

Your Story, Our History: The How's and what's of Teacher and Students in Local History Education



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ABSTRACT: This study describes and examine the condition of local history education in the Philippine curriculum and in teaching and learning process. This study uses a descriptive method which aims to describe how the curriculum developed consciousness on the learners through local history, the approaches used by teachers, and the interests of the learners in local history. The participants of this study are the chosen Grade 2 and 3 elementary teachers, Grade 7 and 8 high school teachers, and learners. Findings revealed that there's no specific or standard content of local history education in the curriculum. Instead, teachers teach local history through contextualization and integration with the usage of traditional and non-traditional learning materials. Learners are interested to learn the local history of their local area to develop holistically and discover more about the place. Challenges such as lack of resources and ineffective learning approached and methods were identified in the teaching and learning process of local history education. With this study, the researchers were able to describe and identify the current condition of local history education.

KEYWORDS: Local history education, K to 12 Curriculum, Teachers, Students, Learning Approaches

I. INTRODUCTION

In past historical events, major events such as discoveries, war, plague, enlightenment, and revolutions across the world's regions were recorded and studied by experts all over the world, and also part of the prescribed content of the curriculum especially in the Philippines. All over the years, history is centered to the world and national history, however, local history is existing in communities and essential to establish and closed the gap in completing the perspective of history.

The difference between national and local history, national history is the study of past events based on recorded human remains (Hirst, 2019), on the other hand, local history from its word 'local' means it focuses on the local geographical context. It introduces past events of a local area such as *town, barrio*, a district, or a province (Bauzon, 1978). Everyone must understand that history doesn't only focus on the experienced of past events or in one point-of-view, but it focuses as well to past experiences, events, situations, and development of a place (Yilmaz, 2009). Local history may be different from one local area to another, but it marked significant values, development, triumphs, struggles, culture, and tradition in the community. The local history of a local area is preserved through passing to generations and in teaching and learning. Through the Philippine curriculum which seeks to develop the learners holistically, develop learner's national and global competence responsive to the demands, standard, and challenges of the world, and it promotes culture-based education. The teaching of history is under the subject of *Araling Panlipunan* or Social Studies, which is studied by the learners starting from elementary to high school. The *Araling Panlipunan* lessons in elementary and high school seeks to develop knowledge which understand the historical, geographical, political and economics concept (DepEd, 2016). It aims to promote an in-depth understanding of the society, civic engagement, and help learners to be a responsible citizen, critical, reflective, and active citizens that can make smart or rational decisions for the good of the society (Yilmaz, 2009). The Philippine curriculum underlies the essential teaching and learning of history in general as one of the foundations of achieving the goals of education.

In elementary education, based on the curriculum, the objectives as stated in *Batas Pambansa (BP) No. 232, or The Education Act of 1982, are: (a.)* to provide the knowledge and develop skills, attitudes, and values essential to personal development and necessary for living in and contributing to a developing and changing social milieu; *(b.)* to provide learning experiences that increase the child's awareness of and responsiveness to the changes in and just demands of society, and to prepare him/her for constructive and effective involvement; *(c.)* to promote and intensify the child's knowledge of, identification with, and love for the nation and the people to which he/she belongs; and *(d.)* to promote work experiences that develop the child's orientation to the world of work and creativity, and prepare himself/herself to engage in honest and gainful work (Department of Education , 2019). The early stage of education seeks to help learners develop a solid base of literacy, numeracy,

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social and inquiry that will provide a strong foundation for lifelong learning according from the curriculum. Local history lessons are taught in Grade 2 and 3 level of the curriculum. With the stated above, it's clear that it enables the learners to gain a greater knowledge and perspective of the world around them.

On the other hand, in secondary education specifically in the junior high school curriculum, goals are: to provide learners with opportunities to learn fundamental concepts at a higher degree of complexity; and to help learners develop an increasing degree of independence in applying knowledge, skills, and values learned (Department of Education , 2019). Mostly, the lesson in junior high school specifically in Grade 7 and 8, focuses on Asian and World history. The learners were nurtured on the essential knowledge, values, and skills that are expected of them to achieve. Through the academic journey of the learners, it emphasizes how the curriculum represents the learning of history it may be local, national, and world history. In achieving the goals of education, it's undeniable how essential the content of history in the learner's mind, skills, and values in ensuring that learners will meet the standard and contribute to the development of the society. Thus, teaching and learning local history is part and complete the process that shape the development and future of the society through its taught knowledge, values, and skills that can be use in everyday living. Local history or history in general will be continuously part of learning based on the prescribed curriculum.

