

Academic Impact of Learning Activity Sheets (LAS) in Teaching Asian History at the Secondary Level

Ryan Ramolete PecsonBataan Peninsula State University,
PHILIPPINES

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Abstract

Background: In today's educational environment, 21st-century learners excel with diverse, contextualized, and technology-driven instructional materials.**Aims:** The study assessed the impact of developed Learning Activity Sheets (LAS) on Grade 7 students' learning of Asian History in a secondary-level pilot school, using an experimental one-group pretest-posttest design.**Methods:** Initially, all students were pre-assessed using a 30-item teacher-made test. The three least mastered competencies were identified and targeted using LAS, involving 32 students who required intervention. After the validation of the LAS by three experts, pilot testing began. The activity sheets were implemented during the weeks focused on the least-mastered topics. A posttest was administered to compare academic performance before and after the intervention.**Results:** Student performance improved after LAS implementation, from 72.25 (did not meet expectations) to 88.91 (very satisfactory), supporting the intervention's effectiveness. The study recommended the broader use of LAS across the Social Sciences and other learning contexts via action research, with findings to be shared in professional development sessions, such as Learning Action Cell (LAC) meetings or in-service training (INSET).**Conclusion:** The study confirmed the effectiveness of the developed LAS in improving Grade 7 students' academic performance in Asian History, thereby accepting the alternative hypothesis.

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INTRODUCTION

Creating self-learning materials (SLMs), like learning activity sheets (LAS), is a great way to support learning. These materials help maintain learning continuity, especially in distance-learning settings, and encourage self-paced, context-based learning. With the onset of the COVID-19 pandemic, SLMs have become essential in Philippine basic education, particularly in public schools overseen by the Department of Education (DepEd). These materials are structured to enable independent study alongside interactive learning activities, focusing on specific topics to engage learners actively. They are instrumental in remote learning scenarios where teacher supervision is limited, making them a key educational resource (DO No. 18, s. 2020). This need in education has led to the incorporation of LAS into the SLMs used for ensuring learning continuity.

In the DepEd, the LAS serves as a supplemental learning resource, engaging learners through individualized learning exercises that develop the desired knowledge and skills they need to acquire and explore from different lessons, broadening their learning experiences and competency attainment, as stated in the K to 12 Philippine Basic Education Curriculum (DO No. 36, s. 2021). Hence, LAS should be aligned with targeting the most essential learning competencies (MELCs) and can be utilized in home learning sessions (Llego, 2021).

Studies have documented low levels of interest and student demotivation in learning history subjects, such as Asian History. Learning problems in history stem from a lengthy syllabus,

*** Corresponding author:**Ryan Ramolete Pecson, Bataan Peninsula State University, Philippines. ✉ rrpecson@bpsu.edu.ph

conventional teaching methods, irregular use of materials, limited interaction and feedback (Tok, 2016), and student reluctance due to lack of dialogue, focus on memorization, theoretical content without practical application, and disconnect from real-life situations (Obeidat et al., 2011). The present study aims to address the aforementioned learning gaps.

The study also highlighted the importance of ongoing teacher training in implementing targeted instructional strategies, supporting learning resources, and evaluating evaluation instruments to enhance learning effectiveness. This was supported by several DepEd issuances (DM No. 117, s. 2005; DO No. 35, s. 2016; DO No. 8, s. 2015; DO No. 18, s. 2020). These efforts helped promote the development of locally produced instructional materials and encourage innovative approaches within instructional and learning processes in line with RA No. 10533 (K to 12 Law). They also support the implementation of innovative strategies and interventions through action research and teacher-led initiatives for innovation (DO No. 43, s. 2015; DO No. 4, s. 2016; DO No. 16, s. 2017), strengthen teachers' instructional competence (DO No. 42, s. 2017), as well as contribute to achieving the fourth Sustainable Development Goal (Quality Education) by 2030.

Analysis of the reviewed literature shows that LAS, when used as supplementary materials, helps teachers choose suitable activities for learners. Recognized for their effectiveness in delivering lessons and enhancing comprehension (Laurel, 2022), these serve as valuable instructional and intervention materials (Delos Reyes & Caballes, 2021; Frutas, 2022; Navarro et al., 2023). Created by teachers, these sheets supplement self-learning modules, facilitating a deeper understanding of topics and leading to higher proficiency in modular distance learning (Lacsa, 2022). Contextualizing these sheets is crucial in the challenging educational landscape of the new normal (Calibuso, 2022). Ernorne and Punzalan (2025) noted that the full potential of LAS is realized through instructional support, improved design, the use of technology, and learner appeal, consistent with the findings of Laurel (2022).

