



Local History and Cultural Heritage of San Juan Batangas: A Basis for Innovative Teaching in Araling Panlipunan Among Secondary School Students

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Abstract

The integration of local history and cultural heritage into Araling Panlipunan instruction has become increasingly significant in promoting culturally responsive and meaningful learning among secondary school students. In the context of globalization, strengthening learners' cultural identity and historical consciousness through localized education is essential in enhancing engagement and contextual understanding.

This study examined the local history and cultural heritage of San Juan as a basis for innovative teaching in Araling Panlipunan among secondary school students. It specifically aimed to determine the extent of integration in terms of meaningful instruction, cultural pride, and intergenerational knowledge transfer; assess the level of usefulness in terms of curricular enhancement and learning outcomes; examine the relationship between integration and usefulness; identify challenges encountered by teachers; and propose an innovative instructional material.

A descriptive quantitative research design was employed, complemented by structured interviews and documentary analysis. Respondents were Araling Panlipunan teachers from San Juan, Batangas. Data were gathered using validated survey questionnaires and analyzed using descriptive statistics and Pearson's r .

Findings revealed that integration was highly evident in meaningful instruction ($M = 3.67$), moderately evident in cultural pride ($M = 2.82$), and moderately integrated in intergenerational knowledge transfer ($M = 3.30$). The local history and cultural heritage of San Juan were perceived as highly useful in curricular enhancement ($M = 3.62$) and learning outcomes ($M = 3.73$). However, no significant relationship was found between the extent of integration and perceived usefulness ($p > 0.05$). Teachers also encountered instructional, institutional, and personal challenges in implementation.

The study concludes that while local history and cultural heritage are valuable instructional resources, their integration remains inconsistent and influenced by contextual barriers. The output of the study, the "Juan Upon A Time" Educational Brochure, serves as an innovative teaching material that enhances culturally responsive instruction and promotes deeper learner engagement and heritage appreciation in Araling Panlipunan.

Keywords: *local history integration, cultural heritage education and innovative teaching in Araling Panlipunan*



Introduction

Culture and history are essential foundations of education. Across societies, they serve as anchors that guide people in understanding who they are, where they came from, and how they can contribute to their communities. The objectives of education are not limited to providing learners with factual information. The richness of cultural heritage and the importance of their historical background play an important part in establishing a personal sense of self, an understanding of both personal and societal values, and an appreciation for nature's beauty and the importance of living in harmony with each other. The process and effects of education transcend the learning of factual material, as they serve to preserve our collective heritage, build pride in who we are, and unite communities across generations.

San Juan Batangas, provides a significant case for such integration. Known for its distinct historical milestones, cultural traditions, and heritage landmarks, the municipality represents a microcosm of Filipino identity and resilience. Its festival known as Lambayok Festival, ancestral practices, and historical narratives carry valuable lessons that can shape the perspectives of younger generations.

The DepEd of Batangas Province facilitated an educational training workshop for teachers in Araling Panlipunan (Social Studies). This training was designed to improve the development of instructional materials that will supplement the teaching of local history within all municipalities of Batangas Province. Specifically, identified the key events, people and places that have contributed to the local history of each municipality. This training-workshop also aimed to developed comprehensive outline and content for instructional materials that cover the local history of each municipality

However, despite of the trainings and workshop conducted from national down to division level, majority of the teachers in San Juan Batangas still have limited knowledge and ideas regarding the cultural heritage and local history and only one sub-office AP Coordinator, one Elementary and one Junior or Senior Highschool were invited in the said training and workshop.

This study aimed to identify the local history and cultural heritage of San Juan Batangas as an instrument for innovative teaching of Araling Panlipunan among secondary school students. Specifically, this study sought answers to the following questions

1. To what extent of Integration of San Juan's local history and cultural heritage in Araling Panlipunan be assessed by the teachers in terms of:
 - 1.1. Meaningful instruction
 - 1.2. Cultural pride
 - 1.3. Intergenerational knowledge transfer



2. What is the level of usefulness of the local history and cultural heritage in teaching Araling Panlipunan as assessed by the respondents relative to;
 - 2.1. Curricular Enhancement
 - 2.2. Learning Outcomes
3. Is there significant relationship between assessment on the extent of integration and on the level of usefulness of local history and cultural heritage in teaching Araling Panlipunan?
4. What challenges do teachers encounter in incorporating local history and cultural heritage into classroom instruction?
5. What innovative teaching instructional materials can be proposed?

