

## Historyahe: K-12 Elementary Teachers' Personal Accounts of Teaching Philippine and Local History



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**ABSTRACT:** Recent curriculum revisions in the Philippine educational system have resulted in various changes in the social studies curriculum, but insufficient studies have been conducted on this topic. The paper explored the experiences of K-12 elementary teachers in teaching Philippine and local history through a phenomenological research design involving five participants from two schools in Marabut, Samar. The results revealed that participants' rewarding experiences included promoting historical appreciation and localizing historical education. Conversely, the challenges included inadequate learning materials, lack of teachers' knowledge, scarcity of local historians, students' poor historical understanding, lack of training, and curriculum changes. Despite these challenges, the participants utilized a variety of solutions and effective teaching methods. Thus, the researchers recommended integrating historical education at all educational levels, providing adequate training and resources, and establishing local studies centers to enhance the appreciation of the country's rich history.

**KEYWORDS:** Philippine history, local history, K-12 curriculum, A raling Panlipunan curriculum, historical education

### I. INTRODUCTION

Educational reforms continuously take place worldwide to address the demands of 21<sup>st</sup>-century society. The Philippines is among those countries that have adopted a culture of continuous curriculum revisions. The realization of the K-12 curriculum in the Philippines is an example of a vital change in the country's educational system. This educational reform, formally known as the Enhanced Basic Education Act of 2013 or Republic Act No. 10533, aimed to elevate the standards and quality of elementary and secondary education nationwide. The new curriculum brought about massive changes to the subject offerings. One area that has attracted attention is the social studies curriculum. The subject has undergone numerous changes in the new curriculum, which have ignited discussions and debates.

The evolution of the social studies curriculum can be traced through its rich history. DepEd Order No. 25 series of 2002 introduced the 2002 Basic Education Curriculum (BEC), which served as one of the predecessors of the K-12 program. Significant changes were implemented, which led to an entirely distinct framework from its predecessors, the National Elementary School Curriculum (NESC) and the New Secondary Education Curriculum (NSEC). A notable transformation under the BEC was the introduction of Makabayan at the elementary and secondary levels. DepEd Order No. 43 Series 2002 defines Makabayan as the "laboratory of life" or an experiential learning area that encompasses several subjects and activities to provide holistic development for students.

The formulated Philippine Elementary Learning Competencies (PELC) by the Department of Education (n.d.) provide a detailed depiction of the social studies content covered in the Makabayan subject. In the elementary level, specifically Grades 1 to 3, the study of civics and culture revolves around three prominent themes: (1) *Pambansang Pagkakakilanlan/ National Identity*, (2) *Pambansang Pagkakaisa/ National Unity*, and (3) *Pambansang Katapatan/National Loyalty*. As students' progress to Grade 4, the focus shifts to "Kinalalagyan at Katangiang Pisikal ng Pilipinas/ Geographical Location and Physical Characteristics of the Philippines." In Grade 5, the subject explores "Ang mga Unang Pilipino/The Early Filipinos," while Grade 6 delves into "Ang Mamamayang Pilipino at ang Pagiging Kabilang ng mga Ito sa Bansang Pilipinas/ The Filipino Citizen and their Integration in the Philippine Nation." It is apparent that in the elementary education of BEC, social studies were integrated with various disciplines such as Home Economics, Physical Education, Health, Music, and Arts. On the contrary, the contents of social studies at the secondary level were outlined in DepEd Order No. 43 series 2002, which presented the following subjects: (1) 1st year: Philippine History and Government; (2) 2nd year: Asian Studies; (3) 3rd year: World History; and (4) 4th year: Economics. According to Serafico-Reyes et al. (2019), the Makabayan subject at the secondary level was not presented as a holistic learning area; each discipline under it was discussed separately. Furthermore, under BEC, Philippine history was introduced at the elementary level and

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extensively explored at the secondary level through a dedicated subject in Philippine history. The arrangement provides sufficient time for students to study Philippine history in depth. However, local history was neither designated as a stand-alone subject nor integrated with other subjects under the BEC.