Learning won't be completed if a teacher won't exist. Teachers maneuver the class and the lesson for the learners; thus, appropriate teaching approaches, methods, and techniques are essential in learning. As stated in the K to 12 Curriculum, the prescribed pedagogical approaches that teachers need to adhere in teaching, are the following: constructivist, inquiry-based, reflective, collaborative, differentiated, and integrative. These are based on Republic Act 10533 or *The Implementing Rules and Regulations of the Enhanced Basic Education Act of 2013*, which also included that the K to 12 Curriculum shall be (a). learner-centered, inclusive, and developmentally relevant and appropriate; (b). relevant, responsive, and research-based; (c). culture-sensitive, and; (d). contextualized and global (Department of Education , 2019). With the prescribed approaches, the learners are expected to be active learners not passive learners, where through these approaches, learners have the independence to learn, build rapport with their classmates, and showcase their talents and skills. Moreover, it's undeniable how important to used pedagogical approaches that will nurture the process of learning. Additionally, teachers are expected to be holistically equipped in terms of the essential knowledge of the lesson and pedagogical approaches, skills, and behavior in their field of expertise which is necessary as teachers has the weight of responsibility to the learning of the learners. Teaching history can be challenging; thus, it is important that teacher builds a foundation of understanding on what's the purpose of teaching history and its impact to the lives of the people and the whole community (Yilmaz, 2009).

The implementation of the K to 12 Curriculum received protests about the reported exclusion of Philippine history subject. It was cleared by the Department of Education that Philippine History was not removed; it is included on the implemented curriculum through the lens of several subjects offered in the curriculum but the debate continues. The House Bill No. 8621 or an act mandating the inclusion of Philippine History as a subject in the High School curriculum was passed in the House of Representatives as a protest for the elimination of the Philippine History subject in the curriculum where it reiterated the importance of Philippine History subject as a standalone subject in the curriculum. Another, the House Bill No. 2696 or An Act Integrating Local History in the Teaching of Philippine History/Social Science into the curriculum of Public and Private Elementary and High School Education filed by Rep. Greg G. Gasataya which he reiterated the importance of inculcation of patriotism and nationalism among the citizens through the appreciation of national and local history which is significant for the locals to learn and oriented and much as important as the national history as a national foundation under the same national pride and prestige. Despite of the debate and protest, the K12 Curriculum continues to be implemented and developed in the Philippine education.

Learning local history builds awareness in the minds of the people, understand it, and maintain a strong relationship among the community (Yefterson, Naldi, Erniwati, Lionar, & Syafrina, 2020). Exposing learners in their local history can help them analyze their local history in a wide perspective of ideas. Learners are being involved in engaging with their local area to connect and study its past (Buckingham, 2013). Through the learning of local history people can explore the past that help to shaped identities and develop a wide perspective of the world, thus, local history is a gateway in discovering past events, places, and minds (Brown & Woodcock, 2009). Furthermore, the K-12 Curriculum through the *Araling Panlipunan* or Social Studies subject is the foundation of reaching the goals of the education, to train the learners holistically, and acknowledge the importance and functions of history in general.

In a study, children who are knowledgeable of their local history shows interest in their local history, they tend to develop a connection to their place, show interest in civic commitment, and develop trust in the community (Stefaniak, Bilewicz, & Lewicka, 2017). This shows the significance of local history to the lives of the people and society. Another study was conducted and the result shows the relevance of local history which extends in developing national identity (Yefterson, Naldi, Erniwati, Lionar, & Syafrina, 2020). It's undeniable how local history builds its own foundation of significance that contribute to the development of the society. Learning local history varied on the level of knowledge based on a study that shows differences such as in sex, type of school, culture or family income, it doesn't hinder the learners in learning their local history and apply it in

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their lives and in the community (Ysulan, 2021). Previous studies confirm that learning local history lies in educating the learners. Thus, the Philippine Curriculum adapted contextualization and localization in lesson which helps in deepening the understanding of the lesson content and relate or connect the lesson or experiences of the learners to create new concept and bridge learning gap (Navalta, 2021). Education specifically the K-12 Curriculum serves as a backbone in achieving goals that learners can gain, contribute to their country and preserved culture and memories that are significant in the lives of the people.