Methodology

Research Design

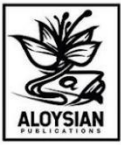
This study employed a descriptive quantitative research design to examine the integration of the local history and cultural heritage of San Juan as a basis for innovative teaching in Araling Panlipunan among secondary school students. This design was deemed appropriate as it focuses on describing the current status of a phenomenon using numerical data and statistical analysis without manipulating variables. Data were gathered using validated survey questionnaires and analyzed using descriptive statistics and Pearson's r . In addition, qualitative inputs from structured interviews and documentary analysis were used to enrich and validate the quantitative findings. This combination strengthened the interpretation of results and provided a more comprehensive understanding of how local history and cultural heritage are utilized in teaching.

Participants

The participants of the study consisted of 111 Araling Panlipunan teachers from public secondary schools San Juan, Batangas. The researcher analyzed 87 response from 111 respondents because the researcher utilized the Slovin's Formula with 5% margin of error.

Research Instruments

This study utilized a structured survey questionnaire as the primary research instrument to gather data on the integration of the local history and cultural heritage of San Juan as a basis for innovative teaching in Araling Panlipunan among secondary school teachers. The instrument was designed based on the research objectives and anchored on studies related to culturally responsive teaching, local history integration, and instructional innovation. A five-point Likert scale was used to measure the respondents' level of agreement for quantitative items. This scaling method allowed the researchers to quantify attitudes, perceptions, and evaluations of teachers in a standardized and interpretable manner. The weighted mean and composite mean were then used to interpret the level of integration and usefulness of the variables under study.



To strengthen the validity of the findings, the survey questionnaire was complemented with structured interviews and document analysis. The structured interviews provided additional qualitative insights into teachers' experiences, practices, and challenges in integrating local history and cultural heritage in instruction. Meanwhile, document analysis was used to examine relevant instructional materials, curriculum guides, and school-based resources to support and validate the survey results.

Data Collection Procedure

The researcher on the behalf of his study wrote a formal letter of request to Public-School Principal thru Public School District Supervisor of San Juan West and San Juan East District and Municipal Tourism Officer thru Municipal Mayor of San Juan Batangas to be granted permission to conduct the study in public school. Upon approval, validated survey questionnaires were distributed to the identified respondents in a controlled and organized manner.

All ethical research protocols and data privacy procedures were followed during the collection of the data. Respondents were fully informed of the purpose of the purposive study, that participation was voluntary, and that survey responses would be kept confidential. Clear protocols for collection of these data, and subsequent data use, were set in place.

Upon collection of the questionnaires, the responses were verified, checked for completeness and then counted, classified and tabulated, coded and analysed and interpreted accordingly on the basis of the following four-point Likert scale: 1 lowest response, and 4 highest response.

Results

1. Extent of the Integration of local history and cultural heritage in Araling Panlipunan assessed by the teachers in terms of:

Table 1: Meaningful Instruction

Statement	Weighted Mean	Verbal Interpretation
1. I relate local history to students' real-life experiences in my lessons.	3.86	Highly Integrated
2. I use local heritage examples to explain abstract concepts.	3.79	Highly Integrated
3. I design learning activities based on local cultural contexts.	3.91	Highly Integrated
4. I use community issues and events as part of my lessons.	3.96	Highly Integrated



5. I integrate local history into problem-solving tasks.	3.29	Highly Integrated
6. I connect lessons to students' family and community backgrounds.	3.93	Highly Integrated
7. I use local case studies during class discussions.	3.62	Highly Integrated
8. I encourage critical thinking using local historical issues.	3.74	Highly Integrated
9. I adapt lesson content to local realities.	3.65	Highly Integrated
10. I make learning meaningful by using local resources	2.90	Moderately Integrated
Composite Mean	3.67	Highly Integrated

Legends: 3.25-4.00= Highly integrated, 2.50-3.24= Moderately integrated, 1.50-2.49 Slightly integrated, 1.00-1.49 Least integrated

The table shows the extend of the integration of local history and cultural heritage in Araling Panlipunan as assessed by teachers in terms of meaningful instruction. The data show a composite score of 3.67 which indicates teachers are integrating local history and cultural heritage effectively into learning experiences - generally perceived as Highly Integrated by teachers across all groups. The strongest indicator is “*I use community issues and events as part of my lesson*”; this scored a weighted mean of 3.96. It suggests that teachers of all grades use real-life community context to build student knowledge and understanding. Other indicators that were rated highly integrated were: “*I correlate lesson material to student, family and community background*” with a weighted mean of 3.93 and “*I develop learning activities to educate and encourage understanding based on local cultural context*” with a weighted mean of 3.31.

