



ALAB: THE DEVELOPED AND VALIDATED E-OFFLINE LEARNING ACTIVITY SHEETS IN PHILIPPINE POLITICS AND GOVERNANCE

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ABSTRACT

Focused creation and evaluation through electronic offline learning activities (E Offline) deepens subject mastery. It is a digital pedagogy tailored for limited connectivity environments and an innovative approach that supports instructional intervention not only for regular students but also for those enrolled in the Alternative Delivery Mode (ADM) and learners with frequent absenteeism. Guided by Design and Development Research (DDR) methodology, the study grounded its instructional materials in Constructivist Learning Theory and Social Cognitive Theory to foster autonomous, reflective, and context-based learning.

Participants included thirty-nine Grade 11 HUMSS students, thirteen Social Studies experts, and two ICT teachers from the Division of Calamba City. Data collection involved expert validation checklists and pretest–posttest assessments. Results showed that the Alab E-Offline LAS achieved a general mean of 3.92 for validity and 3.90 for acceptability, both rated as Highly Valid and Highly Acceptable. A significant increase in student performance was observed, with pretest scores averaging 71.41 and posttest scores rising to 93.91 ($t = -23.280$, $p = .000$).

The findings affirmed the effectiveness of the Alab E-Offline LAS in enhancing academic outcomes and learner engagement, especially for students with limited internet connectivity. The materials served as a dependable supplementary resource, aligned with the Department of Education curriculum. The study concludes that thoughtfully designed,

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interactive, and accessible offline learning tools can substantially improve civic competence and comprehension of governance among senior high school students.

Keywords: *E-Offline Learning Activity Sheets, Philippine Politics and Governance, Digital Pedagogy*

INTRODUCTION

Education in the twenty-first century is confronted with challenges in a rapidly changing world. Global realities marked by volatility, uncertainty, complexity, and ambiguity (VUCA) demand that schools prepare learners not just with knowledge, but also with the skills and values to handle uncertain futures. The United Nation goals for sustainable development, especially Goal 4: Quality Education and SDG 16: Peace, Justice, and Strong Institutions, highlight the role of education in building inclusive, equitable, and resilient societies. By equipping young people with critical thinking, civic responsibility, and democratic values, education becomes a vital force in advancing sustainable development worldwide.

Globally, scholars emphasize the importance of instructional materials that foster independent learning and civic engagement. Balita (2024), quoted a Manila Times article "VUCA World 4.0 and Philippine Politics," stressed that the creation of learning materials for Philippine Politics and Governance is important. It helped them gain what they need to succeed in uncertain times. Aligned with the fundamental purpose of teaching: to deliver effective instruction supported by carefully designed, learner-centered materials that enhance comprehension and engagement.

Nationally, these aspirations converged with the constitutional mandate and the aims of Philippine education: to foster nationalism and patriotism, cultivate civic consciousness, and prepare learners for meaningful participation in democratic life. Instructional materials that integrate civic issues and democratic values are therefore indispensable. Okeke and

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Onwubiko (2024) found that the developed learning activity sheets significantly improved student comprehension in chemistry through structured, engaging tasks and measurable performance gains. However, most studies have concentrated on printed modules and online tools, leaving a gap in verified study materials created for teaching.

The Philippines education system has long faced problems such as unequal access to good learning materials, crowded classrooms, and limited time between teachers and students, especially in distant and underserved areas. These systemic issues were further magnified by disruptions of the COVID-19 pandemic, which presented problems in online learning systems and also highlighted the urgent need for flexible, learner-centered approaches. Given these challenges, Learning Activity Sheets (LAS) were valued as helpful materials for independent and guided learning. However, learning resources for Philippine Politics and Governance remained limited and difficult to reach, particularly for those without reliable internet. This underscored the urgent need for offline, inclusive tools to support equitable learning. According to Ricafort (2023), well-made Learning Activity Sheets boosted student participation and learning performances, particularly in places with limited resources.

Locally, challenges at Calamba Integrated School revealed persistent difficulties in student comprehension, civic engagement, and assessment performance in Philippine Politics and Governance. Despite active participation in class discussions, diagnostic test results consistently showed low mean scores. Absenteeism further compounds these challenges, making it difficult for students to manage reading tasks and interpret activity sheets. These realities underscore the need for structured, validated instructional materials that can bridge comprehension gaps and support diverse learners.

To help with challenges, Alab E-Offline in. The term "Alab," meaning blaze, flame, or burning passion symbolizes the spirit of patriotism, civic awareness, and responsible citizenship. It serves as the catalyst that fuels student interest, sharpens their critical thinking, and deepens their engagement in national issues, inspiring active participation in governance

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and the preservation of democratic principles. Rooted in constructivism and social cognitive theory, Alab integrates current events and civic issues, encourages independent learning, and provides immediate feedback to foster self-assessment and active engagement. Teachers are likewise equipped with automated monitoring tools that enable timely intervention and data-driven instructional support.

