



**DEVELOPMENT OF LOCALIZED MODULE AS SUPPLEMENTAL
MATERIAL IN TEACHING SOCIAL STUDIES: A LITERATURE
REVIEW**

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ABSTRACT

This paper aims to present different articles that explain the significance of the production and utilization of teacher-made localized teaching materials as a supplemental resource to improve the teaching-learning process. Particularly, it aims to present the connection between the instructional materials utilized by teachers to the achievement and learning of the learners. Articles from various international online journals served as the primary resource of this paper. It focuses on the findings and recommendations of these journals. The review revealed that teacher-made localized teaching material has a significant effect on the improvement of the achievement of the students.

Keywords: Development, Localized Module, Supplementary Material, Teaching Social Studies

INTRODUCTION

The teaching-learning process greatly depends on the instructional materials utilized by the teacher. If the materials are readily available and students can access all of it, learning is highly possible. On the other hand, lack of instructional materials such as books and modules may lead to a low achievement rate of the learners. Learning materials are an integral part of the learning process (Seven and Engin, 2007). It also gives meaningful learning to the students by providing concrete activities and visual representation of what students need to learn (Afolabi, 2019). (Right, 2018) also noted that instructional materials are critical in designing the instructional objectives and procedures since this will depend on the availability of teaching materials. (Arianto, 2018) stated that instructional materials are a guide for the learner to learn systematically. Teaching materials may have various forms; they can be plain teaching aids, comic strips, modules, e-learning portals, etc. Regardless of what form of teaching material utilized by the teachers, all of it serves as an aid to the greater achievement or learning of the learners.

While it is important to ensure the quantity or availability of the learning materials needed by each learner, it is also equally vital to ensure the quality of the learning resources that will be utilized by the teachers. (Zulyadaini, 2017) cited that teachers needed to focus more on the relevance of the teaching materials to the lives of students. Learning materials that will transform the learners into community-builders should be emphasized in curriculum development (Huang and Chang, 2018).

Teachers play a significant role in the development of learning materials suitable for the needs of the learners. UNESCO reported that aside from textbooks, teachers should have other learning resources to facilitate students' learning. Curriculum development, specifically, materials innovations should include the training program for educators (Mouraz & Leite, 2013).

Gathering various journals and articles to formulate a literature review increases the researcher's knowledge about the implication of producing and utilizing teacher-made localized teaching material. Consequently, this study will serve as a foundation for research with a similar problem.

RESULTS/DISCUSSIONS

Over-reliance on Textbooks

Students' achievement is affected by several factors. Learner's readiness, cultural background, environment, socio-economic status, and natural abilities are some of the aspects that may contribute or hinder his development, and thus, achievement and learning. All of these factors are within the students themselves. It is undeniable that teachers' factors such as the strategies, choosing of content to be taught, mastery of the subject, pedagogies, and most importantly, the teaching materials utilize to facilitate the teaching-learning process. Of all the teacher factors presented, selecting appropriate instructional materials is the skills that needed to be enriched by the educators to improve the learning outcomes of the learners. The following studies were reviewed to determine one of the issues of the educational system today: over-reliance on textbooks.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) mentioned in their 2015 EFA report in the Philippines that the utilization of textbooks increases the quality of instruction and improves the overall learning of every learner. However, in the study conducted by Puse, Awata, and Atope (2005) about the development of innovative classroom instructional material for enhancing creative teaching and learning nuclear topics, they stated that teacher-made instructional materials are better than those textbooks prescribed by the national agency. Sumarsih (2017), in his study regarding the development of exposition text writing material based on literation in students, also suggests that over-dependence of teachers to the textbooks led to the learning of facts without the integration of the learners. He then suggests that teachers need to develop an appropriate material suitable for the needs of their learners. Ansary (2004), in his article entitled, 'a textbook example of what's wrong with education', he argued that most of the textbooks utilized in the school are out of touch with the needs of the learners today. Most of the information is outdated; activities are not suitable for every learner; and worst, textbooks promote memorization, not understanding. The quality of books circulating in the market is not fully by the needs of students and only emphasizes the mission of delivering knowledge or facts alone Wena (2014). Richards (2012), stated in his journal entitled, 'the Cambridge guide to pedagogy and practice of second language teaching', that textbooks disempower both the teachers and learners, it does not satisfy the actual needs of the learning process as it removes the initiatives from the teachers. Most textbooks are not engaging and do not have relevance to the learners.

Localized Teaching Materials in the Learning Process

The following journals and articles were reviewed to verify the development, utilization, and effectiveness of the localized teacher-made instructional material as it integrates into the learning process.

Policarpio (2018), defined localization as a subfield of contextualization, wherein teachers utilize local knowledge, material, language, culture in designing curriculum instructions.