As stated above, contextualizing lessons is a common practice for teachers of all group and, therefore, all teachers report integrating local cultural resources into the lesson. Additionally, teachers report connecting local history to their students' real-life experiences (3.86) and utilizing local historical issues to impact critical thinking skills (3.74). This reaffirms localized content is valuable to develop students' deeper learning and understanding of their local communities. Conversely, the lowest mean 2.90 was given for the statement “*I make learning meaningful; by using local resources.*” It was also the lowest rated statement for all groups of teachers to indicate teachers are valuing local community contexts when delivering lesson material; however, it represents the possibility that teachers will be integrating more localized materials and resources into their instruction over time.

Table 2: Cultural Pride

Statement	Weighted Mean	Verbal Interpretation
1. I integrate local traditions and practices in my classroom discussions.	3.31	Moderately Integrated
2. I highlight local heroes and leaders in my lessons.	2.48	Slightly Integrated
3. I use local festivals and customs as teaching examples.	2.44	Slightly Integrated
4. I encourage students to value their cultural identity.	3.36	Moderately Integrated
5. I promote pride in San Juan's heritage through learning activities.	2.43	Slightly Integrated
6. I discuss the importance of preserving local culture.	1.91	Slightly Integrated
7. I include local symbols and stories in my lessons.	3.24	Moderately Integrated
8. I allow students to share their cultural experiences.	2.06	Slightly Integrated
9. I connect lessons to students' community identity.	3.19	Moderately Integrated
10. I develop activities that strengthen cultural appreciation.	3.75	Highly Integrated
Composite Mean	2.82	Moderately Integrated

Legends: 3.25-4.00= Highly integrated, 2.50-3.24= Moderately integrated, 1.50-2.49 Slightly integrated, 1.00-1.49 Least integrated

The table presents the extend of the integration of local history and cultural heritage in Araling Panlipunan as assessed by teachers in terms of cultural pride. The average level of integrated cultural pride among teachers is moderately integrated with an average of 2.82 on a scale of 5. Although the research indicates that teachers are integrating some aspects of cultural pride into their teaching, the degree of implementation is not consistent nor strong.

By looking at the indicators, it shows that the indicator with the highest weighted mean, "I create activities that develop cultural pride," has a weighted mean of 3.75 interpreted as Highly Integrated. The findings suggest that teachers are attempting to create activities that build an appreciation for their students' culture. On the other hand, teachers rated the indicators "I encourage students to appreciate their cultural identity" (3.36), "I incorporate traditional and cultural practices into my classroom discussions" (3.31), "I incorporate local symbols and stories into my lessons" (3.24), and "I connect my lessons to the students' community identity" (3.19) interpreted as Moderately Integrated, meaning they were included but not maximally utilized. In addition, the indicators "I highlight local heroes and leaders in my lessons" (2.48), "I use local festivals and customs as examples in my lessons" (2.44), and "I promote pride in San

Juan's heritage by using activities to learn" (2.43) were among the lowest-rated, indicating a low value placed upon these elements.

Additionally, in the indicators *"I allow my students to share their cultural experiences"* (2.06) and *I talk to my students about the importance of preserving local culture"* (1.91), the teachers rated them among the lowest, indicating that these two indicators represent less frequent use of this essential part of cultural pride.

Table 3: Intergenerational Knowledge Transfer

Statement	Weighted Mean	Verbal Interpretation
1. I ask students to interview elders about local history.	3.40	Moderately Integrated
2. I use oral histories in class discussions.	3.69	Highly Integrated
3. I design tasks that connect students with older generations.	3.46	Moderately Integrated
4. I integrate family stories into learning activities.	3.30	Moderately Integrated
5. I encourage students to document local traditions.	3.03	Moderately Integrated
6. I invite community elders as resource speakers.	2.78	Moderately Integrated
7. I assign projects that involve parents and grandparents.	3.74	Highly Integrated
8. I use intergenerational dialogue as a learning strategy.	3.86	Highly Integrated
9. I link past community experiences to present issues.	3.34	Moderately Integrated
10. I promote respect for elders' knowledge through lessons.	2.41	Moderately Integrated
Composite Mean	3.30	Moderately Integrated