With the introduction of the K-12 curriculum, extensive changes were outlined in the field of social studies. A massive change presented in the curriculum is the removal of a dedicated subject in Philippine history at the secondary level. Instead, Philippine history has been integrated into the elementary education curriculum, specifically in grades 4 to 6. Students will not be exposed to Philippine history for the next six years until they reach the college level through the course Readings in Philippine History. Looking at the positive aspect, the new curriculum incorporates the inclusion of local history within the social studies subjects. As stated in Section 5 (c) of the Implementing Rules and Regulations (IRR) for Republic Act (RA) 10533, the K-12 curriculum is required to be both contextualized and global. This means that teachers have the freedom to adapt, incorporate local elements, and enrich the curriculum based on their specific local conditions, environment, and available resources. Consequently, this offers elementary social studies teachers' greater opportunities to introduce local history and culture.

Few studies have previously been undertaken to investigate the consequences of removing Philippine History from the secondary level. A study conducted by Alic and Bual (2021) revealed several challenges that students encounter while pursuing the course "Readings in Philippine History," such as insufficient knowledge of Philippine history, the limited scope of discussions on required subjects, and a misalignment between teachers' expertise and the assigned subjects. In support, Domingo (2021) has highlighted the significant risks associated with a decline in historical thinking and the diminishing value placed on Philippine history. Serious concerns regarding the vulnerability of young Filipinos to disinformation, misinformation, and propaganda were also stressed due to rapid technological advancements and uncontrolled online discussions.

Students' understanding and knowledge of local history within the K-12 curriculum have also been a core focus of several studies. Agon (2021) found that Grade 12 students in Leon, Iloilo, possess a moderate level of knowledge regarding the history of their town which suggests that the knowledge they possess cannot be equated to being highly knowledgeable in this field, as there is still room for improvement. Similarly, Santos (2021) highlighted the necessity for a better understanding of local history and the vitality of teachers to adopt creative approaches in incorporating local history subjects into the curriculum. In addition, Ysulan (2021) also identified essential elements missing in the present curriculum that could strengthen students' understanding of local history and culture. These elements include fostering motivation by demonstrating interest, offering opportunities, and creating enriching learning environments.

Existing studies put importance on the consequences of removing Philippine history from the secondary level and the insufficient incorporation of local history into the K-12 curriculum. Most were also concentrated on the secondary and tertiary levels, leaving a limited number of available published articles on the elementary level. Furthermore, at present, there is insufficient attention on the topic at Marabut, Samar, and it remains unexplored. Hence, it is crucial to address these existing gaps and thoroughly uncover the challenges and responses of elementary teachers in teaching Philippine history and integrating local history into the K-12 curriculum. The results will yield a comprehensive understanding of the experiences of elementary school teachers with the new curriculum. Above all, this will serve as empirical evidence to guide the Department of Education, curriculum planners, developers, and implementers in crafting the appropriate revisions to the curriculum and ensuring its effectiveness.

### The Price of Neglecting Philippine and Local History Education

News outlets have extensively covered the consequences of neglecting historical education. For instance, Pinoy Big Brother's teen housemates sparked online trends by incorrectly referring to the three priests involved in the 1872 Cavite mutiny as "*MaJoHa*" instead of "*GomBurZa*" and the longest bridge in the Philippines, "SLEX" instead of the San Juanico Bridge (Licci, 2022). Several articles on the subject have already appeared in online outlets, with many people blaming the lack of historical education in the Philippine educational system as the root cause of the problem (Hernando-Malipot, 2022; Pag-iwayan, 2022). The statement "*History is like Tsismis*" also gained popularity as a trending topic on social media (Taculao, 2022). Numerous professionals considered the statement a wake-up call, emphasizing the educational crisis caused by the absence of Philippine history from the high school curriculum (Hallare, 2022).

Various individuals and groups have also raised concerns about the lack of local and Philippine history education. The advocacy group High School Philippine History Movement has expressed concerns regarding the absence of Philippine history in the secondary curriculum and its impact on students' knowledge, abilities, and capacity to comprehend college-level Philippine history texts (Abella & Villasorda, 2023). Montemar (2015) also mentioned the causes that contribute to the inability of students to perform well in Philippine history and social studies. These problems include the lack of attention given to teacher training institutions and public-school teachers, the poor-quality textbooks, and the absence of learner-centered pedagogy. Thus, the call to enhance the educational system and reinstate the teaching of Philippine history continues.