Ultimately, this study addresses a well-defined research gap by designing and validating structured, interactive, and innovative E-Offline study materials in Philippine Politics and Governance. Unlike self-learning modules designed as stand-alone resources, the Alab functions as both supplementary and intervention materials. It can be used not only by regular students but also by those enrolled in the Alternative Delivery Mode (ADM). Additionally, Alab are intended to enhance engagement, comprehension, and inclusivity across varied learning environments. In doing so, it adds to curriculum development and promotes quality education and democratic involvement.

METHODS

This study employed a quantitative research design using the Design and Development Research (DDR) method, which systematically guided the planning, creation, and evaluation of instructional materials for Philippine Politics and Governance. DDR, as defined by Richey and Klein (2007), investigates processes in designing and validating educational tools. Following the stages of analysis, design, development, implementation, and evaluation, the study produced the *Alab E-Offline Learning Activity Sheets* to support learners with limited internet access.

Conducted at Calamba Integrated School, Laguna, the study focused on Grade 11 HUMSS learners. Purposive sampling selected 39 students from Section Crimson Penda (with the lowest diagnostic scores), 13 Social Studies teachers, and 2 ICT teachers, totaling 54 respondents. A researcher-developed instrument, including validation and acceptability checklists rated on a four-point Likert scale, and a 40-item pretest/posttest, served as the

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main tools.

Fifteen expert raters validated the materials, yielding a validity index of 0.940 and acceptability rating of 0.884. Student performance was interpreted using DepEd Order No. 8, s. 2015 standards. Data collection involved securing division approval, administering pretests, implementing the activity sheets, and conducting posttests. Ethical standards were observed, with voluntary participation, informed consent, and confidentiality maintained.

Statistical treatments included frequency, percentage, mean, and standard deviation for validity and acceptability, and a dependent t-test to measure significant differences between pretest and posttest scores, providing an objective basis for evaluating effectiveness.

RESULT AND DISCUSSION

Purpose Statement 1. Design and Develop Curriculum-Aligned ALAB E-Offline Learning Activity Sheets in Philippine Politics and Governance

Alab E-Offline Learning Activity Sheets were designed in agreement with the second quarter curriculum, which addressed the remaining key topics. These included the Nature of Elections and Political Parties in the Philippines, Civil Society and Social Movements, and the Integration of Political Engagement and Youth Empowerment. Designed as supplementary instructional materials, the Alab Learning Activity Sheets served not only as tools for regular classroom instruction but also as strategic interventions for learners under the Alternative Delivery Mode (ADM) and those who experienced frequent absenteeism. By providing accessible content, the materials aimed to support students in achieving mastery of the subject matter despite learning constraints.

Moreover, the instructional content was grounded in real-life contexts, incorporating practical exercises that reflected the student lived experiences, societal conditions, and pressing national issues. This relevance enhanced student engagement, particularly among

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learners by fostering meaningful connections between academic concepts and community realities. In addition, the Alab aligns with prescribed curriculum learning outcomes.

Table 1.1

Lessons in Alab E-Offline Learning Activity Sheets in Philippine Politics and Governance

Lesson	Content	Learning Competencies
Lesson 1: Elections and Political Parties	The nature of elections and political parties in the context of the Philippines	• describe the nature of elections and political parties in the Philippines. • identify the types of electoral systems. • assess the implications of the type of electoral systems on politics and governance. • analyze the nature of elections and political parties in the Philippines.
Lesson 2: Civil Society and Social Movements	Political participation outside formal institutions	• discuss the concepts of civil society and social movements • explain the contributions

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Lesson 3: Citizenship-in-practice

The traditional and modern views of citizenship, i.e., the state-centric vs participatory notions of citizenship

- of civil society organizations and social movements to Philippine democracy
- evaluate the role of civil society organizations and social movements
- define and explain the concept of citizenship in practice
- identify ways to demonstrate responsible citizenship in daily life
- analyze scenarios to determine responsible and irresponsible citizenship
- identify political engagement and youth empowerment.
- assess an existing program that addresses an issue related

Lesson 4: Integration - Political Engagement and Youth Empowerment

How the concepts/ideas learned in class can be utilized in actual experiences

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- to political engagement and youth empowerment; and
- analyze the role of youth in shaping Philippine politics.

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A study by Estrera (2021) found that the HUMSS curriculum provided systematic learning experiences that integrated social and academic competence, aligning lessons with real-life societal issues and national educational goals, despite challenges in classroom implementation due to limited resources and support.