Legends: 3.25-4.00= Highly integrated, 2.50-3.24= Moderately integrated, 1.50-2.49 Slightly integrated, 1.00-1.49 Least integrated

The data showed the composite mean of 3.30, stated as Moderate Integration by the respondents. This suggests that, while the teachers incorporate some form of interaction between generations, it is not consistently or adequately incorporated. The highest weighted mean of the indicators was the statement, *"Utilize intergenerational dialogue as learning strategy (3.86)"* was rated as "Highly Integrated", meaning teachers actively engage their students in discussions that include at least one representative from another generation's point of view. Also rated highly integrated were *"assigning projects requiring parental and grandparental participation"* (3.74) and *"utilizing oral histories for classroom discussion"* (3.69). This affirms the value of community and family narratives as part of students' educational experience. The majority of the

indicators were rated as Moderate Integration; for example, "*Designing learning tasks which allow students to connect with older generations*" (3.46), "*Asking students to conduct interviews with elders on local history*" (3.40), "*Connecting community history to present-day concerns through student learning activities*" (3.34), and "*Integrating family stories into classroom activities*" (3.30).

These results suggest that although these practices exist, they may not consistently be incorporated throughout the various instructional activities and provide students a well-rounded understanding of their local community, both historically and culturally. "*I request that elder mentors be invited as resource speakers*" (2.78) received a somewhat moderate score but demonstrates a comparatively low level of application. Similarly, "*I teach children to respect their elder's' knowledge*" (2.41) received the lowest mean score (indicating both a moderate level of integration) suggesting that teachers may continue to develop the focus on demonstrating how to respect their elders' knowledge.

2. Level of the level of usefulness of the local history and cultural heritage in teaching Araling Panlipunan as assessed by the respondents relative to;

Table 4 Curricular Enhancement

Statement	Weighted Mean	Verbal Interpretation
1. Integrating local history enriches the Araling Panlipunan curriculum.	3.74	Highly Useful
2. Local heritage makes the curriculum more relevant to students' lives.	3.92	Highly Useful
3. It helps contextualize national and global topics.	3.64	Highly Useful
4. It supports competency-based learning.	3.21	Moderately Useful
5. It allows greater flexibility in lesson planning.	3.41	Moderately Useful
6. It encourages the use of varied teaching strategies.	3.75	Highly Useful
7. It strengthens the alignment of lessons with community realities.	3.80	Highly Useful
8. To develop content coherence across the entirety of the curriculum content.	3.34	Moderately Useful
9. To help build greater historical depth and understanding.	3.68	Highly Useful
10. To build added meaning for students throughout the curriculum.	3.75	Highly Useful
Composite Mean	3.62	Highly Useful

Legends: 3.25-4.00= Highly useful, 2.50-3.24= Moderately useful, 1.50-2.49 Slightly useful, 1.00-1.49 Least useful

It was found that there is a composite mean of 3.62, which suggests that the vast majority of respondents believe that local history and cultural heritage are positively influencing the curriculum by providing benefits for students. The highest rated statement was "*The local heritage makes the curriculum more relevant for the students' lives*", which received a weighted mean of 3.92. This is evidence that the use of contextualized content affects student engagement and makes the learning experience more relatable. The next three statements that were rated as "Highly Useful" were "*It strengthens the alignment of lessons with the realities of the community*" (3.80), "*It enhances the use of varied strategies for teaching*" (3.75) and "*It provides a more meaningful learning experience for the learners*" (3.75). All three of these statements illustrate that using localized content has a positive effect on how teachers utilize their teaching methods and how learners experience learning. "*Integrating local history into the Araling Panlipunan curriculum*", "*It adds to the understanding of history*", and "*Helps students understand national and global topics in context*" were also rated as "Highly Useful" (3.74, 3.68, 3.64).

These results show that local integration improves both content and understanding of the subject matter. However, there are three items that received a rating of Moderately Useful, "*It provides more flexibility with lesson planning*" (3.41), "*It improves coherence of curriculum content*" (3.34), and "*It supports competency-based learning*" (3.21). While the results demonstrate that the integration of local histories and cultures provide benefits to the Araling Panlipunan curriculum, it also indicates that there are still ways to improve the effectiveness of integration.