It is a process of transforming curriculum to the local learning content, specified to the community of the learners. Dimacali (2018) stated in her article about the development of localized materials, that localization is the freedom of schools to design their curriculum based on local needs.

Tomlinson (2011) in his book about materials development stated that more and more institutions, both public and private, are realizing that learners' achievement and learning will improve if they start developing localized learning materials. The result of the study of Sorcar, Strauber, Loyalka, Kumar, and Goldman (2017) indicates that using localized material can improve the learning of the students. The same result is observed with the study of Mahabadi (2013) in her research about the role of localized materials in the learning of FFL students. She concludes that localized material improves the outcome because the learners enjoyed doing activities that are related to their experiences. In the study of Garin, Reyes, and Rosals (2017) about using contextualized and localized teaching as a technique in teaching basic statistics, they pointed out students' performance increased significantly because they are taught in real-world, community-based instructions. The result of their study revealed that students who use localized materials in statistics rank higher than those students who utilized the normal module. Thus, they recommend that teachers should utilize local samples, knowledge, and culture in designing curriculum instructions. In the study of Reyes, Ingreso, and Hilario (2019) about conception and application of contextualization in mathematics education, they argued that teachers should focus on designing lessons in connection with the students' lives. Samples that can be seen in their community or locality should be the priority during discussions so that learners can actively engage because they can relate to the lesson. Localized teaching materials can also improve the reading skills of the students. It is evident to the findings of Egcas, Tabotabo, and Geroso (2017) in their study about the use of localized curriculum on the reading achievement of grade 8 students. They found out that a localized curriculum helps the learners to understand the texts and can easily make a connection between their schemas to the new knowledge presented by the teachers.

One of the distinct features of localized learning materials has been its ability to integrate the culture and local knowledge of the learners to have meaningful learning. UNESCO has been urging its members to design a curriculum that is based on the local needs and relevance to the learners. As stated in its final report of the Regional Seminar in 2002, the Philippines may improve its curriculum by creating a curriculum that caters to the diverse cultural background of the country. Various researchers for the past decade have been successful in presenting the promising effect of the utilization of localizing materials in the teaching-learning process. Bulusan (2019) stated that the learning material becomes authentic if it establishes a strong relevance and a firm link to the motivation, needs, and backgrounds of the learners. Ozele (2012), in his study about contextualizing Nigerian stories, proverbs and idioms, argued that students value their cultural heritage when instructional materials and instructional designs are anchored to their own culture and needs. Spring (2010) in his article about contextualization and realia, stated that students' learning improves when teachers present their lesson in connection with the culture and context of the learners. In an article presented by the career ladder project, entitled 'Contextualized teaching and learning as a key strategy', they argued that students learn

better and faster when the instructional design is presented with the local knowledge of the learners. In the research of Hafis, Harahap, and Ansyari (2018) about the development of recount text teaching material based on local history supported with the comic in Indonesian learning in high school, they concluded that students can easily learn and develops ideas when instructional materials are based or related to the historical values existed in the community. Same findings to the study of Situmorang and Sitorus (2015) about the development of innovative chemistry learning material for bilingual senior high school students in Indonesia, they stated that the developed learning material is found effective to be used in the teaching and learning process, and be able to motivate the students to learn chemistry. In the study of Perin (2011) about facilitating student learning through contextualization, she stresses that contextualization, thus localization of curriculum is more effective than the standard of non-contextualized instructions. Shugorova (2017) in his research on learning local knowledge, and place: a historical perspective on educational sustainability before the advent of compulsory schooling in Tibet, he argued that education is an intercultural work that is about the pursuit of learning from and honoring diverse histories, cultures, and traditions. Teachers have to take into consideration the cultural background of the learners to facilitate meaningful learning.

Localization of Social Studies

Finding learning materials that will stimulate the interest of the students to learn social studies is a difficult task for the teacher. The complexity of social studies generally creates learning barriers for students that are often disconnected from the material that they are learning. Consequently, many students lack a deepened understanding of history (Kearns 2015). Reisman (2015) stated that teachers encounter problems in applying historical contextualization because of a lack of instructional tools that will engage learners in that pedagogy. Achinstein and Fogo (2015), in their study on mentoring novices' teaching of historical reasoning: opportunities for pedagogical content knowledge development through mentor-facilitated practice, they argued that contextualization of social studies is not familiar pedagogy for most teachers of history. In the study of Swan, Hofer, and Locascio (2007) about the use of case-based instruction in teaching social studies, they noted that traditional teaching methods provide only abstract knowledge to the learners without knowing its relevance to their lives. As a result, social studies knowledge becomes short-term and tends to be forgotten by the students. Kelly (2020) in her article about top concerns of social studies teachers, pointed that teachers of social studies, especially those whose teaching history, tends to promote rote-memorization without pushing the students to engage in critical thinking. Since history subjects revolve mostly around times, places, events, and names, most teachers teach about historical events without relating to the context of the learners today.