The Alab E-Offline Learning Activity Sheets represented an innovative strategy for delivering educational content in offline settings. These materials provided learners with diverse opportunities to engage meaningfully with subject matter through a variety of activities, many of which were grounded in the principles of Constructivist Learning Theory. This pedagogical approach emphasized the active construction of knowledge, wherein learners-built understanding through experiential learning, critical reflection, and the integration of new concepts with prior knowledge. Framework, students were encouraged to engage in problem-solving and participate in authentic, real-world tasks that fostered deeper and more meaningful learning experiences (Efgivia, 2021).

Additionally, the Alab Learning Activity Sheets integrated key principles of Albert Bandura, which asserted occurred within through mechanisms such as observation, imitation, and modeling. This theoretical framework highlighted the significance of cognitive processes, self-efficacy, and among in alignment with Bandura perspective. Schunk and DiBenedetto

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(2021) emphasized that motivation was a process that initiated and sustained goal-directed behavior, shaped by internal influences such as self-efficacy, outcome expectations, and social modeling. Their findings underscored influences shaping behavior, reinforcing Bandura concept of reciprocal determinism.

Viewed through this lens, the Alab E-Offline Learning Activity Sheets promoted learning both within and beyond the classroom independently. The design supported self-directed exploration and reflection, enabling learners to construct knowledge through socially influenced and cognitively driven experiences.

Technologically, the Alab were designed with features that automatically recorded student scores upon submission. Learners could immediately view and monitor their performance, while teachers were provided with a portal to track student compliance and progress. This system streamlined assessment and feedback processes, although the Reflection activity in the LAS still required manual evaluation by the teacher to ensure alignment with established rubrics.

In essence, the Alab combined simplicity and a user-friendly design with meaningful learning content. They helped students think critically and become involved in communities. These materials offered a modern way to support learning, especially for those with limited internet access, by connecting lessons to real-life situations and encouraging deeper understanding.

Purpose Statement 2. Establish content validity and acceptability of the designed Curriculum-Aligned Alab E-Offline Learning Activity Sheets in Philippine Politics and Governance.

Table 2.1.1

Validity Level of the Developed Curriculum-aligned Alab E-Offline Learning Activity Sheets in Philippine Politics and Governance in terms of Objectives

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Indicators in terms of Objectives	$\bar{X}$	VI
1. Relevant to the topics of PPG	4.00	HV
2. Specific and clearly stated	4.00	HV
3. Measurable, attainable, and result-oriented	3.93	HV
4. Well-planned, formulated, and organized	3.87	HV
5. Time-Bound	3.80	HV
GENERAL ASSESSMENT	3.92	HV
Standard Deviation	0.273	

Legend:

3.25 – 4.00 Highly Valid (HV)

1.75 – 2.49 Slightly Valid (SV)

2.50 – 3.24 Valid (V)

1.00 – 1.74 Not Valid (NV)

Objectives received an overall rating of **3.92**, also rated **Highly Valid**. The highest mean score was **4.00** for "Relevant to the topics of PPG" and "Specific and clearly stated," while the lowest was 3.80 for "Time-Bound," with a standard deviation of 0.273.

The results show that the data is consistent and reliable. This means the objectives are relevant, aligned with essential learning competencies, and useful in guiding and assessing student learning. Moreover, well-formulated function as essential tools in guiding students through the review of instructional in effectively. When these specific, clearly stated, and measurable, they provide a structured framework that helps learners focus on what is expected of them. Their effectiveness is maximized when articulated with clarity and precision, ensuring that they remain both actionable.

Findings reveal that the Alab E-Offline Learning Activity Sheets are time-bound, with each learning objective framed within a set timeframe. This structure helps students manage their pace, set goals, and remain accountable. Single-attempt submissions encourage

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thoughtful responses, as answers are automatically recorded. This design supports accurate performance tracking and fosters disciplined, self-directed learning.

According to the Yale Poorvu Center (2025), the formulation of clear, specific, and measurable learning objectives plays a crucial role in aligning instructional strategies with expected student achievements. The study emphasized the use of action-oriented verbs and the design of student-centered and assessable learning objectives. These principles were what they were expected to learn, but also how their progress would be evaluated.

Table 2.1.2

Validity Level of the Developed Curriculum-aligned Alab E-Offline Learning Activity Sheets in Philippine Politics and Governance in terms of Direction

Indicators in terms of Direction	$\bar{X}$	VI
1. Simple and clear	4.00	HV
2. Easy to follow	4.00	HV
3. Properly sequenced	4.00	HV
4. Can be done independently	4.00	HV
GENERAL ASSESSMENT	4.00	HV
Standard Deviation	0.000	

Legend:

3.25 – 4.00 Highly Valid (HV)

1.75 – 2.49 Slightly Valid (SV)

2.50 – 3.24 Valid (V)

1.00 – 1.74 Not Valid (NV)

Directions received rating **4.00**, likewise rated as **Highly Valid**. Indicators obtained same mean rating, demonstrating unanimous agreement among the evaluators. The standard deviation was recorded at 0.000.