However, not all teacher-developed LAS meet the high standards of quality instructional materials (Bonso & Fortes, 2022). Additionally, these LAS should be designed to achieve course and program objectives (Delos Reyes & Caballes, 2021); thus, ensuring quality and responsiveness to learners' needs is essential.

Numerous studies also attest to LAS's effectiveness in enhancing learners' performance, academic achievement, and competencies. The teacher-made LAS was able to improve learners' ICT academic performance and skills (Mansing, 2022), grammar competence (Ernorne & Punzalan, 2025), writing skills (Rodriguez & Protacio, 2025), reading performance (Daet, 2025), understanding difficult lessons and learning in an engaging way (Calibuso, 2022), and the overall least-mastered competencies of the learners (Frutas, 2022; Lacea & Buscano, 2023), numeracy skills (Padernos, 2024), solving skills (Cantonjos & Janer, 2022), student participation and improved academic performance and achievement (Gaña, 2022; Lacsa, 2022; Pacasirang et al., 2025), academic performance in various learning areas (Bunglo & de Guzman, 2023; Capuyan, 2021; Dugan & Ricafort, 2023; Hofileña & Bearneza, 2023; Laurel, 2022), and attitudes toward learning (Buenaflor, 2024). It is imperative to address learning difficulties and the underlying reasons for these difficulties in a specific subject area to enable proper intervention, support, or remediation (Pecson 2025c) and to innovate instruction and empower teachers to address them (Pecson 2025b).

The LAS are also widely used in the Philippine Basic Education at various academic levels and learning areas. There have been studies that found their effectiveness and impact when used among elementary learners in English (e.g., Calibuso, 2022; Ernorne & Punzalan, 2025; Pacasirang et al., 2025), Technology and Livelihood Education or TLE (e.g., Mansing, 2022), and Indigenous Peoples Education or IPEd (e.g., Gerodias, 2023). In the junior high school (JHS) level, the effectiveness and impact of LAS have been determined in English (e.g., Bonso & Fortes, 2022; Daet, 2025; Lacsa, 2022), Science (e.g., Capuyan, 2021; Delos Reyes & Caballes, 2021; Dugan & Ricafort, 2023; Gaña, 2022), Mathematics (e.g., Hofileña & Bearneza, 2023; Lacea & Buscano, 2023; Padernos, 2024), and *Araling Panlipunan* or Social Studies (e.g., Buenaflor, 2024; Bunglo & de Guzman, 2023; Frutas, 2022; Laurel, 2022). At the senior high school (SHS) level, the effectiveness and impact of LAS had been determined in English (e.g., Rodriguez & Protacio, 2025), Mathematics (e.g., Cantonjos & Janer, 2022), and core subjects (e.g., Navarro et al., 2023).

As innovative materials, LAS had taken many forms, such as the contextualized LAS (Calibuso, 2022; Capuyan, 2021; Gerodias, 2023; Frutas, 2022; Gaña, 2022), experienced-based LAS (Frutas, 2022), game-based LAS (Buenaflor, 2024), guided instructional LAS (Daet, 2025), innovative LAS (Dugan & Ricafort, 2023), learning activity packets (Navarro et al., 2023), learning worksheets (Bunglo & de Guzman, 2023), modified LAS (Pacasirang et al., 2025) enhanced with engaging and clarified assessment methods, and reconstructed LAS infused with interleaved approach (Hofileña & Bearneza, 2023).

The LAS has become widely used as an effective supplementary material that supports continuous learning and improves student progress. Although many studies have explored the use of LAS in basic education, few have focused on teacher-made LAS designed to address learners' least mastered competencies and enhanced with multimedia elements. This study addressed this gap by developing LAS as additional and corrective learning resources for Grade 7 *Araling Panlipunan*, particularly in Asian History (*Kasaysayan ng Asya*).

The present study has two objectives, namely: (i) to examine the level of academic achievement of Grade 7 students in Asian History prior to and following the use of LAS; and (ii) to examine whether there is a substantial change in educational achievement among seventh-grade students in Asian History prior to and following LAS adoption. The developed and utilized LAS in the study incorporated various visuals and self-learning activities, helping learners improve their metacognition and problem-solving abilities through analytical and critical questions and opportunities integral for experiential learning and differentiated instruction. Some developed LAS include QR codes, web-based activities, and feedback mechanisms to support interactive and reflective learning.