This study aims to describe the condition of Local history education and examine if Local History is being taught to learners in *Araling Panlipunan* or Social Studies subject of elementary and high school level, specifically on teaching and learning. This study aims to answer the following questions:

1. How the curriculum guide of Grade 2, 3, 7 and 8 cater and develop the formation of local history in the consciousness of the learners?
2. What are the used pedagogies and methods in teaching local history?
3. What are the interests of learners in local history?
4. How it implicates to learning history and the community?

II. THEORETICAL FRAMEWORK

The theoretical underpinning of this study are Functional Theory and Constructivism Theory. Émile Durkheim, a sociologist, is the proponent of Functional Theory. Functional theory view education as an important institution that provide the needs of society to maintain social stability and fulfill its role to instill identity through developing values (Durkheim, 1956). Through functional theory, this study will be explained according to its purpose which is to describe and examine the condition of local history education and discuss its connection and relevance to the goal of education. This theory will deepen the discussion of local history education on its relevance on the lives of the learners and the society. The next theory is Constructivism Theory, this theory states that learners are active learners, they are not passive learners. One of the proponents of constructivism theory is Jean Piaget, a psychologist. According from Piaget, learners actively construct knowledge based on their experiences and develop their own understanding and perception. It explains that with the new knowledge of the learners, they can incorporate it on their current knowledge and accommodate their new knowledge to redevelop their existing knowledge (Kurt, 2021). With the use of this constructivism theory, this study can explain the acquisition of knowledge of the learners about their local history and its application on the lesson. This theory can explain the process of learning on the local history.

The researchers utilized these theories to understand the processes of teachers and learners in acquiring knowledge, its significance in the society and can explain the questions of this study.

III. METHODS

Research Design

This study is qualitative research design, using a descriptive approach. Descriptive research approach seeks to describe correctly and orderly a population, phenomenon, or a situation (McCombes, 2019).Through utilizing a qualitative design, which able to gather non-numerical data to understand concepts, opinions, and experiences (Bhandari, 2020). In this study, the condition of teaching and learning local history will be describe and examine based on the responses of the participants. The researchers gather information with respect to the kind of research design, approach, and needed information to come up an accurate result.

Participant of the Study

The participants of this study were the Araling Panlipunan or Social Studies Grade 2 and 3 elementary teachers, Grade 7 and 8 high school teachers and Grade 7 and 8 learners. The participants were from public schools of the Division of Samar, Philippines. The participants were chosen through purposive sampling with the following criteria:

(Criteria for teachers)

1. The teachers are bonafide on the public elementary or high school in Samar Division;
2. More than two (2) years in the teaching service;
3. A Licensure Examination for Teachers (LET) passer;
4. A graduate of Bachelor of Elementary Education and Bachelor of Secondary Education Major in Social Studies; and
5. Willing to participate in the study.

(Criteria for learners)

1. Currently enrolled in a public school;
2. Currently a Grade 7 and 8 learners; and
3. Willing to participate in the study.

The researchers included the willingness of the participants to participate as they have an important role in the study, and the success of this study highly depends on them.

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Data Collection Method

The researchers followed the protocols in conducting data gathering procedures in a study. First, the researchers sent the letter to the principal both in elementary and high school. Second, as the principal allowed the researchers to gather data, the researchers immediately sent a permission to interview letter to the teachers and learners. Third, as soon as the researchers received the approval of the teachers and learners, the interview was conducted based on the scheduled time and date. The participants allowed the researchers to use voice recorder for the interview. Fourth, every after the interview, the researchers reviewed the responses of the participant to check the accuracy of their answers. Lastly, the responses of the participants were transcribed and examine by the researchers.

Ethical Considerations

The researchers adhere to the ethical codes and policies in conducting the study. A written permission was sent to the school principal, teachers, and learners for their approval in conducting the data collection process. The researchers respect the decision of the participants either he or she will approve or not. For their awareness, the researchers explain to them the purpose of the study and importance of their involvement. The participants were given the freedom to choose the venue of the interview, time and date of the interview with the given time frame, and the mode of the interview, if the participant will approve the researchers to use a voice recorder or not.

