of the concept.	4.0	3.0	4.0	3.7	Very Satisfactory	Passed
2.	Speech and narration (correct pacing, intonation, and pronunciation) is clear and can be easily understood.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
3.	There is complete synchronization of audio with the visuals, if any.	4.0	3.0	4.0	3.7	Very Satisfactory	Passed
4.	Music and sound effects are appropriate and effective for instructional purposes.	4.0	3.0	3.0	3.3	Very Satisfactory	Passed
5.	Screen displays (text) are uncluttered, easy to read, and aesthetically pleasing.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
6.	Visual presentations (non-text) are clear and easy to interpret.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
7.	Visuals sustain interest and do not distract user's attention.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
8.	Visuals provide accurate representation of the concept discussed.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
9.	The user support materials (if any) are effective.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
10.	The design allows the target user to navigate freely through the material.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
11.	The material can easily and independently be used.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
12.	The material will run using minimum system requirements.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
13.	The program is free from technical problems.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
Overall Mean		4.0	3.8	3.9	3.9	Very Satisfactory	Passed

Table 7 presents the validators' rating on the technical quality of the memetic SIM. Based on the evaluation results, the SIM obtained an overall mean score of 3.9, described as very satisfactory with a verbal interpretation of passed. However, Indicator 4 received the lowest mean score of 3.3, where the music and sound effects are deemed appropriate and effective for instructional purposes according to validators, connotes a verbal description of very satisfactory and verbal interpretation of passed with two evaluators noting room for improvement by incorporating a variety of sounds to enhance the technical aspect of the SIM as an instructional tool.

Based on the observation of Validator 1, the technical method of the tool is excellent because it actively engages students, incorporating various variations in the SIM. This perspective led Validator 1 to assign a total mean score of 4.0 for technical quality, described as very satisfactory with a verbal interpretation of passed.

According to Validator 2, the SIM is good, but it would be better if there were different variations of effects on each slide to enhance the overall flow of the SIM. Validator 2 also suggests that having a voice over if the text on each slide would encourage student interaction with the material. Additionally, Validator 2 rated Indicator 1 with a score of 3.0, indicating that improving the audio enhances understanding of concepts.

Similarly, Indicator 3, which involves complete synchronization of audio with visuals if present, also received a score of 3.0 from Validator 2. Regarding Indicator 4, which assesses the appropriateness and effectiveness of music and sound effects for teaching purposes, Validator 2 also gave it a score of 3.0.

Overall, Validator 2 gave the technical quality a total mean score of 3.8, which verbal description of very satisfactory and a verbal interpretation of passed. Therefore, Validator 2 aims to enhance the technical quality of the memetic SIM to actively engage students in participating and responding to the SIM due to its excellent technical features as an instructional tool. In this instance, according to Validator 3 assessment, the technical quality obtained an overall mean score of 3.9, which verbal description of very satisfactory and a verbal interpretation of passed. Validator 2 suggested that Indicator 4, which pertains to music and sound effects, is suitable and effective for teaching purposes. Additionally, Validator 3 emphasized that the technical quality of the memetic SIM could be further enhanced. Validator 3 noted that students are naturally adept with technology, making it advantageous to utilize digital tools in teaching to actively engage students in their learning. Overall, the suggestions from Validators aim to improve the technical quality of the memetic SIM to ensure a better learning experience for students.

The Department of Education's Electronic Strategic Intervention Material (E-SIM) improves understanding of less-mastered skills and enhances student engagement and retention (de Jesus, 2019). SIM aids skill development through PowerPoint, handouts, and digital exercises (Cordova, 2019), and enhances learning with online assessments and digital aids (Sadsad, 2022). Digital SIMs improve student memory and make learning more interactive and engaging (Nicholls, 2020).

Table 8 presents the validators' rating in other findings of the SIM.

Table 8. Validator's Rating in Other Findings

Indicators	V1	V2	V3	Mean	Description	Interpretation
1. Conceptual errors.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
2. Factual errors.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
3. Grammatical and / or typographical errors.	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
4. Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.).	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
Overall Mean	4.0	4.0	4.0	4.0	Very Satisfactory	Passed

Based on the evaluation results from the validators regarding to the other findings in the memetic SIM, it is evident that all indicators received an overall mean score of 4.0, which connotes a verbal description of very satisfactory and verbal interpretation of passed. Therefore, the memetic SIM passed the assessment and evaluation of the Filipino experts and is recommended for further quality assurance in the division learning resource section for wide dissemination, provided that necessary corrections and improvements are made.

Table 9 shows the summary of validators rating in the memetic SIM.