Lastly, the study aimed to improve the academic performance of Grade 7 students in Asian History using the developed LAS. It is hypothesized that the use of LAS may significantly improve 7th-grade students' learning outcomes in Asian History. The subject Asian History was selected for intervention because the achievement test results in Social Studies (*Araling Panlipunan*) at the secondary school where the study was piloted revealed it as the sub-discipline where students performed the poorest, indicating a critical need for targeted support.

METHOD

Research Design

The research employed a quantitative experimental approach, specifically a one-group pretest-posttest design. In this type of experimental design, assessment instruments (tests) were administered both before and after the intervention or treatment (Choueiry, 2025), allowing the researcher to systematically examine cause-and-effect relationships (Budert-Waltz, 2023). As illustrated in Figure 1, the research design began by administering a pretest to identify the competencies least mastered by Grade 7 students in *Kasaysayan ng Asya* (Asian History) within the *Araling Panlipunan* (Social Studies) curriculum. This highlighted the topics to be handled using the developed LAS. Furthermore, the pretest helped identify the students who required assistance, and they were assigned to the test group. Once the LAS were validated and pilot-tested, they were used during the third grading period. These materials covered all topics related to the lowest-mastered skills. The three competencies in Asian History that students demonstrated the lowest level of mastery in were as follows: (i) *nasusuri ang mga anyo, tugon at epekto sa neo-kolonyalismo sa Timog at Kanlurang Asya* [examine the forms, responses and effects of neo-colonialism in South and West Asia]; (ii) *nasusuri ang mga dahilan, paraan at epekto ng kolonyalismo at imperyalismo ng mga Kanluranin sa unang yugto (ika-16 at ika-17 siglo) pagdating nila sa Timog at Kanlurang Asya* [an

examination of the underlying causes, operational strategies, and impacts of Western colonialism and imperialism during the initial phase (16th and 17th centuries) when they arrived in South and West Asia]; and (iii) *natatalakay ang karanasan at implikasyon ng Digmaang Pandaigdig sa kasaysayan ng mga bansang Asyano* [discuss the experience and implications of the World War in the history of Asian countries]. A posttest was provided as well to compare the students' academic achievement prior to and following their participation in to the LAS.

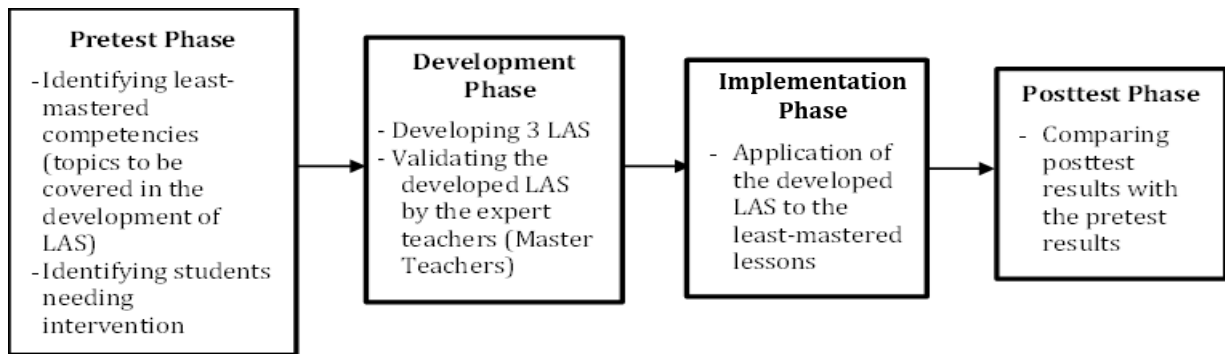


Figure 1. Paradigm of the Study

Respondents

The study focused on Grade 7 learners at a public middle school in the Philippines, selected through purposive sampling. This method involves identifying a group of respondents based on the characteristics required for the study (Nikolopoulou, 2023). In this research, Grade 7 students who scored 74% or lower on the pretest were assigned to the experimental group and targeted as respondents for the intervention. These students were then subjected to LAS as a remedial measure. Following the pretest, 32 Grade 7 students were identified as requiring interventions in *Araling Panlipunan 7 (Kasaysayan ng Asya)* or Asian History.