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The findings suggest that the activity sheets possess a coherent flow, allowing learners to easily understand and perform the tasks without external assistance. They further imply perfect consistency in the rater responses, showing no variation in their judgments. Alab contributes to student effectiveness as self-directed learning tools. Moreover, the high validity rating confirms that the direction of the learning materials is intended for curriculum.

The findings also suggest that the activity sheets are effectively designed to support self-directed learning. Their structured flow and well-articulated directions enable learners to navigate tasks independently, without requiring external assistance.

Moreover, this is aligned with Cosido et al. (2025), which emphasized clear instructional guidance in fostering autonomous engagement with educational content. Their findings demonstrated that the high validity of the materials confirmed their alignment with curriculum goals through independent and guided instruction.

Table 2.1.3

Validity Level of the Developed Curriculum-aligned Alab E-Offline Learning Activity Sheets in Philippine Politics and Governance in terms of Topics

Indicators in terms of Topics	$\bar{X}$	VI
1. Sequence according to Curriculum Guide	3.93	HV
2. Logically presented	3.93	HV
3. Address the learners' needs	3.87	HV
4. With background and concepts	3.93	HV
GENERAL ASSESSMENT	3.92	HV
Standard Deviation	0.279	

Legend:

3.25 – 4.00 Highly Valid (HV)

1.75 – 2.49 Slightly Valid (SV)

2.50 – 3.24 Valid (V)

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Topics received an overall rating of **3.92**, also rated **Highly Valid**. Highest mean score **3.93** was for “Sequence according to Curriculum Guide,” “Logically presented,” and “With background and concepts.” The lowest mean score 3.87 was for “Address the learners’ needs,” with a standard deviation of 0.279.

The affirmed topics integrated into the Alab which is pedagogically sound and effectively designed to enhance student understanding. Data indicates showing evaluation results. These materials effectively address the remaining key areas of the curriculum, including the Nature of Elections and Political Parties in the Philippines, Civil Society and Social Movements, and the Integration of Political Engagement and Youth Empowerment. Developed as supplementary instructional resources.

Moreover, the findings affirm that the topic structure of the Alab fosters both comprehension and independent learning among students. The materials demonstrate a coherent progression of ideas, with each topic logically sequenced and aligned with the prescribed curriculum guide. This structural clarity ensures that the content addresses learners’ needs effectively, enabling them to follow the flow of instruction with minimal confusion and enhancing their capacity to understand and apply complex political concepts.

The inclusion of background information and conceptual foundations within each topic further contributes to the development of autonomous learning skills. By embedding relevant context and illustrative examples, the activity sheets support students in engaging with the material independently, reducing reliance on external assistance. This instructional approach established underscores pedagogical importance of well-organized, topic-based content in promoting effective learning.

This is aligned with the study of Valiente and Andeng (2025), which underscored the importance of topic-based indicators such as logical sequencing, conceptual clarity, and

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curriculum alignment in research highlighted how inclusion background information and adherence to curriculum guidelines enabled learners to engage meaningfully with content.

Table 2.1.4

Validity Level of the Developed Curriculum-aligned Alab E-Offline Learning Activity Sheets in Philippine Politics and Governance in terms of Practice Exercises

Indicators in terms of Practice Exercises	$\bar{X}$	VI
1. In consonance with the objectives	4.00	HV
2. Appropriate to learners' abilities	3.87	HV
3. Adequate to enhance learners' comprehension and reading skills	3.93	HV
4. Sufficient to determine the mastery level of learners	3.93	HV
5. Stimulate higher order thinking skills	3.87	HV
GENERAL ASSESSMENT	3.92	HV
Standard Deviation	0.273	

Legend:

3.25 – 4.00 Highly Valid (HV)

1.75 – 2.49 Slightly Valid (SV)

2.50 – 3.24 Valid (V)

1.00 – 1.74 Not Valid (NV)

Practice Exercises received an overall rating of **3.92**, also rated **Highly Valid**. The highest mean score **4.00** was for "In consonance with the objectives," while lowest score **3.87** was for "Appropriate to learners' abilities and needs" and "Stimulate higher-order thinking skills." The standard deviation was 0.273.

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The findings clearly demonstrate that the developed Alab E-Offline Learning Activity Sheets, particularly those emphasizing practical exercises, reflect high potential in enhancing the quality of educational delivery. The data show stable distribution patterns essential for reliable interpretation. Underscores deliberate and thoughtful design process, affirming the objectives. The high content validity observed meets the needs of learners and positions them as valuable tools for educators seeking to adopt digital pedagogical innovations and enrich the teaching-learning experience.