### Reviving Philippine History in the Secondary Curriculum

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Various efforts were made in response to the ongoing call to reinstate Philippine history in the secondary curriculum. Ignacio (2019) created a petition on the online platform "Change.org" which proposed vital measures such as strengthening the teaching of Philippine history, integrating Philippine history into Grade 10 contemporary issues, reviewing the Araling Panlipunan curriculum, and encouraging Congress to pass legislation that mandates the inclusion of Philippine history across all educational levels. The Department of Education has also been urged by different organizations, including the Teachers' Dignity Coalition (TDC), to reintroduce Philippine history into the high school curriculum (Labesig, 2021). The Philippine Historical Association also actively advocates for the exact cause (Cua, 2019).

The Philippine Congress already has several legislative proposals. House Bill (HB) No. 5719, which consolidates HB Nos. 933 and 4157, sponsored by Reps. Roman Romulo and Harris Christopher Ongchuan, is awaiting final approval from the House plenary. The bill, once passed, will require all higher education institutions (HEIs) nationwide to include an in-depth study of World War II Philippine history (House of Representatives, 2022). Recently, Senator Robinhood "Robin" C. Padilla introduced Senate Bill 451, which requires incorporating Philippine history into the high school curriculum. However, these legislative measures still need to be approved and implemented, leaving the issue unresolved.

A common theme shared among the presented literature and studies is the significant role of history education and the need for the Department of Education to revise the Araling Panlipunan Curriculum, particularly teaching Philippine history across different grade levels. Despite the presented studies on the subject, there is a need to focus on teachers' firsthand experiences in teaching Philippine and local history at the elementary level under the K–12 program.

### Statement of the Problem

The researchers aimed to delve on the narratives and insights from elementary teachers that will be valuable in designing the appropriate measures for revising the K–12 program and training for the successful teaching of Philippine and local history. Specifically, the study sought to accomplish the following questions:

1. What are the experiences of K–12 elementary teachers in teaching Philippine history?
2. What are the teaching approaches and practices of K–12 elementary teachers in teaching Philippine history?
3. How do elementary teachers integrate local or regional history into the elementary *Araling Panlipunan* curriculum?

## II. METHODOLOGY

### Design

The study employed a qualitative research method, specifically a descriptive phenomenology approach, to effectively explore the personal accounts of K–12 elementary teachers in teaching Philippine and local history. According to Edmonds and Kennedy (2017), phenomenology helps explore the relevance, composition, and underlying nature of lived experiences related to the phenomenon. This research methodology enabled the researchers to understand the participants' real-life experiences and thoroughly investigate the problem.

### Participants of the Study

The researchers coordinated with the principal and teacher in charge of two elementary schools in the Marabut district to gather the necessary information. The participants of the study were selected based on the following criteria: (1) a full-time elementary teacher in the Marabut district; (2) handling Araling Panlipunan subjects in Grades 2, 3, 5, and 6, as these grade levels are where lessons on Philippine and local history are typically taught and (3) at least 1-year teaching experience in the field. Based on the established criteria, table 2 presents the eligible participants for the study:

**Table 2: Participants of the Study**

Participants	Undergraduate Program	Employment Status	Teaching Position	Years in Service	Grade Assigned	Level
F/P1	BEED - General Education	Permanent	Teacher III	7	Grades 1 & 2	
F/P2	BEED - General Education	Permanent	Teacher III	5	Grades 5 & 6	
F/P3	BEED - Preschool Education	Permanent	Teacher I	4	Grades 1 & 2	

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F/P4	Bachelor of Teaching in Livelihood Education	Permanent	Teacher II	15	Grades 3 & 4
F/P5	BEED - General Education	Permanent	Teacher II	7	Grades 5 & 6

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Furthermore, employees on leave and those who had not taught grade levels for at least a year were excluded from the study. Similarly, the study did not include employees who held the position of substitute teachers despite teaching the mentioned grade levels. Five (5) teachers comprised the total number of participants in the study.

### Sampling Procedure

The study applied purposive sampling, where individuals for the sample are chosen based on the expert judgment of the researchers to determine the suitable candidates (Nikolopoulou, 2023). This ensures the alignment of the chosen sample with research aims and goals to improve accuracy and data reliability (Campbell et al., 2020). Thus, the researchers chose individuals with direct experience of the problem. The selection ensured that participants were directly related to the topic and strengthened the study's credibility.

### Research Locale

The research took place at two elementary schools located in Marabut, Samar. The researchers selected these schools based on the number of participants, accessibility, and proximity. The absence of similar studies also affected the researchers' decision-making process. Conducting the study in the area can improve educational practices and benefit the local community.