Table 5 Learning Outcomes

Statement	Weighted Mean	Verbal Interpretation
1. Local history integration improves students' understanding of lessons.	3.79	Highly Useful
2. It increases students' interest and motivation to learn.	3.79	Highly Useful
3. It helps students retain information longer.	3.71	Highly Useful
4. It improves students' academic performance.	3.61	Highly Useful
5. It develops students' critical and analytical thinking.	3.63	Highly Useful
6. It encourages active participation in class.	3.91	Highly Useful
7. It strengthens students' sense of identity and belonging.	3.95	Highly Useful
8. It promotes values formation and cultural appreciation.	3.66	Highly Useful
9. It helps students apply lessons to real-life situations.	3.70	Highly Useful
10. It improves overall learning achievement in Araling Panlipunan.	3.56	Highly Useful
Composite Mean	3.73	Highly Useful

Legends: 3.25-4.00= Highly useful, 2.50-3.24= Moderately useful, 1.50-2.49 Slightly useful, 1.00-1.49 Least useful

The average findings demonstrated a composite mean of 3.73, which is interpreted as Highly Useful. The integration was viewed by respondents as having a significant effect on students' learning outcomes. *"It strengthens students' sense of identity and belonging"* had the highest weighted mean of 3.95 on all indicators, demonstrating the significant role of integrating local history and cultural heritage in developing personal and cultural identity for students. *"It encourages students to participate actively in class."* (3.91) is the next highest score, demonstrating that local history and cultural heritage integration promotes student engagement. *"The integration of local history improved the students' understanding of all lessons"* and *"Integration of local history/historical events creates a greater interest in the learning and motivation to learn for students"* were both rated Highly Useful (3.79), which suggests that learners construct knowledge using local history and or cultural heritage during comprehensive studies of subject matter. Other Highly Useful Indicators that support the positive effects of local history and cultural heritage integration for cognitive and affective learning domains are: *"It helps students to better remember the information"* (3.71), *"Integration helps students in transferring learning from the classroom to life"* (3.70), and *"Integration helps develop and reinforce values and appreciation of Culture"* (3.66).

The following indicators were rated as Moderately Useful: The statement, *"It develops students' higher order thinking and analytical skills"* (3.63) and *"It improves students' academic performance"* (3.61), indicates that local history integration is a means for higher order thinking and overall academic success. The least Highly Useful Indicator, *"Integration improves a students' overall learning achievement in Araling Panlipunan"* (3.56) confirms that local history and cultural heritage integration has a positive impact across the board. Based on the preceding research, combining the student's local history and cultural heritage with other types of learning will help students to have improved understanding, interest in their learning, critical thinking skills, and cultural identity.

3. Significant relationship between assessment on the extent of integration and on the level of usefulness of local history and cultural heritage in teaching Araling Panlipunan?

Table 6. Relationship Between the Assessments on Curriculum Enhancement and the extent of integration of local history and cultural heritage

Variable	R-values	p-values	Decision on Ho	Conclusion
Meaningful Instruction	-0.71	.457	Failed to Reject	Not Significant
Cultural Pride	-.020	.833	Failed to Reject	Not Significant
Intergenerational Knowledge	-.036	.709	Failed to Reject	Not Significant

Table 7. Relationship Between the Assessments on Learning Outcomes and the extent of integration of local history and cultural heritage

Variable	R-values	p-values	Decision on Ho	Conclusion
Meaningful Instruction	-.104	.276	Failed to Reject	Not Significant
Cultural Pride	.129	.179	Failed to Reject	Not Significant
Intergenerational Knowledge	.035	.715	Failed to Reject	Not Significant

The table above shows the extent of integration of local history and cultural heritage in Araling Panlipunan instruction among the teachers and the relationship of enhancement on the curriculum assessment on meaningful instruction, cultural pride, and intergenerational knowledge significant at .01 level. With an r-value of -0.71 representing data on meaningful instruction, -0.020 cultural pride, and intergenerational knowledge being -0.036 and, with p-values of .457, .833, and .709 respectively; since all p-values are greater than the .05 level of significance, the alternate hypothesis is not accepted. It can be concluded that 1) there is no significant relationship with the extent of integration of local history and cultural heritage in Araling Panlipunan instruction, and: 2) the curriculum is not enhanced; the assessment does not equate what teachers perceive is present in the integration of local history and cultural heritage.