This was further supported by the study of Hilongos (2024), which emphasized the importance of creativity, problem-solving, higher-order thinking, reading skills, and the ability to determine learner mastery key indicators that were also central to evaluating the effectiveness of practical exercises. As a result, this alignment enhanced the credibility and practical value of the Alab demonstrating their consistency with curriculum objectives and their support for modern instructional approaches. It affirmed that the materials were effective, relevant, and well-suited environment at that time.

Table 2.2.1

Acceptability Level of the Developed Curriculum-aligned Alab E-Offline Learning Activity Sheets in Philippine Politics and Governance in terms of Clarity

Indicators in terms of Clarity	$\bar{X}$	VI
1. Information is clear and simple	4.00	HA
2. Language used is clear and easy to understand	3.93	HA
3. The concepts for each activity are re-arranged	3.93	HA
4. Information suits learners' interest	3.87	HA
GENERAL ASSESSMENT	3.93	HA
Standard Deviation	0.252	

Legend:

3.25 – 4.00 Highly Acceptable (HA)

1.75 – 2.49 Slightly Acceptable (SA)

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2.50 – 3.24 Acceptable (A)

1.00 – 1.74 Not Acceptable (NA)

Clarity, overall rating was **3.93**, also rated **Highly Acceptable**. The highest mean score **4.00** was for “Information is clear and simple,” while the lowest **3.87** was for “Information suits learners’ interest,” which was still considered Highly Acceptable. The standard deviation was 0.252.

Clarity means making materials easy to understand and use. The data reflects a high level of consistency among the evaluators. This stable distribution pattern reinforces the assessment that supports the acceptability of the developed learning materials.

Furthermore, critically designed Alab is clear, comprehensible, and engaging. These materials not only fulfill curriculum requirements but also demonstrate strong content acceptability in terms of clarity, thereby reinforcing their value in teaching and idea. Ka et al. (2023), highlighted that clarity is crucial, noting that clear communication helped users understand information better, built trust, and encouraged active participation, making it more likely that people would accept and use a system. In the same way, their study showed that the Alab followed these principles. Indicators such as an “Information suits learners’ interest” on the materials. These results suggested that focusing on clarity improved how well the materials supported learning. Additionally, the high scores across these indicators proved that the materials were carefully developed and matched the goals of the curriculum.

Table 2.2.2

Acceptability Level of the Developed Curriculum-aligned Alab E-Offline Learning Activity Sheets in Philippine Politics and Governance in terms of Usefulness

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Legend:

3.25 – 4.00 Highly Acceptable (HA)

1.75 – 2.49 Slightly Acceptable (SA)

2.50 – 3.24 Acceptable (A)

1.00 – 1.74 Not Acceptable (NA)

Usefulness, overall rating was **3.90**, also rated **Highly Acceptable**. The highest mean score **4.00** was for "The material prepares learners to think logically and critically." The lowest mean score **3.80** was for "Motivates learners to be actively involved" and "Relates new concepts to previous learning," though both were still Highly Acceptable. The standard deviation was 0.301.

Indicators in terms of Usefulness	$\bar{X}$	VI
1. The material prepares the learners to think logically and critically.	3.93	HA
2. The material prepares the learners to think logically and critically.	4.00	HA
3. The material helps the students master the topics at their own pace.	3.93	HA
4. The material provides opportunity for the development.	3.93	HA
5. The learning contents provide adequate information on the topics presented.	3.93	HA
6. The material motivates learners to become actively involved in the learning activities	3.80	HA
7. The material stimulates the learners to intellectual activities which help them master the learned competencies.	3.87	HA
8. The activities seek to relate new concepts from previous learning.	3.80	HA
GENERAL ASSESSMENT	3.90	HA
Standard Deviation	0.301	

This meant the evaluator responses are reliable assessments. The consistent results confirmed the usefulness of the Alab materials. These results affirm perceived usefulness of

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learning materials in supporting critical thinking, learner engagement, and conceptual continuity. The indicators encourage students to analyze, evaluate, and form reasoned judgments. Additionally, the findings show that the Alab E-Offline Learning Activity Sheets are effective tools for helping students learn Philippine Politics and Governance. These materials encourage students to think critically by reflecting on questions, analyzing issues, and making informed decisions. This process helps develop their reasoning and problem-solving skills.

Furthermore, because the materials are offline, making them accessible even with limited internet connectivity. This flexibility allows them to better understand each topic. The sheets also include reflection activities that support both personal and academic growth. Following the curriculum and clarity of the content, provide students with the essential knowledge they need. Real-life examples make the lessons more engaging and relatable, which keeps students interested and helps them apply what they learn. The topics are arranged in a logical sequence, building on previous lessons to strengthen understanding.

