
Literature Review on the MATATAG Curriculum First Phase Implementation

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ABSTRACT

Making sure that education stays up to date with innovation is the goal of curriculum updating not starting from scratch. Reducing content overload and fostering the development of fundamental abilities like reading math and social-emotional learning are the main goals of the MATATAG Curriculum. This new curriculum seeks to address issues that have been identified in the K–12 system such as an abundance of content and misplaced learning prerequisites. In light of this a review of the literature seeks to understand the opinions of educators regarding the Matatag Curriculum the initial results of its pilot testing and the governments efforts to train educators for its implementation. To analyze the current state of the Matatag Curriculum's pilot testing a variety of sources from recent studies reports from credible news outlets and findings from the Philippine Institute of Development Studies and the Department of Education were compiled and used as literature. According to the results the MATATAG curriculum emphasizes the development of fundamental math and reading skills which are critical for higher education. It enables students to learn at their own pace until they grasp the material and aids in the development of a solid educational foundation. Each students unique learning needs are met by this method which also guarantees that every student can master critical academic subjects. Initial results also showed that there is no significant difference in the percentage of competencies covered between MATATAG pilot schools and non-pilot schools indicating that both types are equally effective. A study indicates that the switch to the MATATAG curriculum has significantly improved teacher readiness and professional development. Both are anticipated to cover roughly 90% of the necessary competencies by the end of the academic year demonstrating consistent curriculum implementation. However only 81% of the competencies have been mastered by the students indicating that they still need to improve. The MATATAG curriculum was introduced by DepEd as a pilot program in 35 of the 47678 schools in the Philippines and overall teachers students and parents support it and recognize its educational benefits. These pilot schools are spread across seven regions and thirteen divisions each of which represents a distinct area and community. The Department of Education (DepEd) uses this selection to assess how well the curriculum functions in various contexts and make sure it satisfies the various needs of students across the nation. 267900 teachers and staff members were also trained for the MATATAG curriculum by the Department of Education (DepEd). The effectiveness of the new curriculum depends on this training which makes sure teachers are prepared to teach the revised material and techniques.

KEYWORDS: *matatag curriculum, pilot testing, education reforms, insights of teachers, efforts of DepEd*

INTRODUCTION

After the Enhanced Basic Education Act of 2013 officially established the K-12 Basic Education Curriculum the Philippines educational system underwent significant changes. In order to meet international standards and enhance the quality of education this curriculum extended the previous 10-year system by two years. The K-12 curriculum was designed to allow students ample opportunity to acquire and master skills develop into lifelong learners and prepare them for college the work force or launching a business. But even with these objectives there have been numerous problems with the K-12 curriculum particularly with regard to implementation and student performance. In 2023, the Department of Education (DepEd) unveiled the MATATAG Curriculum which focuses on Kindergarten through Grade 10 in order to address these issues. Concerns concerning the efficacy of the K-12 curriculum have been raised in light of reports in recent years that Filipino students have performed poorly on a number of assessments. Overwhelming academic demands for both teachers and students an overly demanding curriculum and time constraints are some of the issues that have been identified. Basic skills like reading and simple math have been difficult to master because of these factors. Vice President and Education Secretary Sara Z led the January 30 2023 launch of the MATATAG Curriculum also known as *Bansang Makabata Batang Makabansa* to address these problems. Duterte. Enhancing students literacy and numeracy abilities is the main goal of this program. According to The Legislative Research Service (2023) it was first implemented in 35 schools in seven different regions: Ilocos Cagayan Valley Central Visayas Soccsksargen CAR Caraga and NCR. However there are obstacles in the way of the MATATAG Curriculum's effective implementation. Early pilot testing has revealed issues such as the need for appropriate implementation strategies a lack of inclusive education-related government policies and technical difficulties (Javier, 2023). Further more obstacles like inadequate infrastructure lack of resources and teacher readiness make it challenging to implement the curriculum successfully (Macasero, 2023). The current problems in the Philippine educational system like a packed curriculum demanding teachers and an excessive amount of academic material have made it difficult for students to learn basic skills like math and reading. Because of these difficulties there are now more demands for curriculum changes that give priority to fundamental abilities and take into account the various needs of students (Tarraya 2023). Consequently there is an increasing demand for curriculum changes that address students diverse needs while emphasizing core competencies (DeGuzman, 2003).

Rearranging things is only one aspect of curriculum change it also advances society. Similar to attempting to bring back something that has already died maintaining the same old curriculum is futile and ineffectual. Students are ill-prepared for the constantly evolving challenges of today due to an antiquated curriculum. Although these statements are generally accurate depending on the circumstances change can have both beneficial and detrimental effects (Estrellado, 2023). The curriculum consists of meticulously organized classes exercises and encounters that students have throughout their schooling. It has a significant impact on what and how students learn and is an essential component of educational systems. The planned learning experiences that a school or other educational institution offers that cover what is taught to students what they experience and what is planned for them make up the curriculum. According to Roberts (2015) the curriculum

is not neutral it contains certain knowledge associated with power and has the potential to either homogenize or differentiate schools. This is why a literature review seeks to address the research questions by utilizing the finding so recent Philippine studies.

- a. What are the insights of the teachers towards Matatag Curriculum?
- b. What are the preliminary findings in the pilot testing of the Matatag Curriculum?
- c. What are the initiatives made by the government in preparing the teachers for the implementation of the Matatag Curriculum?