### Research Instruments

The primary tool used to gather data was a semi-structured interview schedule to ensure an in-depth discussion of the topic. Three (3) university experts participated in an inter-rater validation process to examine the interview guide's reliability and credibility. The pilot study revealed the participants' difficulty expressing their thoughts. Thus, questions were modified and elaborated to make them easier for the participants.

### Data Collection and Analysis Procedure

The data gathering began by sending a formal request letter to the principal or school head, seeking authorization to conduct interviews. The selected teachers have received an invitation letter and an informed consent that outlines the study's objectives and participant rights. All interviews were conducted at a time and location that was convenient for all participants. The researchers also took certain precautions during the interview to protect the participants' rights. The confidentiality of their identities was of paramount importance. Participants were assigned coded names, and personal information was not requested to maintain privacy and anonymity.

Furthermore, the data was analyzed through Colaizzi's method of descriptive data analysis. The researchers have guaranteed that the findings exclusively reflect the participants' perspectives and experiences. Any preconceived notions were intentionally discarded to prevent bias. Thus, the study's analysis, discussion, and interpretation were primarily based on the participants' data and treated with the utmost confidentiality.

## III. RESULTS AND DISCUSSION

### Rewarding Experiences in Teaching Philippine and Local History

The examination of the data indicated that teaching Philippine and local history within the new curriculum provided rewarding experiences for the participants. Their shared sentiments all have one thing in common: the subject encourages students to value and transmit knowledge of their local and national histories. They explained that those students who studied these subjects developed a deeper appreciation for their hometowns and a richer understanding of the past. Pearson and Plevyak (2020) reported similar results, indicating that knowledge of local history builds stronger community pride and increases motivation to change the locality. Another important subtheme that emerged from the data analysis was the localization of historical education. The participants stated that the *Araling Panlipunan* topics were broad and generalized in the past, but there has been a shift towards localization under the current curriculum, such as teaching the local history of the school's immediate area and other places within the district. These revisions are outlined in Section 5 (h) of Republic Act No. 10533, which allows schools to localize, indigenize, and enhance the curriculum based on their educational and social contexts. The participants also observed that teaching students in their first language promotes a deeper understanding and appreciation for their community's history and cultural heritage. The practice is in accordance with DepEd Order No. 16, series 2012, which encourages the implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE) Program. This finding corroborates Sambayon's (2023) findings that localization and contextualization of classroom instruction increase students' academic performance. Moreover, the participants' observations regarding the effective use

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of the mother tongue align with Trujillo's (2020) findings, which showed improved academic performance among students in various subjects due to adopting the mother-tongue approach.

The participants also conveyed their satisfaction with the seminars and training sessions the Department of Education offered about the K-12 curriculum. These responses demonstrate the crucial role of training sessions and workshops in implementing the new curriculum and how it has positively impacted the teachers.

### Challenges Encountered in Teaching Philippine and Local History

One major problem unanimously mentioned is the insufficient learning materials for the subject. The scarcity of Philippine historical books hindered the participants' ability to understand and effectively deliver the topic. They emphasized the challenges of teaching local history, citing the lack of accessible literature and records about the town's history, significant personalities, and historical landmarks that would assist them in effectively delivering the subject matter. Available books and online sources primarily deal with Samar Island and do not explicitly cover the municipality of Marabut. Previous studies were already conducted on the limited resources available in the new curriculum. For instance, Trance and Trance (2019) underlined the persistent need for more materials and resources, even after several years of curriculum implementation. Likewise, the existing learning module for elementary *Araling Panlipunan* does not encompass a comprehensive description dedicated to the local history of each municipality. Thus, elementary teachers encounter the challenge of locating reliable sources to effectively integrate and discuss topics pertaining to local history.

The scarcity of resources presents another notable challenge faced by the participants, the teachers' insufficient knowledge of history. The problem may also be attributed to the participants' undergraduate courses. All participants have completed a bachelor's degree in Elementary Education (BEED). While most of them studied a few general history subjects in their undergraduate years, they did not specialize in Philippine or local history. Hence, some of them shared their difficulties in teaching the subject. According to Coe et al. (2014), effective teachers must understand the subjects they instruct to avoid impeding a student's learning progress. This notion is supported by Sebrero's (2021) study, where out-of-field teachers expressed difficulties in teaching the subject.