These benefits were supported by Simelane et al. (2025), whose study highlighted how well-designed educational materials improved user knowledge and skills. Material usefulness confirm their value in supporting effective learning.

Table 2.2.3

Acceptability Level of the Developed Curriculum-aligned Alab E-Offline Learning Activity Sheets in Philippine Politics and Governance in terms of Presentation

Indicators in terms of Presentation	$\bar{X}$	VI
1. Topics are presented in logical and sequential order.	3.93	HA
2. The direction is concise, readable, and easy to follow.	4.00	HA
3. The topics fit the learners' needs.	3.87	HA
4. The presentation of each lesson is attractive and interesting.	3.80	HA
GENERAL ASSESSMENT	3.90	HA

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Standard Deviation 0.303

Legend:

3.25 – 4.00 Highly Acceptable (HA)

1.75 – 2.49 Slightly Acceptable (SA)

2.50 – 3.24 Acceptable (A)

1.00 – 1.74 Not Acceptable (NA)

Presentation, overall rating was **3.90**, also rated **Highly Acceptable**. The highest mean score **4.00** was for “The direction is concise, readable, and easy to follow,” while the lowest **3.80** was for “The presentation of each lesson is attractive and interesting.” The standard deviation was 0.303.

This implies that the responses are closely clustered around the mean, showing a consistent evaluation pattern among the respondents. This consistency strengthens confirms acceptability. Furthermore, the Alab E-Offline Learning Activity Sheets are well-designed and effective. Evaluators give high ratings across all indicators, confirming clear structure, simple instructions, relevant content, and engaging presentation. These features support independent learning and improve understanding of political concepts, while also leaving room for enhancing visual appeal and interactivity.

Rice and Ortiz (2021) highlighted key presentation-related accessibility features that enhanced the effectiveness of learning materials. These included logical and consistent navigation, clear and readable design, accessible text and visuals across various formats, and alternative access to multimedia content. Such features were shown to be essential in making educational resources more inclusive and were commonly used to validate their accessibility.

Similarly, the findings from the evaluation Alab revealed high ratings across all presentation indicators. Lessons were organized in a logical sequence, helping students connect ideas and understand political concepts. Simple independent learning topics were relevant to students needs and aligned with curriculum standards. Although the presentation

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aspect received the lowest mean score, it remained the materials were visually engaging. The design incorporated clear layouts and interactive elements, with opportunities for further enhancement in visual appeal and learner engagement, echoing the accessibility principles emphasized by Rice and Ortiz (2021).

Table 2.2.4

Acceptability Level of the Developed Curriculum-aligned Alab E-Offline Learning Activity Sheets in Philippine Politics and Governance in terms of Suitability

Indicators in terms of Suitability	$\bar{X}$	VI
1. Activities consider the varying attitudes and capabilities of the learner.	3.80	HA
2. Activities are appropriate to the subject matter.	3.93	HA
3. Activities are relevant, interesting, and self-motivating to the learners.	3.87	HA
4. Enrichment activities cater the different learning needs of learners.	3.73	HA
5. Language of the program is within the vocabulary range of the learners.	3.93	HA
GENERAL ASSESSMENT	3.85	HA
Standard Deviation	0.356	

Legend: 3.25 – 4.00 Highly Acceptable (HA)

1.75 – 2.49 Slightly Acceptable (SA)

2.50 – 3.24 Acceptable (A)

1.00 – 1.74 Not Acceptable (NA)

Suitability, overall rating was **3.85**, also rated **Highly Acceptable**. The highest mean score, **3.93** was for “Activities are appropriate to the subject matter” and “Language is within learners’ vocabulary range.” The lowest mean score, **3.73** was for “Enrichment

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activities cater to different learning needs,” though it was still Highly Acceptable. The standard deviation was 0.356.

This implies that the evaluator responses are closely clustered around the mean, reflecting a consistent pattern of assessment. This consistency strengthens the reliability of the findings and affirms the high level of Alab particularly in terms of their suitability as effective instructional tools.

The Alab feature varied tasks and flexible formats to support diverse learning styles and abilities, promoting inclusive participation. Activities are aligned with key political concepts to ensure clarity and focus. Real-life examples, reflective tasks, and interactive elements spark curiosity and encourage independent learning. Supplementary activities extend learning for advanced students while reinforcing core ideas for others. Clear, age-appropriate language makes the materials accessible and easy to follow, reducing cognitive load and supporting self-paced study.

Furthermore, the findings confirm that the Curriculum-Aligned are highly suitable as instructional materials. Consistently high ratings across all indicators reflect their strong alignment with learners needs. The material’s logical flow, relevant content, and accessible language support both independent and inclusive learning. The uniformity in evaluations further reinforces their effectiveness. Additionally, the Alab LAS effectively blend clarity, engagement, and flexibility, making them a dependable tool for deepening student understanding and involvement in political education.