The researchers ensures that the anonymity of the participants' information and collected information are highly confidential and protected by the researchers. The participants will be identified by the researchers in this study through the use of codes. The first teacher-participant will be called TP1 the same as the other teacher-participants. While, the first learner will be called SP1 the same as the other learner-participants. These codes were realized as the researchers protect the anonymity of the participants. At the end of the interview, the researchers give an appreciation to the participants for the active participation and cooperation for the success of this study.

Research Reflexivity

Reflexivity is the ability to recognize one's participation in the research process and how it is influenced by the study's subject, allowing the researcher to acknowledge how her actions influence both the methods and results (Haynes, 2012). The researchers have a great role in this study because they're the one who decided what to study; chooses the target participant; will conduct the interview; and comprehend information. The researchers made sure that during the interpretation of data, their judgement or preconceived knowledge and ideas will be set aside. Whatever the result of this study, it all came from the participants' information and ideas. The researchers declared to set aside any biases or judgement in listening to the answers of the participants in gathering information. Thus, the result of the study is solely from the participants' ideas, experiences, and knowledge.

Data Analysis Method

The researchers utilize thematic analysis to accurately describe and examine the data gathered. The chosen analysis method is based this enable the researchers to identify significant codes and themes that can efficiently explain the result of the study. The researchers used the six (6) steps of thematic analysis by Victoria Clarke and Virginia Braun (Braun & Clarke, 2013).

Step 1: Familiarization of data. The researchers repeatedly read the raw responses to familiarize and comprehend ideas and experiences.

Step 2: Generating codes. The researchers identified codes and arranged it according to the context and ideas of the responses.

Step 3: Generating themes. The researchers combined the initial or possible codes to form themes.

Step 4: Reviewing themes. The researchers review the accuracy and relevance of the themes.

Step 5: Defining and naming themes. The researchers finalized and developed the themes for the study. The names for each theme made sure that is accurate and relevant to the study.

Step 6: Interpretation and reporting. The researchers explain or discussed the description of the generated themes in the study.

IV. RESULT AND DISCUSSION

This part of the study is the presentation and discussion of themes that emerged during the data analysis. This contains the information that drawn from the ideas, experiences, and knowledge of the participants to this study. Every theme and its sub-themes are described, explained and discussed.

Theme 1: Absence of local history standard content in Araling Panlipunan Curriculum (Social Studies)

The first theme describes the current condition of local history education in the curriculum. According from the participants there's no specific and standard content of lessons in the curriculum both in elementary (Grade 2 and 3) and high school (Grade 7 and 8). In Grade 2 level, it focuses on topics about *Ang Aking Komunidad, Ngayon at Noon* (My Community, Now and Then) and in Grade 3 level, it focuses on *Ang Mga Lalawigan sa Aking Rehiyon* (The Provinces in My Region). Both of this grade levels in

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elementary tackles the region and local community's history, development, social, economic, political, physical geography, continuity and change and culture. It's undeniable how local history is included in the lesson but there's no specific content. Instead, local history is taught through the alignment of learning objectives which contextualization and indigenization are necessary (Department of Education, 2019).

TP 1: "There's no standard content for as long it is needed in a particular lesson objective wherein contextualization and indigenization take place."

TP 2: "Mostly in Araling Panlipunan and in every lessons and in every subject learning areas there is local history align/contextualization."

On the other hand, in Grade 7 it focuses on Araling Asyano (Asian Studies) and in Grade 8 it focuses on Kasaysayan ng Daigdig (World History). According from the participants, there's no specific or standard content of local history in the curriculum. However, teachers are integrating local history to the lesson as part of contextualizing and indigenization based on their respective educational and social context (Department of Education, 2019).

TP 3: "*Waray, waray hiton.*" [None, there's none].

TP 4: "*Waray ngadto nagyakan na about Basey, an teacher nala an ma-integrate han kanan history han Basey...gin iinsert nala nam pati kanan history of Samar...*" [It is not specified for Basey (a town in Samar, Philippines), the teacher will be the one to integrate the history of Basey (an example). It will be inserted the same with the history of Samar].