Instrument

The study employed pretest and posttest instruments to collect data from Grade 7 learners and a survey questionnaire for teachers. According to Budert-Waltz (2023), a pretest is administered to learners before an intervention or treatment, and a posttest is administered after the treatment to measure its effects. The learners were assessed using pretest and posttest instruments comprising 30 items to determine their competencies in learning Asian History (Grade 7 Social Studies), serving as a baseline for the least mastered competencies. The pretest and posttest were administered during the third grading period. The top three least mastered competencies were purposively selected as baselines for the development of the LAS. The LAS were designed in accordance with the structure and standards established by the Department of Education (DepEd). Table 1 presents the key components of the LAS, along with their translations in Filipino, since it is the language of instruction for *Araling Panlipunan* (Social Studies) in the elementary and junior high school levels in the Philippines.

Table 1. Parts of the LAS

English	Filipino
Learning Activity Sheets	Gawaing Pagkatuto
Learning Competency with Code	Kasanayang Pampagkatuto at Koda
Background Information for Learners	Panimula (Susing Konsepto)
Accompanying DepEd Textbook and Educational Sites (With Possible Materials for Experiments / Activities)	Kalakip na Teksbuk mula sa Deped at mga Educational Site (na may mga Kagamitan para sa mga Eksperimento / Gawain)
Directions / Instructions	Panuto
Activity Proper / Exercises / Activities	Gawain / Pamaraan

English	Filipino
Learning Activity Sheets	Gawaing Pagkatuto
Guide Questions	Mga Gabay na Tanong
Rubric for Scoring	Rubrik sa Pagpupuntos
Reflection	Pangwakas
References for Learners	Mga Sanggunian
Answer Key	Susi sa Pagwawasto

The image displays several pages of Learning Activity Sheets (LAS) for Araling Panlipunan 7 (Kasaysayan ng Asya or Asian History). The worksheets are presented in both English and Filipino. Key elements include:

- Page 1 (English):** Title "KASAYSAYAN" and "GAWAING PAGKATUTO". Objective: "Anyo, Tugon, at Epekto sa Neo-Koloniyalismo sa Timog at Kanlurang Asya".
- Page 2 (Filipino):** Title "GAWAING PAGKATUTO" and "ARALING PANLIPUNAN 7". Objective: "Ano, Tugon, at Epekto sa Neo-Koloniyalismo sa Timog at Kanlurang Asya".
- Page 3 (Filipino):** Section "I. Kasaysayang Pangpapakahulugan" and "II. Pambabala (Chasing Kumpas)". Includes a flowchart showing "NEOKOLONIALISMO" branching into "MID" and "KOLONIALISMO", which both lead to "NEOKOLONIALISMO".
- Page 4 (English):** Section "Epekto ng Neokolonyalismo sa Timog at Timog Kanlurang Asya". Includes a flowchart titled "EPEKTO NG NEOKOLONIALISMO" showing "Globalisasyon" leading to "Pangkalahatang pagpapaligay" and "Pagpapaligay sa mga bansa".
- Page 5 (Filipino):** Section "Epekto ng Neokolonyalismo sa Timog at Timog Kanlurang Asya". Includes a table for a pretest/posttest.
- Page 6 (Filipino):** Section "IV. Mga Sanggunian" (References) listing various sources.
- Page 7 (Filipino):** Section "V. Pagsasanay" (Assessment) with a table for a pretest/posttest.

Figure 2. Sample LAS in Araling Panlipunan 7 (Kasaysayan ng Asya or Asian History)

Procedures

After identifying the competencies with the lowest level of mastery, the corresponding LAS topics were established. The 30-item pretest and posttest instruments were examined and validated by three expert teachers and consent forms were obtained from their implementation. Assent forms were collected from the student-respondents, and consent forms were obtained from their parents/guardians, as the students were minors. Following data collection, preparations were made for statistical analysis. The researcher ensured the respondents' anonymity and kept all information confidential. The participants were fully informed about the study's objectives and the scope of their involvement in the research.

Analysis Plan

This research applied a combination of descriptive and inferential statistical techniques for data analysis. Descriptive statistics, such as frequency, percentage, and mean, were used to describe the academic performance of seventh-grade students in Asian History before and after applying the LAS. A paired-samples t-test was conducted to determine whether their performance differed significantly before and after LAS adoption. A considerable difference would be indicated if the p-value is 0.05 or less. Conversely, if the p-value exceeded this threshold, it would suggest a non-significant difference.