It can also be seen that the assessment on learning outcomes presented by the table above and the extent of integration of local history and cultural heritage, have a very weak negative correlation -0.104 for meaningful instruction and -0.104 for cultural pride with p-values of .455 and .707 respectively. The datum also shows a very weak positive correlation relationship of inter-generational knowledge to degree of integration at .035. Therefore, since all obtained data fail to exceed each other in the .05 level of significance, it can be said there is no significant relationship with the degree of integration of local history and cultural heritage in Araling Panlipunan instruction, and with respect to what the respondents perceive as students learning outcomes.

It can be inferred from the data as a whole that although local history and cultural heritage in instruction is perceived by teachers as integrated, it does not necessarily equal a significant enhancement on the curriculum nor, a positive effect on students; as stated before, it is a broad level as it refers to what teachers perceive: the quotient of the school environment.

4. Challenges encountered by teachers in incorporating local history and cultural heritage into classroom instruction

Table 8. Challenges encountered by teachers in incorporating local history and cultural heritage into classroom instruction

Statement	Weighted Mean	Verbal Interpretation
1. There is a lack of available local history teaching materials.	3.95	Strongly Agree
2. I have limited time to integrate local history into lessons.	3.91	Strongly Agree
3. I need more training on how to teach local history effectively.	3.16	Agree
4. The curriculum does not provide clear guidance on integrating local heritage.	2.84	Agree
5. Assessing students' learning using local history-based lessons is difficult.	3.10	Agree
6. Some students show low interest in local history and culture.	2.44	Agree
7. There is insufficient support from the school administration for local history integration.	2.00	Agree
8. Access to historical and cultural resources in the community is limited.	3.85	Strongly Agree
9. Teaching local history requires extra effort in lesson planning.	3.76	Strongly Agree
10. Incorporating local culture in lessons sometimes conflicts with standardized curriculum requirements.	3.07	Strongly Agree
Composite Mean	3.21	Agree

Legends: 3.25-4.00= Strongly Agree, 2.50-3.24= Agree, 1.50-2.49 Disagree, 1.00-1.49 Strongly Disagree

Table indicates that educators experience many challenges when integrating local history and local culture into classroom instruction. The average score of 3.21 is interpreted as "Agree." This score suggests that educators generally experience these challenges but they vary in terms of severity. The challenges educators experience when integrating local history and local culture into classroom instruction can be meaningfully categorized as Instructional, Institutional and Personal (Teacher Level). Each of these categories has different implications in regard to the quality of instruction and instructional innovation.

The most evident challenges educators face are Instructional challenges, namely the lack of available local history resources (3.95), access to community historical and cultural resources (3.85) and additional effort required in preparing lessons (3.76). Therefore, educators are limited in their ability to develop rich, contextualized learning experiences due to a lack of quality



resources. In the absence of pre-packaged and local history teaching materials, educators typically rely on limited or self-constructed materials which can negatively impact the depth and authenticity of their integration of local history.

As a result, the lack of material resources typically limits the flexibility of instructional practices used in the design of interactive, experiential and inquiry-based activities. Institutional challenges are also evident, specifically the lack of time to integrate local history into instruction (3.91), lack of clear curricular guidance (2.84), difficulty in evaluating students with local history-based lessons (3.10) and conflicts with the standards-based curriculum (3.07). All of these issues illustrate systemic constraints within educational structures. Limited teaching time and listless instruction policies hinder the opportunity to learn about the local culture while giving teachers little opportunity to innovate due to the rigid governance of curriculum standards. In addition, challenges related to assessment demonstrate a disconnection between localised instructional content and existing assessment tools. This challenges teachers and inhibits them from utilising innovative and non-traditional teaching techniques.

Within a teacher's own personal challenges or issues, factors such as the need for more training on teaching localized history (3.16); students' lack of interest in learning about local history and culture (2.44); and Lack of administrative backing/support for teaching local history (2.00) all affect the confidence, motivation and effectiveness of the teacher's instruction. Limited professional training decreases the teacher's pedagogical ability to deliver culturally responsive lessons, and the lack of student engagement negatively impacts the dynamics of the classroom and student success/learning outcomes. Finally, lack of administrative support limits the teacher's utilization of innovative and localized instructional strategies.

5. Innovative teaching instructional materials can be proposed

The "Juan Upon A Time" Educational Brochure derived from the researchers' need for an actual teaching output from their study called Local History and Cultural Heritage of San Juan: A Basis for Innovative Teaching in Araling Panlipunan among Secondary School Students.