Theme 2: Integration of Local History content to the lesson

The second emerged theme describes how the teachers taught local history in the class. It was stated in the first theme that teachers integrate instead the knowledge of local history to the lesson.

Sub-theme 2.1: Utilization of Pedagogical Approaches or Methods

Teachers have their ways to continue imparting knowledge to their learners. This sub-theme describes the adapted learning approaches that was used by the teachers. In Grade 2 and 3 levels (elementary), teachers used contextualization, indigenization, and integration of local history to the lesson and built connection to the lives of the learners. The function of these approaches and methods is necessary to achieve the learning objectives of the lesson and nurture knowledge towards learners.

TP 1: "It aligned for specific competencies wherein contextualization is needed. I integrate local history based from the learning competency that aligned in specific quarterly lesson objective."

TP 2: "Through contextualization or through bridging lessons to the own experience of the learners."

In Grade 7 and 8 (high school), teachers used contextualization, question and answer method, and localization. This is based on the standard goals of education that teachers needed to follow and implement. In contextualizing the lesson, the teachers made sure that it effectively relates to the lives of the learners and other subject matters. The use of questions and answer method is significant in imparting knowledge to the learners and prompt them to be active learners. Localization has a great role whereas local history and locality is tackled.

TP 3: "*Mag kuan hin subject nga makakasulod ka hit ira lwat topic...sugad ha amon kun nagtitikang kami hiton kuan...heograpiya about hiton kuan pala hiton pagtikang han kalibutan, an mga theories...pwede ka maka relate ngadto hit science. Gin iintegrate nim ngadto't science.*" [Adapt a subject where the lesson can be inserted to the current lesson. Like us, we are starting on geography, specifically the creation of the world. We talked about theories. We can relate or connect it to the science subject. We integrated the lesson to the science subject].

TP 3: "*Depende hit topic...nga makaka ano...nga makakasulod ka hit local history.... for example.... ano...paro yana... 4th quarter...it grade 8, it amon mga topic yana, tikang hit unang digmaang pandaigdig ngan ikalawang digmaang pandaigdig...so, pagkada hit ikalawang digmaang pandaigdig, kuan man kita..inin...bulig man kita....so, i-aano mo na ha kabataan kun may-ada...haros la ngani mag ano ka hit kabataan hit pag-interview kun mayda pa nira kilala nga buhi nga...kuan hra...mga WWII veteran....kun haros la...papaga anhon mo hira,,interview...record kun ano an ira mga experiences hadto nga panahon, nga makakagsumat hira.*" [It depends on the topic where local history be inserted. For example, in the 4th quarter of Grade 8, our topic is about the World War I and II and our country was involved in World War II. It is necessary to connect the lesson to the present and assigned tasked to the learners, for example interview a WWII veteran about their experiences].

TP 3: "*Mapakiana ka la, sige la't imo question hit kabataan kutob nga ma kuan, kutob ngada hiton, sige sige na ngani nga question, nakukuan nala ito hit panhuna-huna hit kabataan hasta nga naabot na kamo hiton.*" [I will ask a question to my learners until they understand the lesson].

TP 3: "Aada kami gud hiton nagkukuan hit pag-contextualize nga ire-relate nim topic ngada hit everyday life....ngada hiton local situation." [We focused on contextualization where we relate the topic to the everyday lives of the learners and the local situation].

TP 4: "*In our DLL mayda ngadto namon part na...nasing nga...ngadto han formative assessment na every day gin a-apply ngadto....bagan more on application na gin i-integrate namon an local history. it amon pag discuss kay every discussion namon*

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mayda namon sinisiring nga integration especially ngadi han localization, gin lolocalize namon it amon lesson plan." [In our Daily Lesson Log (DLL), there's a part in the formative assessment that every day should be apply. It's more on application that we integrate local history].

TP 4: *"We are using question and answer method...kay in nga pag nagdiniscuss la, ako la it nagyakan bagan dre ko makukuha it atensiyon hit kabataan. So, kailangan in nga mayda namon conversation nga ma-question ako, ma answer hira tapos reverse lwat,"* [We are using question and answer method because when I focus only in discussion, I am the only one who's talking, I will not catch the attention of the learners. So, it's needed that there will be a conversation between me and my learners where I will ask questions and they will answer].

Theme 3: Interests of Learners in Local History Education

The third emerged theme describes what are the interests of learners in learning local history education.