According to the study of Anzures (2022), suitability indicators evaluated whether instructional materials aligned with the subject matter, used language appropriate to learner vocabulary levels, and included activities that addressed diverse learning needs.

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Purpose Statement 3. Determine if there is significant difference between the pretest and posttest results of Grade 11 students using the curriculum-aligned Alab E-Offline Learning Activity Sheets in Philippine Politics and Governance.

Table 3.1

Performance of 39 Grade 11 Students in the Pretest before the Implementation Curriculum-Aligned Alab E-Offline Learning Activity Sheets in Philippine Politics and Governance

Grade	Indicators	F	%
90 – 100	Outstanding	0	0
85 – 89	Very Satisfactory	0	0
80 – 84	Satisfactory	0	0
75 – 79	Fairly Satisfactory	12	30.77%
74 and below	Did Not Meet Expectations	27	69.23%
Total		39	100%
Standard Deviation		5.011	
Overall Performance		71.41	

The pretest yielded an average score of **71.41**, which was none of students achieved ratings Outstanding, Very Satisfactory, or Satisfactory. Out of 39 students, 12 (30.77%) performed fairly, while 27 (69.23%) Did Not Meet Expectations. The computed standard deviation was 5.011.

This indicates low variability in the scores. This shows the need for improvement and possible adjustments to better support student learning and achievement. The current materials do not fully meet student needs. It can be concluded that they require supplementary support for learning.

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Prediger (2025) explained that low-achieving students often struggled due to missing foundational knowledge, which limited their ability to progress. To overcome this, early interventions that focused on core concepts and personalized teaching were essential. These strategies helped build the basic skills students needed to succeed in more advanced learning.

Table 3.2

Performance of 39 Grade 11 Students in the Posttest After the Implementation of Curriculum-Aligned Alab E-Offline Learning Activity Sheets in Philippine Politics and Governance

Grade	Indicators	F	%
90 – 100	Outstanding	31	79.49%
85 – 89	Very Satisfactory	8	20.51%
80 – 84	Satisfactory	0	0
75 – 79	Fairly Satisfactory	0	0
74 and below	Did Not Meet Expectations	0	0
Total		39	100%
Standard Deviation		3.600	
Overall Performance		93.91	

The posttest produced **93.91** was rated **"Outstanding."** Among 39 students, 31 (79.49%) attained an Outstanding rating, while 8 (20.51%) were rated Very Satisfactory. The computed standard deviation was 3.600.

These findings support structured interventions. This sharp increase in scores suggests that the intervention using Alab instructional on student shift from mostly low performance to a majority achieving Outstanding and Very Satisfactory ratings indicates meaningful academic improvement. If statistical analysis such as a paired sample t-test is applied, it is likely to confirm that the difference is statistically significant.

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This pattern of improvement was consistent with the findings of Haleem and Saeed (2021), who employed student pretest/posttest. Their study demonstrated a statistically significant increase in academic performance, with mean scores rising from $M = 7.89$ in the pretest to $M = 27.14$ in the posttest ($p < .001$). The results indicated that the instructional intervention implemented in their research effectively enhanced learners substantial underscored importance of structured teaching strategies and well-designed learning materials in producing measurable academic gains. This evidence reinforced the conclusion that targeted interventions could transform low initial performance into notable achievement, thereby validating the effectiveness of systematic instructional approaches.

Table 3.3

Test of Significant Difference between the Pretest and Posttest Results of Students

Indicators	Test	Paired Differences				Remarks	Decision
		Mean	SD	t	P value		
Philippine Politics and Governance	Pre & Post	-18.000	4.82864	-23.280	.000	Significant	Reject H_0

In comparing the student performance, the results garnered a significantly lower set (.05), leading to a result confirming statistically different mean scores between the students before and after the intervention.

The negative mean difference of **-18.000** indicates that students have scored much higher in the posttest than in the pretest, demonstrating substantial academic improvement. This gain in performance can be directly linked to the intervention, specifically the use Alab as other supplementary materials.

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Munda et al. (2024) conducted a study that showed a significant improvement in student performance during the Project COUNTS intervention ($z = -11.38$, $p < 0.001$), with scores increasing from low-numerate levels ($M = 15.95$) to numerate levels ($M = 23.27$). Alab E-Offline Learning Activity Sheets similarly demonstrated effectiveness. These materials not only boosted test scores but also deepened student understanding and mastery of the lessons. Through structured, accessible, and targeted content, the intervention successfully addressed learning gaps and supported improved academic outcomes.