It was found out that Local History and Cultural Heritage is integrated into Araling Panlipunan majority of the time, but when we explored the dimensions of this teaching, we noticed that certain core values we thus create - like pride in the local culture and the transmission of knowledge from elders to children - can still be taught, but the inclusion isn't consistent in teacher's educational strategy. Although the research confirms that it is highly beneficial to the relevance of the curriculum, this perceived use-value doesn't guarantee sincerity of use.

With that in mind, the brochure is a properly compiled material where pinning down what exactly are included in one's local heritage can be condense and compiled into a teaching aid for more economical use in a classroom.



Discussion

Recent literature in Philippine related pedagogy extensively demonstrates the role that more local and contextualized examples are vital in making the teaching of Social Studies, especially in Araling Panlipunan, be effective in the classroom. Studies 2023 and onwards carry the theme of embedding locality (history, culture, experience) in lessons to motivate connections and thus, for learners, induce meaningful learning, as well as strengthen cultural identity, especially that of Filipino identity.

A study on the development and use of contextualized and localized supplementary learning materials in Araling Panlipunan concluded that the use of such materials positively impact the effectiveness of the history teaching of Araling Panlipunan teachers, making historical concepts more relatable and understanding easier for learners (Gonzales, 2023). Another recent study focusing on Araling Panlipunan instruction point out persistent dearth of instructional materials in classrooms, thus hampering teachers from fully integrating into classroom practice lessons based on local history, experience and culture. This backs up an emphasis on the need for structured instructional materials to make daily time and lessons fruitful for learners.

Studies of culturally-responsive teaching pedagogy sometimes refers to how this concept vehicles through the embedding of local culture and history into the lessons of the learners. A 2024 - 2025 study specified that teachers who included localized examples in History classes saw substantial increases in student intrinsic motivation and level of engagement to the Social Studies, or Araling Panlipunan knowledge base. Teachers finding this effective however noted that incompetence and lack of training has prevented such localized teaching pattern from flourishing.

Short phenomenological studies of experiences teachers while explicitly discussing Araling Panlipunan show teachers highly view the use of context as important in teaching, however depend on teacher readiness as well as availability of such resources. It could substantiate the call for instructional materials to guide the teachers in using knowledge of local history at all as foundation points in their instruction during the day.

In focusing on curriculum, few studies acknowledge the extent that the philosophy of why History subject is mandated in the curriculum advancement of cultural child identity and nationhood. Noteworthy is that here “Rondalla” refers to a social community mainly expressed through Folk Arts during the use of History by the Filipino ethnic community, meaning effective delivery would appeal more to narrative-style instructional materials which cater to localized experience.

This problem is well theorized by literature works from the past four years, and emphasizes the need for a guiding tool for those teaching local history at a base level. The result is the localized newsletter-style guide “Juan Upon A Time” Educational Brochure to empower



user understanding of the locale in a structured manner to the learner, and thus enhance their understanding of base Araling Panlipunan, other subjects, and contextualization of itself.

Conclusion

1. The researcher found out that the integration of local history and cultural heritage varies by degree in each of the Instructional Dimensions. The instruction has strong evidence of meaningfulness; whereas cultural pride and intergenerational knowledge transfer are moderate in their integration. Teachers provide effective historical contextualized lesson instruction; but not consistently incorporating deeper and broader cultural dimensions. A stronger, more structured integration should occur.
2. The researcher found out that the integration of local history and cultural heritage is very useful to both curriculum enhancement as well as learning outcomes. The integration of local history and cultural heritage will increase relevancy of lessons; increase student interests; increase student understanding; increase identity development; and improve student values.
3. The Research findings also indicate that there is no significant relationship between the extent of integration and the perceived usefulness. This means that teachers' perceptions about the effectiveness of local history and cultural heritage integration do not necessarily increase as the level of integration increases. generally, teachers' perceptions of the usefulness of local history and cultural heritage integration are positive, regardless of the amount of application
4. The researcher found out that teachers face many challenges to integrating local history and cultural heritage. The challenges include institutional, instructional, and personal barriers
5. Finally, the research findings indicate that “Juan Upon A Time” Educational Brochure is innovative and effective resources for instruction. It provides an immersive and interactive experience for students; thereby overcoming the limitations imposed by time, resources, and ability to access real physical sites. Additionally, the use of this increase’s student engagement, understanding, and cultural awareness.

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