The effectiveness of contextualizing or localizing social studies has been one of the primary focuses of the research in social science. In the study of Rogayan (2017) about the relevance of social studies to 21st-century society, he recommended that teachers may use localized or indigenized information in teaching historical events. Connecting the current local context in teaching social studies will help the students to enjoy and make the learning relevant to their everyday lives. Jimes, Weiss, and Keep (2013) suggested that textbooks, especially social studies textbooks, should modify the content and align to the cultural, geographic, and

socio-cultural contexts of the learners. Part of creating a curriculum of social studies is creating content that connects to the emotions of the students (Rycik and Rosler 2009). Pecson (2014) stated that although not all the topics in social studies may present in a localized or contextualized manner, teachers still need to be adaptive and creative in using pedagogy in other areas across social studies. Localization of social studies content includes aligning local language, belief, and tradition to the national and global experiences (Laeen 2012). The findings of the study of Bete (2018) about the impact of contextualizing and localizing teaching-learning processes on students' academic performance in social studies revealed that there is a significant relationship between the school's practices of localizing teaching and learning and students performance in social studies. In the study of Huijen, Boxtel, and Holthuis (2018) about promoting historical contextualization: the development and testing of pedagogy, the developed pedagogy showed positive results and improved the historical contextualization of the students. In contextualizing or localizing the social studies content, the teacher's role will shift to merely facilitator. Chick (2006) stated that when learners are aware and can relate social studies content to their lives, the teacher's main job is to facilitate knowledge of his learners. Teachers are no longer the mere source of knowledge to be poured into students' empty minds. In localizing the content of the subjects, Paulo Freire's problem-posing pedagogy can now be also realized. In the research of Havekes, Van Voxel, and Coppen (2012) about knowing and doing history: a conceptual framework and pedagogy for teaching historical contextualization, they stated that knowing history must combine with doing history to successfully facilitate contextualized teaching and learning. Knowing history talks about the what, who, when, and where of a particular event. Doing history is giving meaningful meaning out of the context of each individual.

Role of Teachers

The development of localized teaching materials will be a vital task for teachers. Unlike textbooks, these localized materials should not be designed by the national or central offices of the Department of Education. This is because they are not familiar with the local culture and knowledge of all areas in the country, the task should be under the shoulder of the teachers. Garin et.al (2017), in their study on the use of localized teaching technique in teaching basic statistics, recommends that curriculum developers may include the use of indigenous data as one of the leading teaching-learning strategies. Additionally, they argued that teachers should use localized examples, exercises, and illustrations. Mahabadi (2013), concludes that teachers are responsible for developing a pedagogy that is suitable to the needs of the learners. Sharma (2014) stated that teachers act as the facilitator of past experiences of learners and connect to the new knowledge through the use of localized knowledge, culture, and materials. Handler (2010) emphasizes that teachers are a vital part of curriculum development. The same sentiment made by Alsubaie (2016) in his study about teacher involvement in curriculum development, he pointed out that the ideas and opinions of the teachers are the most important in crafting curriculum and instructional designs. Carl (2009) also pointed out that teachers should have given the autonomy in designing curriculum. The teacher is the mediator between the curriculum and the students. They are bridging the gap to satisfy the actual needs of the learners by doing necessary revisions on the curriculum, providing real-life scenarios, involving the local

knowledge of the learners, making the schema or existing knowledge of the learners as a foundation in learning new knowledge.

One person that has full knowledge about the needs of the learners and how to improve the learning outcomes is no other than the teacher. Since teachers are the ones responsible for developing localized teaching materials, they must undergo certain seminars and training programs on the steps of crafting an effective learning material. In the study of Obi and Obi (2019) regarding the effect of improvised instructional materials on academic achievement, they recommended that teachers should be trained on how to improvise alternatives to real objects to enhance teaching and learning. A training program that centers on the teacher as the maker of the curriculum should be prioritized (Patankar and Jadhav 2013). With their knowledge, experiences, and competencies, teachers are central to any curriculum development effort. If the teachers have a wider influence on making the curriculum, the better the learning outcomes for the learners.

CONCLUSION

The articles reviewed showed that instructional materials, such as textbooks, modules, audio-visual materials, etc. are very vital to the teaching-learning process. The learning outcomes greatly depend on the teaching materials utilized by the teachers. However, some literature noted that most teachers find textbooks as inefficient learning resources due to their obsolete and inability to address the needs of the learners. Also, journals and articles reviewed showed that the development and utilization of teachers-made localized learning materials is one of the major trends in teaching social studies today. Several kinds of literature reviewed support that students' participation in the learning process toward their learning improved with the use of localized teaching materials.

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