Sub-theme 3.1: Development of learner's skills, knowledge, nationalistic values, and consciousness

Interest of learners in learning local history is much important because it's where their learning started and acquire skills, knowledge, and values that are necessary in the development of learners. Catching the attention of learners are important for a lesson to be successful. Most of the necessary skills, knowledge, and values were followed on the set learning competencies or standards in the curriculum. Learners doesn't acquire the necessary knowledge, skills, and values only, but it open their minds and widen their perspectives about the world they are living in. Learners develop their consciousness to understand every process that occurs. It engraved to their minds and hearts the importance of learning nationalistic values. In a study, it showed that learners interests in history has a significant effect to their performance in the subject (Ndim, 2021).

TP 1: "Learners gained knowledge of the different local and national historical information. Learners were able to widened their comprehension skills, love of their country, and in every place where history existing, and applies Filipino values."

TP 2: "Being open minded to whatever events that are happening in the locality. Through local history the learners will arise more their interests."

TP 3: *"Kinahanglan mayda niya makukuan nga skill. Kinahanglan, kun haros la, it aton kinahanglan ma-achieve iton aadto nga competency. Nasiring nga natutukoy, iton skill dapat nga ma-meet, matukoy nira kun ano iton aadto."* [It's a need that learners will acquire skills specially those skills that need to be achieved in the competency. For example, learners need to determine a concept, then the learners need to achieve it].

TP 4: *"Nationalism...pagpapaka-bayani or pagiging isang bayani han mga Pilipino during that time kay we are discussing on..about more on Spaniards...Philippine history...so, gin papakilalaha't ira kun hin-o an mga Pilipino na nagpakita han ira nationalism, pagmamahal sa bayan."* [Nationalism is one of those values that is important to be learn. Being a hero for the Filipinos during the colonization of Spain is what we are discussing. It's part of Philippine history, it was introduced to learners who are the Filipino heroes who showed nationalism].

TP 4: *"During our discussion, gin e-explain man ha ira in nga how to show your love nira ha country?...it kabataan for example, it grade 7 it ira hiton nahahatag ha akon nga mga paraan hit ira pagmamahal sa bayan an mga simple la hiya pero ma i-identify naton nga iton hira, nakaka-identify na gihap kun paano nira ipapakita an ira love of their country. simple la na sugad hiton pero nahihingada ha ira heart nga kailangan magpapakita hira hin love of their country bisan bata pa hira or high school. Oo, nadedevelop...guti-gutinadedevelop an ira love para han aton country."* [In our discussion, I explain to them how they can show their love for their country. For example, the grade 7 learners, they give me an example which are just simple but I can see that they were able to identify how they can show their love for their country. A simple way but it was engraved to their hearts that it is important that we show our love even they are just young or high school learners].

According from learners, their interests is not just for acquiring knowledge, skills, and values but to explore things they don't know about especially to their local place. They are interested to see some artifacts or other evidences of the past. They feel belongingness and pride to their heritage as they explore their local history and develop awareness about the political, social, and economic condition and development of their local.

SP 1: "It allows individuals to understand the roots and development of their community, providing insights into its culture, traditions, and significant events. Exploring local history can foster a sense of belonging and pride in one's heritage. Additionally, it can provide context for current social, political, and economic situations, enabling individuals to make more informed decisions and contribute positively to their community."

SP 2: "Those artifacts that are still visible and being preserved that is what interest me learn more about our own history."

SP 3: "I think it would be better in learning local history like my hometown to enhance my knowledge about this place I am living."

Sub-theme 3.2: Interaction between teacher and learners

Interaction between teacher and learners is necessary to create a classroom that allows learners to share their knowledge and experiences about a lesson. Learning local history open an opportunity for learners to interact with their teacher and classmates and have a healthy conversation. Learners enjoy and participate in class when they are active in the learning process. The

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Constructivism theory by Piaget applies which states that learners are active learners during the teaching and learning process. Learners tend to construct their own knowledge based on their experiences and understand it (Kurt, 2021).