Table 9. Summary of Validators Rating

Indicators	V1	V2	V3	Mean	Description	Interpretation
1. Content Quality	4.0	4.0	3.9	4.0	Very Satisfactory	Passed
2. Instructional Quality	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
3. Technical Quality	4.0	3.8	3.9	3.9	Very Satisfactory	Passed
4. Other Findings	4.0	4.0	4.0	4.0	Very Satisfactory	Passed
Overall Mean	4.0	3.9	4.0	4.0	Very Satisfactory	Passed

Based on the summary of rating obtained from the validators, the memetic SIM achieved an overall mean score of 4.0, with a verbal description of very satisfactory and verbal interpretation of passed. Specifically, Validator 1 rated the memetic SIM with a perfect 4.0 overall mean score, however, Evaluator 2 rated an overall mean score of 3.9, the technical quality received the lowest mean score of 3.8, indicating a need for improvement, though it still passed according to LRMSD standards. Validator 3 also gave the memetic SIM an overall mean score of 4.0. The content and technical quality both received a mean score of 3.9, which denotes a verbal description of very satisfactory and verbal interpretation of passed. Based on Validator 2's recommendation, there is a need to enhance both the content and technical aspects of the SIM.

Overall, the memetic strategic intervention material (SIM) is recommended for further quality assurance and to be submitted in the division learning resource section for pilot testing for wider dissemination provided that all the corrections and suggestions will be made accordingly. Intervention tools like Strategic Intervention Material (SIM) are recognized in the Philippine education system for improving students' academic performance. SIM is integrated into teaching strategies to enhance participation and knowledge levels (Sadsad, 2022). It is utilized by the Department of Education to boost academic outcomes in specific subjects (Dizon et al., 2021). Studies assess SIM's effectiveness across various educational fields, providing effective teaching methods and activities (Mulenga et al., 2019). Cotiangco (2019) highlights how contextualized instructional materials help students improve performance in targeted subjects, aiding comprehension and understanding (Bestudio, 2019).

Enhanced Memetic Strategic Intervention Material

Based on the findings of the study, the developed memetic strategic intervention material (SIM) needs to be improved and enhanced based on the assessments of the validators. It is crucial to thoroughly explore the content of the memetic SIM without bias towards culture, gender, race, or ethnicity. The validators emphasized the importance of considering the students' backgrounds and cultural affiliations to ensure fairness and equality.

The validators also stressed that all content in the SIM should be appealing and original to avoid plagiarism from other sources. Furthermore, there was strong emphasis on enhancing the technical quality of the memetic SIM. Introducing different variations in sound and integrating various effects into the SIM can enhance its audio-visual features. The validators suggested that these enhancements can improve students' cognitive, affective, and psychomotor abilities, making their participation in SIM activities enjoyable.

All these efforts aim to enhance students' academic performance in areas where competencies were not fully acquired in Grade 10. The validators recommended that the memetic SIM should be unique and excellent, and improvements in instructional materials can greatly benefit both students and teachers.

Overall, the issues and suggestions for the memetic SIM were addressed and improved by the researcher based on the validators' recommendations. Changes were made to the content based on their suggestions, and adjustments were made to the audio-visual features and other technical aspects to enhance and improve the instructional tool. The improved memetic SIM will be presented in the educational Learning

Action Cell (LAC) to showcase its features and content for Filipino 10 teachers to use. You can view the enhanced memetic strategic intervention material at this link:

https://drive.google.com/drive/folders/14XTspR24pU7Qcd0alRof9GGHGCSQk5cp?usp=drive_link

4. CONCLUSION AND RECOMMENDATION

The second quarter examination revealed that the Filipino 10 students got a low mean percentage score “Naibibigay ang kahulugan ng matatalinghagang pananalita na ginamit sa tula. 1F10PT-IIc-d-70” of this competency which denotes as not mastered and will be the basis in the development of memetic SIM.

The memetic SIM includes various components such as title card, guide card, activity card, assessment card, enrichment card, resource card, and answer key card. It is in PowerPoint format and incorporates class points to make the tool engaging and supportive of student performance improvement.

Filipino experts evaluated and validated the memetic SIM using LRMDs evaluation rating sheet for non-print material achieved a highly satisfactory rating, indicating that the tool is appropriate, valid, and can be recommended for further quality assurance for wide dissemination, there were recommendations for further enhancements.

Overall, this study significantly aids Filipino 10 students and teachers by continuing to address student needs and serving as a guide for educators to create meaningful instructional materials like the memetic SIM.

Taking into consideration the findings and conclusions presented above, the following recommendations are proposed:

Department of Education: The department should support and fund intensive training and workshops on developing strategic intervention materials (SIM) across all levels and subjects to aid in teaching and learning.

School Principal: There should be school-based LAC sessions to assist teachers in designing teaching tools such as SIMs to address unmastered competencies in lessons, while ensuring proper integration into teaching practices.

Filipino Teachers: They may voluntarily design and create effective teaching tools such as SIMs to enhance students' ability to learn Filipino. They can participate in national, regional, or division workshops for developing teaching materials that can be used in lesson discussions.

Students: They can identify their weaknesses in Filipino subjects to focus on and understand the lesson concepts. Participation in intervention programs is necessary to become proficient in unmastered competencies.

Future Researchers: They can explore using the mentioned SIMs to assess students' abilities and learning based on the context and content of the teaching tools.

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