Scope and/or Limitations of the Methodology Used

Using a one-group pretest-posttest design, the study focused solely on quantitative data analysis based on scores from a specific sample of students in one subject area (i.e., Asian History). Moreover, these scores were the sole parameters for students' academic performance, which may not fully reflect a holistic view of their learning.

RESULTS AND DISCUSSION

Results

1. Academic Performance of Grade 7 Students in Asian History Before and After the Use of LAS

Figure 3 and Table 2 present the Grade 7 students' academic performance in Asian History before and after the implementation of LAS.

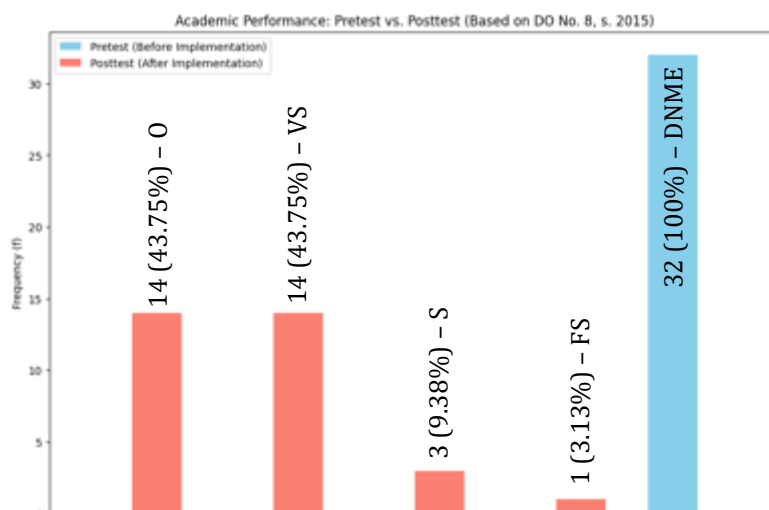


Figure 3. Graphical Presentation of Grade 7 Students' Academic Performance in Asian History Prior to and Following the Implementation of LAS

Table 2. Tabular Presentation of the Academic Performance of Grade 7 Students in Asian History Before and After the Use of LAS

Academic Performance (Based on DO No. 8, s. 2015)	Pretest (Before Implementation)		Posttest (After Implementation)	
	f	%	f	%
90% and above (Outstanding [O])	0	0.00	14	43.75
85% - 89% (Very Satisfactory [VS])	0	0.00	14	43.75
80% - 84% (Satisfactory [S])	0	0.00	3	9.38
75% - 79% (Fairly Satisfactory [FS])	0	0.00	1	3.13
74% below (Did Not Meet Expectations [DNME])	32	100.00	0	0.00
Total	32	100.00	32	100.00
Mean	72.25 [DNME]		88.91 [VS]	

Before the LAS were implemented in the Grade 7 Asian History class, all 32 students (100%) had grades of 74% or below, which did not meet the expected standard. This shows that these students needed an intervention that would enhance their performance in school. Meanwhile, following the adoption of the LAS, it became clear that the outcome of the Grade 7 students identified as needing intervention in Asian History improved tremendously, as 14 students (43.75%) achieved an outstanding academic performance, another 14 students (43.75%) demonstrated a very satisfactory academic performance, and 3 students (9.38%) garnered a satisfactory academic performance. In comparison, 1 student (3.13%) accumulated a fairly satisfactory academic performance. Notably, after the LAS were implemented, no student failed to meet the expected standards. These results indicate that the items or treatments were effective in improving students' academic performance in seventh-grade Asian History.

2. Comparison of the Academic Performance of Grade 7 Students in Asian History Before and After the Use of LAS

Table 3 presents the comparison of Grade 7 students' academic performance in Asian History before and after the use of LAS.

Table 3. Comparison of Grade 7 Students' Academic Performance in Asian History Prior to and Following the Use of LAS

Test	Phase	Mean	SD	t-value	p-value	Remarks	Decision
Pretest	Before Implementation	72.25	1.46	-22.85	0.00	Significant	Accept H_a/H_1
Posttest	After Implementation	88.91	4.19				

The findings suggest that adopting LAS significantly improves students' academic performance in seventh-grade Asian History. There was a clear difference between the pretest and posttest scores ($t = -22.85$, $p = 0.00$), which is below the 0.05 level of significance, so the alternative hypothesis was accepted. This indicates that the LAS substantially improves student performance. The average score increased from 72.25 (SD = 1.46) before the intervention to 88.91 (SD = 4.19) after it.