TP 4: “Nag-eeenjoy! It nga kabataan kay nakakarelata hira kay adi man gud hira naukoy, nanrerecite iton tas na continues pa’t hira pag discuss hiton nga amon discussion. Tas nagkaka-ada hin interaction between han teacher ngan han estudyante kay napupursige hira nga “yes, ma’am maaram kami hiton ma’am” especially kun gin didiscuss ko an mga lugar, “ma’am nakakadto na kami hiton” or mayda masiring hiton pag magkuan na nasing nga "ma’am ano dw lwat it kuan hini” sugad hiton nga mga kabataan. [They are enjoying! These children can relate to the topic because they are locals. They are reciting and they even continue to discuss our discussion. It created interaction between the teacher and the learners because the learners are persistent to answer and share especially when they knew the place we are discussing.]

Theme 4: The Usage of Traditional and Non-Traditional Learning Materials

The fourth theme describes the learning materials that were used during the discussion of local history. Learning materials play a vital role in the teaching and learning process of the learners where it supplements the lesson and provide additional knowledge towards the learners. Learning materials can be traditional and non-traditional, both of these are still un use by the teachers in teaching their learners. It enables the learners to visualize the discussion and comprehend effectively the lesson. Elementary and high school uses different kinds of learning materials as learners are different from each other. In Grade 2 and 3 (elementary), teachers used visual learning materials where elementary learners enjoyed as they see pictures, hear songs, and watch videos and dances that catches their attention which fall to the sixth (6th) rule for effective teaching of history which is to use music and film to appeal senses (Formwalt, 2002). It attracts elementary learners to listen and engage to the discussion.

TP 1: “Through the use of a real pictures scenario in a sequential storytelling process. I teach my learners by showing local video clip history and real pictures scenario with a follow-up questions. I crafted my history local materials through a power point slides, narration videos, and making a colorful drawing. Video clips, and made post pictures card. They were enjoyed watching and happy every time I used real pictures.”

TP 2: “I usually take pictures to the places or persons that are found in the locality. Pictures, local songs, or local dances. Learners actively participates in the discussion, for they were able to bridge their real experience to our lessons.”

In Grade 7 and 8 (high school), teachers used both the traditional and non-traditional learning materials. The usage of television and internet takes place in supplementing the lesson. They used videos and pictures where it stirs the prior knowledge and experiences of learners. The learners become active and participate in class discussion where they share their ideas and experiences. Through the usage of learning materials, learners learn different people, past events, and the community, thus, it increases the interest and engagement of learners to the used materials and they were able to widen their connection to large issues and processes (Mitchell & Elwood, 2012).

TP 3: “Naghihimo kami....hin mga pictures...video....nag-aano kami...nangungu-an kami hiton mga pictures nga inin...related ngada hiton topic. Nga specifically kun haros la, iton actual nga mga panhinabo dinhi mismo hiton aton lugar. Mas nagiging interesado hira kay danay ngani sugad nagpapakita ka na hin picture nga tikang hit aton lugar hira mismo na kuan iton....na react it hira diretso pagnakita hira nga “hala! hi kuan an, an didto iton hi kuan.....mas na aano hira kun familiar nira iton usa nga lugar or kun labi na kun nahingadto na hira hin usa nga lugar.” [We are printing pictures and search videos that were related to the topic and occurred in the local. Learners were interested when I present pictures and they started reciting their experiences. Learners become interested when they have a prior experience of the lesson].

TP 4: “Yana....sugad yana kay face-to-face na tapos mayda naman kami mga tv, may internet connection....it amon hiton more on video..nagsesearch nala kami kun ano it amon topic like for example...magsearch ngadto kanan local history of Basey...mayda man didto makikita nam nga about Basey...so, an usual nga na appear ngadto an St. Michael Parish Church....so, instead na maprint kami han mga pictures...aada nala hito na tv.” [Today, the face-to-face classes started already and we have televisions already and internet connection. We are researching our topic in the internet about the local place and add this information to the lesson].

Theme 5: Challenges of Teachers and Learners

The fifth theme that emerged describes the challenges that teachers and learners experience in conducting the local history education.

Sub-theme 5.1: Lack of resources

Teachers are having a hard time searching for local history learning resources online and in the local area because they don't have a main source of information where they can gather the information of local history. They rely on their stories, their experiences, and the ideas of their learners. They become resourceful in presenting example and evidences to their class especially that some of their learners don't believe if they won't see any evidences. With the lack or resources of local history education, it stems down to the reason that the Philippine history has an inadequate information about the local area of the Philippines (Larkin, The Place of Local History in Philippine Historiography, 1967).