The absence of local historians was another problem identified by participants. Few credible individuals are willing to share their knowledge of local history. Older adults with knowledge of local history are also aging and passing away. This finding offers new insights that have received limited emphasis in existing related studies. Philippine society must recognize the threat posed by the shortage of local historians to promote and preserve local historical and cultural heritage. This also extends to the need for more local study centers in the Philippines, as emphasized by Perez and Templanza (2012). These will aid elementary teachers in teaching the subject if adequately developed, maintained, and administered.

Furthermore, the students' insufficient historical knowledge and limited understanding of history presented another problem. A participant explained that many students disregard and forget their history teachings due to immaturity. This observation illustrates an alarming level of historical ignorance and reluctance. As one participant expounded, what is even more disturbing is the students' actions of accepting information without validating its reliability. Domingo (2021) warns that if such practices continue, they may negatively impact society by spreading false information and impeding the development of critical thinking abilities.

The need for teacher training and curriculum changes amidst the pandemic was also frequently mentioned. Despite the efforts of the Department of Education to offer training and seminars on the new curriculum, some participants reported that they had not been provided with any training or seminar specifically designed to teach Philippine and local history. This problem makes it difficult for them to teach the subject.

The modifications in the new curriculum also brought forth various problems for the participants. The interview covered the implementation of DepEd Order No. 12 series 2020, which established the Basic Education Learning Continuity Plan (BE-LCP), designed to tackle basic education's challenges amid the COVID-19 pandemic. One of its key elements was the introduction of the Most Essential Learners (MELC), which reduced the Learning Competencies (LCs) across all grade levels. Approximately 52% of learning competencies were lost in *Araling Panlipunan* (DepEd, 2020). The participants raised concerns about implementing MELCS, such as the absence of essential competencies for students and difficulty adapting to these changes. Gabriel et al. (2022) documented similar difficulties teachers encounter when adopting these learning competencies.

### Breaking the Hurdles of Teaching Philippine and Local History

Creative practices were used to address the challenges and ensure successful teaching. One crucial solution was Collaborative Teaching. It entails the active partnerships of teachers throughout the planning, teaching, and assessment process (Keenan & Forbes, 2020). The participants used the practice in many aspects of their classroom instruction, such as lesson planning and student evaluation. A participant further expressed appreciation for the intervention by the DepEd District, which promoted collaboration among teachers. Finding essential information became faster, as someone was responsible for preparing the district's daily lesson logs and PowerPoint presentations. Reducing their workload gave them more time to focus on research and the development of instructional materials. These joint efforts also demonstrate the successful teamwork between the Department of Education and teachers in curriculum implementation.



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Another frequently mentioned solution was the active involvement of elders and native residents in teaching local history. The participants claimed that consulting local elders, particularly native residents in the school's vicinity, is beneficial in acquiring knowledge about the area's history. This historical source is known as an oral tradition. It involves the collection of information from generation to generation through spoken communication (VijayaKumari, 2018). Wilson (2015) identifies oral traditions as vital for understanding cultural history and the foundation for written sources but warns about the erroneous transmission of these oral practices from generation to generation. Hence, teachers must validate the reliability and authenticity of these sources. Additionally, the participants' responses showcased the resourcefulness of teachers. They commonly used images, movies, videos, and PowerPoint presentations to teach. The different instructional materials assisted them in effectively and creatively communicating the topics. The observed practice concurs with Abubakar's (2020) study, which emphasizes the advantages of utilizing various educational resources to improve student learning experiences and academic performance. The internet's universal accessibility also influenced the participants' creativity. The findings exhibited how fast internet access simplified tasks, effectively conveyed the subject matter, and facilitated easy access to information.

### **Approaches and Assessment Methods in Teaching Philippine History**

Effective educators employ a variety of strategies that reflect their accumulated knowledge, principles, ideas, and beliefs about the learning process. The participants' responses illustrated how they successfully employed these various methods and strategies in the classroom. Four strategies emerged from the diverse responses provided by the participants.

One of the strategies identified is incorporating various assessment tasks aligned with the learning objectives. According to one participant, using several activities such as storytelling, paper-and-pencil tests, oral assessments, and role-plays is necessary for students to comprehend a topic thoroughly. The study by Anwer (2019) supports the advantages of incorporating various assessment activities.

The second strategy promotes enhancing learning through repetition. One participant stressed the effectiveness of repetition in assisting students in understanding and mastering the lessons. This approach is widely employed in teaching history topics and is often associated with memorization. It is also considered the lowest stage of the learning process in modern educational methodologies (Güneş, 2020). However, a study conducted by Indarsari and Utomo (2022) revealed that the strategic use of repetition can also help slow learners learn. The positive response from the participants offers additional evidence of the success of this approach.