Conclusions

The ALAB E-Offline Learning Activity Sheets successfully addressed the instructional needs of Grade 11 learners in Philippine Politics and Governance by providing curriculum-aligned, accessible, and technology-enhanced learning materials. Carefully designed around the core topics of elections, political parties, civil society, citizenship, and youth empowerment, the activity sheets promoted critical thinking, civic awareness, and independent learning. The integration of offline digital features, automated monitoring tools, and reflective learning activities enhanced learner engagement and accessibility, particularly for students with limited internet connectivity, those enrolled in Alternative Delivery Mode (ADM), and learners with frequent absenteeism. Overall, the ALAB E-Offline Learning Activity Sheets proved to be innovative instructional tools that strengthened civic competence and supported meaningful learning experiences.

The validity and acceptability assessments confirmed that the ALAB E-Offline Learning Activity Sheets were highly effective and appropriate for instructional use. Objectives, directions, topics, and practice exercises all received ratings of Highly Valid, demonstrating strong alignment with curriculum standards, learning competencies, and learner needs. Likewise, the materials were rated Highly Acceptable in terms of clarity, usefulness, presentation, and suitability, affirming their value as engaging, learner-centered, and

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accessible resources. Although indicators related to enrichment activities and visual presentation obtained comparatively lower ratings, they remained within the Highly Acceptable range and suggest opportunities for further enhancement. These findings indicate that the materials are pedagogically sound, technologically responsive, and suitable for diverse learning environments.

The pretest and posttest results revealed a substantial improvement in student achievement following the implementation of the ALAB E-Offline Learning Activity Sheets. From a pretest mean score of 71.41, categorized as below expected proficiency, learners attained an Outstanding posttest mean score of 93.91, with nearly 80% achieving the highest performance level. Statistical analysis confirmed a highly significant difference between pretest and posttest results ($t = -23.280$, $p = .000$), validating the effectiveness of the intervention. These findings demonstrate that structured, accessible, and interactive offline learning materials can significantly enhance students' understanding of Philippine Politics and Governance, improve academic performance, and serve as powerful tools for equitable and meaningful learning.

Recommendations

Based on the findings, conclusions, and significant results of the study, particularly the **high validity (3.92), high acceptability (3.90), and significant improvement in students' performance from a pretest mean of 71.41 to a posttest mean of 93.91 ($t = -23.280$, $p = .000$)**, the following recommendations are proposed:

1. **Grade 11 HUMSS students** are encouraged to continue utilizing the **ALAB E-Offline Learning Activity Sheets** as supplementary learning materials in Philippine Politics and Governance. Since the intervention significantly improved their academic performance, students should actively engage in self-paced learning, complete reflection activities, and apply civic concepts learned from the lessons to real-life situations and community involvement.

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- *****
2. **Philippine Politics and Governance (PPG) teachers** are recommended to integrate the ALAB E-Offline Learning Activity Sheets into their instructional practices to strengthen learner engagement, critical thinking, and civic competence. Teachers should maximize the monitoring features of the platform and provide appropriate feedback, particularly in the reflection activities that require manual assessment.
 3. **School administrators** are encouraged to support the adoption and implementation of E-Offline learning materials such as ALAB by providing technological resources, professional development programs, and technical assistance for teachers. Support mechanisms should also be established to sustain the development of innovative instructional materials that address learners with limited internet connectivity and frequent absenteeism.
 4. **Parents and guardians** are encouraged to provide guidance and encouragement to students in completing the ALAB activities at home. Since the materials promote independent learning and self-paced study, parental support can reinforce student discipline, motivation, and successful completion of learning tasks, particularly among learners enrolled in Alternative Delivery Mode (ADM).
 5. **Curriculum developers** are recommended to consider the integration of E-Offline instructional innovations in the development of future learning resources. Given the high validity and acceptability ratings of ALAB, future materials should maintain curriculum alignment while further enhancing enrichment activities, learner engagement, and differentiated tasks that cater to diverse learning needs.
 6. **The Department of Education (DepEd)** is encouraged to support and institutionalize the development, validation, and utilization of E-Offline Learning Activity Sheets across various disciplines. Establishing a repository of validated offline instructional resources can promote equitable access to quality education, particularly for learners in geographically isolated and disadvantaged areas.
 7. **Information and Communication Technology (ICT) coordinators and educational technology specialists** are encouraged to collaborate with teachers in

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refining digital learning tools. Future enhancements to ALAB may include additional interactive features, improved visual presentation, expanded learner analytics, and broader compatibility across devices to further enhance accessibility and user experience.

8. **Future researchers** are encouraged to conduct similar studies involving larger populations, different academic disciplines, and varied educational settings to further validate the effectiveness of E-Offline Learning Activity Sheets. Future investigations may also examine their long-term effects on knowledge retention, learner motivation, civic engagement, self-directed learning, and academic achievement. Comparative studies between E-Offline, online, and traditional instructional modalities are likewise recommended.



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