Discussion

Before using Learning Activity Sheets (LAS), some Grade 7 students in Asian History were underperforming. After implementing LAS, their performance improved significantly, with many achieving outstanding or very satisfactory results, and some achieving satisfactory results. A few students performed adequately, and notably, none failed to meet expectations, demonstrating the effectiveness of LAS. This improvement is consistent with numerous studies that have demonstrated the positive impact of LAS on various academic competencies and achievements (Bunglo & de Guzman, 2023; Capuyan, 2021; Dugan & Ricafort, 2023; Gaña, 2022; Hofileña & Bearneza, 2023; Lacsá, 2022; Laurel, 2022; Mansing, 2022; Pacasirang et al., 2025), focusing on enhancing learners' weakest areas of competency (Frutas, 2022; Lacea & Buscano, 2023). The success of LAS in enhancing student performance in Asian History further supports the broader educational benefits of these intervention materials, as evidenced in the literature.

Furthermore, the findings reveal that seventh-grade students' academic achievement in Asian History improved significantly after LAS was implemented. Also, the improved academic performance of Grade 7 students in Asian History through LAS underscores the impact of HCI (Human-Computer Interaction): intuitive design, real-time feedback, and personalized learning—key HCI principles—boosted engagement and outcomes. Additionally, the statistical analysis supports this improvement, favoring the alternative hypothesis and indicating that LAS significantly enhances academic performance. This improvement is demonstrated by the rise in average scores between the pretest and posttest. This finding aligns with the literature, which highlights the effectiveness of LAS as supplementary materials that aid in delivering lessons and enhancing comprehension (Laurel, 2022). LAS are recognized as valuable instructional and intervention tools that help achieve course objectives and improve various academic competencies (Delos Reyes &

Caballes, 2021; Frutas, 2022; Navarro et al., 2023). They are particularly beneficial in modular distance learning, as they facilitate a deeper understanding and higher proficiency (Lacsa, 2022) and align with learners' varying contexts (Pecson & Morales, 2026).

Implications

Given the established effectiveness of LAS, it is advisable to continue its use across various Social Sciences disciplines and other subjects. This can be accomplished by promoting design-based thinking among educators, enabling them to create instructional resources that accommodate students' varied needs and abilities, as well as by aligning the development of these resources with the least mastered competencies to foster more interactive, independent, and diversified learning experiences (Canare et al., 2024; Pecson & Romero, 2023; Pecson et al., 2024a, 2024b; Pecson, 2020; Pecson, 2025a). Moreover, contextualized and interactive instructional materials, supported by self-paced learning resources (Pecson, 2014; Pecson, 2015), help students learn independently and meaningfully. This approach promotes student-centered learning and supports the growth of 21st-century skills (Magno et al., 2016; Pecson & Sarmiento, 2024; Pecson & Sarmiento, 2025).

Research Contribution

The study contributes to further validating the effectiveness of teacher-made instructional materials in supporting instruction and improving students' academic performance, thereby highlighting the importance of innovative, evidence-based practices.

Limitations

The study is limited only to gathering and analyzing numerical data (i.e., scores of the students in pretest and posttest) and comparing such. Moreover, the data are gathered from a small population of learners in a specific learning area.

Suggestions

The study suggests expanding the application of LAS across different disciplines within the Social Sciences and in diverse educational settings through action research. The findings can then be shared widely in professional development sessions, such as Learning Action Cell (LAC) meetings or in in-service training programs (INSET).

CONCLUSION

The study demonstrates that the developed Learning Activity Sheets (LAS) effectively enhance the academic performance of Grade 7 students in Asian History. These LAS act as practical, supplemental, and remedial materials that help teachers provide customized, creative, and technology-based learning experiences. The materials are designed to address and reinforce underdeveloped skills among 21st-century learners. Consequently, the findings support the alternative hypothesis, indicating that the implementation of LAS has a significant positive effect on students' academic performance in Asian History.

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AUTHOR CONTRIBUTION STATEMENT

The author prepared the study solely for publication.

AI DISCLOSURE STATEMENT

The author declares that this study was conceptualized, conducted, composed, and revised primarily through independent scholarly effort, with minimal assistance from artificial intelligence (AI) tools, especially Mistral AI for language and referential list citation structuring. The author has carefully

examined, validated, and refined the entire content and assumes full responsibility for the accuracy, integrity, and originality of this published work.

CONFLICTS OF INTEREST

The author declares no conflict of interest in conducting the study.

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