The adoption of learner-centred instruction emerged as an additional fundamental strategy. Participants believed that student-centred instruction increased student engagement. Among the popular approaches mentioned was experiential learning. Kolb (1984) defines experiential learning as knowledge creation through experience. Examination of participant responses demonstrated that experiential learning activities, such as hands-on exercises and independent information-seeking tasks, positively affected students' learning. These observed beneficial effects of experiential learning also align with the findings of Rukhsana et al. (2021).

The final strategy is the real-world application of lessons. Several participants reported that they often relate historical studies to student experiences and illustrate how the ideas can be applied daily. This strategy captured the students' attention and allowed them to assess their understanding of the lesson and apply it in daily life. The data collected also indicated that the implementation of contextual teaching by the participants encouraged students to investigate diverse applications of their learning. This finding is consistent with Dumanjog's (2020) research, which demonstrated that students exposed to contextual and localized teaching activities performed better in the classroom.

### **Integrating Local and Regional History into the Elementary *Araling Panlipunan* Curriculum**

The diverse responses of the interviewees highlight various ways of integrating local history. One innovative strategy utilized by all participants was the exchange of personal experiences and stories about local history. Some participants invited community elders with extensive knowledge of their community's history to engage with students and share their experiences. They also explained their efforts to introduce local heroes, landmarks, events, and other historical aspects. An interesting aspect related to this approach was the presentation of local heroes, products, and histories of neighboring towns. This extraordinary practice can benefit existing studies because it would allow students to understand their community better and strengthen their connections with other communities. Mujiyati et al. (2017) further emphasize the importance of history in promoting social solidarity among students.

The participants also emphasized the significance of utilizing diverse instructional materials to integrate local history into their teaching practices. Pictures were recognized as the most used resource. The participants found it extremely useful when they could not go on field trips because these images successfully depicted historical figures, events, and significant locations. Additionally, other participants mentioned using videos, PowerPoint presentations, integration of Philippine dances, and other learning materials to enhance the teaching of history. The practice highlights their understanding that diverse instructional materials can enhance students' engagement and appreciation of local history. It also corresponds with Olayinka's (2016) study, which underscores the value of instructional materials for Social Studies teachers.

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Using secondary materials on the internet was also beneficial in integrating local history. The challenge of getting access to primary sources, such as firsthand narratives, historical records, and objects about local history, was brought up in the interview. They used the sources available online to address the issue. The convenience of online platforms enabled them to access various secondary sources, which supplemented the primary sources and improved the teaching of local history.

Contextualized and localized instruction was the last method presented by the participants. The analysis of participants' responses signifies that their implementation of Section 5 (c) Republic Act (RA) 10533 was evident in their instructional activities, materials, and teaching approaches. The method was beneficial to their students since it improved their understanding of the subject matter in local history.

### IV. CONCLUSION AND RECOMMENDATION

Teaching Philippine history at the elementary level can be both a rewarding and challenging experience. Despite these challenges, teachers continuously find a variety of solutions to deliver an education that adheres to standards set forth by the Department of Education. However, the innovative steps by the teachers are not enough to fully solve the challenges posed by the curriculum. Neglecting to tackle these pressing issues could result in the death of local and Philippine history. Thus, urgent action and reforms from the Department of Education are necessary to preserve our history.

The researchers strongly advocate for comprehensive assessments and revisions of the K–12 curriculum. Local, regional, and national history should be consistently incorporated into the curriculum to ensure a comprehensive knowledge of the subject. Sufficient training and resources should also be provided to all schools nationwide to enhance the quality of historical education. Additionally, establishing Local Studies Centers (LSCs) will allow local historians to learn and share the history of their locality, which will also be valuable to teachers struggling to incorporate local history into their classrooms. It is further essential to support individuals specializing in local history and conducting research to preserve and celebrate the nation's cultural and historical heritage.

### ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to Mr. Ryan G. Destura for sharing his expertise in the composition of this study. The same appreciation goes to the participants of this study who exerted their time and effort in sharing their experiences in teaching Philippine and local history. To the families and relatives of the authors, thank you for the words of encouragement and financial support. Lastly, thank you, Almighty God, for the strength and divine providence in the entire process.

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