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TP 4: *"Dire pa...kay dre tanan nga mga concept about han history han Basey nga ma kikit-an naton ha internet...kulang pa..... nagigin resourceful nala...para mayda la ipakita nga ebidensiya hit kabataan kay it kabataan dre danay kasi natoud pag waray evidences na gin papakita."* [It's not enough. Not all of the concept about the history of Basey (local area) can be found on the internet. It's not enough. We become resourceful in order for us to present evidences to our learners because sometime they won't believe if there's no evidences].

Sub-theme 5.2: Ineffective usage of learning approaches and methods

Learning approaches and methods are important to the learning of the learners. Thus, it is necessary for a teacher to implement learning approaches and methods that will catch the attention of the learners. According from the learners, the way of teaching of their teachers were not effective for them. It's purely discussion, learners feel bored, and focus on memorization and reciting of facts. Learners expecting that they will be engage in activities and multi-faceted approach that will interest them. One of the seven (7) rules of history teaching is enthusiasm. Teachers need to catch the interest of the learners and inspired themselves in what they teach (Formwalt, 2002).

SP 1: *"Kung marunong magdala ang isang guro sa kanyang mga estudyante sa pagtuturo ng kasaysayan ay hindi magiging boring ang kanyang pagtuturo nito at mas madali pang maiintindihan mga kabataan, kagaya nalamang ng pagdadag ng mga millennial terms dito."* [If the teacher knew how to be effective in teaching history to the class, we won't experience boredom. Instead, we will understand if the teacher will be effective and used millennial terms that we can understand].

SP 2: *"Diri la pirmi discussion it na mayda activities."* [It should not always be discussion; it should have activities as well].

SP 3: *"The teacher should employ a multifaceted approach that goes beyond simply reciting facts and dates. They should weave compelling narratives, bringing historical events and characters to life through engaging storytelling."*

V. CONCLUSIONS

The following are the drawn conclusions based on the result and findings of the study:

1. The curriculum doesn't have the specific or standard content for local history; however, local history is integrated in the curriculum through the standard of learning competencies, learning approaches, and its integration on the lesson. It caters and develop consciousness towards learners through contextualization and localization of lessons with the efficient implementation of the educators. Its absence didn't hinder the curriculum and the educators to impart knowledge and develop learners holistically.
2. The underpinning theories of this study which are Functional Theory and Constructivism Theory has a great role in describing this study. The educational institution and the curriculum meet its role to provide the needs of the learners and the society. It fulfills its role through instilling necessary values, knowledge, and skills for the better and development of the society. Meanwhile, the Constructivism theory proves that learners are active learners especially in the learning of local history which they are engaging to the class discussion. Through their experiences, they created and understand their local history that is their prior knowledge in discovering new ideas and knowledge.
3. In teaching local history, the approach or method that was utilized by the teachers were contextualization, indigenization, localization, question and answer method, and integration of lesson. Teachers has done their roles in imparting knowledge and made sure that with their ways they will be effective teachers. Their way of teaching followed the policy guidelines of the curriculum.
4. Learners are interested learning their local history as they can develop skills and knowledge, acquire nationalistic values, and consciousness. They are excited to explore the past events of their local area and be aware of its development from past to present. Learners are ready to be part of a learning process where they are involved and active learners to receive and share their ideas and experiences about a matter.
5. The findings of this study implied that learning the local history of a local area is important especially imparting this information to the learners as they are the next generation to preserve and enrich their local history. It's an avenue to learn the past and make improvement for the present. This gives an opportunity to learners to widen the reach of knowledge and perspectives about the world to find growth within and manage to meet the standard of the world and bring development to the society.

VI. RECOMMENDATIONS

The following recommendation are based on the findings of the study:

1. Education leader should provide a specific or standard content for local history is necessary in the curriculum because the enriching the local history start within the local area.
2. Build local museums where all the artifacts, stories of past events, culture and tradition, and richness of the local area will be showcase and it can be a source of learning and information by the learners, teachers, and locals.
3. For future researchers, who are interested to conduct a history study, explore the local history of different places and deepen its role in education and in the society
4. Provide a clear learning framework for the teaching and learning of local history.

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