METHODS

This study used a methodical search and review approach examining individual perspectives to obtain as for possible solutions to the issue at and finding information has helped create new knowledge and understanding was the goal of the data extract on process. Finding thorough information that answers the research questions was made possible by the papers presentation and content which mainly drew from relevant reviews and studies as references. The study also looked at the difficulties and preparedness of educators in the Philippines for the new educational reform. In order together pertinent studies and reviews the research involved a thorough search through scholarly databases, journals, and other trustworthy sources. To gain a better understanding of the issue it carefully examined the individual opinions and experiences expressed in these sources. To identify important information that could contribute to the creation of new knowledge and insights data was meticulously gathered from a variety of sources.

RESULTS

Insights of the teachers towards Matatag Curriculum

Basic reading and math skills are emphasized in the curriculum because they are essential for success in more difficult academic assignments. By guaranteeing that pupils possess a firm grasp of these fundamental abilities the MATATAG frame work can establish a robust educational basis that can facilitate subsequent education. Along with emphasizing the acquisition and demonstration of particular abilities and knowledge this curriculum lets students advance at their own speed until mastery is attained. In addition to meeting each student's unique learning needs this method guarantees that every student can achieve high proficiency in critical academic domains. According to a study the adoption of the MATATAG curriculum has greatly enhanced teacher preparation and professional growth. Compared to their experiences with the K–12 curriculum teachers said they feel more prepared and supported now. The more regular and thorough training sessions and professional development programs included in the MATATAG implementation may be the cause of this improvement. Professional development courses offered during the K–12 rollout were not intended to be as frequent or comprehensive as those offered under the MATATAG curriculum. During a series of organized training sessions teachers learned about the objectives of the curriculum, effective teaching methods, and class room management strategies. The purpose of these sessions was to help teachers feel competent and confident in their roles by addressing the unique requirements and difficulties of implementing the new curriculum (Kilaga et al., 2024).

Lagabo (2024) discovered that the Matatag curriculum had significantly improved from the previous one as described in the Department of Education's curriculum guides. Lessons can be tailored to local and particular contexts for elementary school pupils using the Matatag curriculum. This study offers fresh perspectives on the various stake holders perspectives on the impending introduction of the Matatag curriculum in the upcoming academic year. More teacher training the development of thorough support materials and the establishment of continuous monitoring and evaluation systems are among the suggestions for improvement. Policy makers can increase the effectiveness of the Matatag Curriculum and create a more equitable inclusive and responsive educational system in the Philippines by tackling these issues and implementing these suggestions. Teachers and principals who had taught for at least ten years participated in this study to compare the previous curriculum (prior to K–12) the current curriculum (K–12) and the soon-to-be implemented curriculum (matatag curriculum).

Preliminary findings in the pilot testing of the Matatag Curriculum

MATATAG pilot schools and non-pilot schools do not significantly differ in the percentage of competencies covered according to the studies preliminary findings. This indicates that both kinds of educational institutions are equally successful in achieving the objectives of the curriculum. The curriculum is being applied consistently across various contexts as evidenced by the expectation that both pilot and non-pilot schools will have covered roughly 90% of the necessary competencies by the end of the academic year. In spite of this students have mastered 81 percent of the competencies in both curricula. This shows that even though the majority of competencies are taught students may still need to work on improving their mastery of some of them. However the MATATAG curriculum appears to be widely embraced by all parties involved including parents teachers and students who acknowledge its importance in the educational process. It would appear from this that the curriculum modifications have been handled so that teachers are not over worked and can concentrate on teaching without having to worry about extra pressure or timer equirements.

In comparison with the 2016 curriculum the 2021 curriculum was already more simplified and condensed according to the Philippine Institute for Development Studies (2024). This suggests a movement to streamline the curriculum and concentrate on critical competencies. Building on this the MATATAG curriculum seeks to significantly increase the coverage of competencies guaranteeing that students comprehend the subject matter completely. Additionally the Department of Education and the Philippine Institute of Development Studies (2024) hope to increase students confidence in their ability to master these skills giving them the skills and knowledge they need to succeed in post secondary education and their future careers.

Initiatives made by the government in preparing the teachers for the implementation of the Matatag Curriculum

A pilot program of the MATATAG curriculum was introduced in 35 of the 47678 schools in the Philippines. These pilot schools represent a wide variety of geographic and demographic contexts dispersed throughout 13 divisions in seven distinct regions. This deliberate choice enables the Department of Education (DepEd) to evaluate the curriculums efficacy and flexibility in a range of settings guaranteeing that it can satisfy the varied requirements of

students nationwide according to the Philippine Institute of Development Studies and the Department of Education (2024). According to DepEd 267900 staff members and teachers had received training for the MATATAG curriculum as of May 24 2024. Since it guarantees that teachers are equipped to teach the updated material and instructional techniques this intensive training effort is essential to the new curriculums successful implementation. Various levels of governance were covered in the training demonstrating a thorough approach that involves not only class room teachers but also school administrators and other educational staff. This comprehensive training guarantees that all participants in the educational process comprehend the objectives and approaches of the Philippine Institute of Development Studies and the Department of Educations MATATAG curriculum (2024).

Workshops seminars and practical exercises were probably among the components of the training that helped teachers become acquainted with the new curriculum and create efficient teaching methods. DepEds investment in this extensive training program reflects its dedication raising the standard of education in the Philippines. The goal is to give educators the abilities and information they need to successfully execute the curriculum and handle any issues that may come up during it simple mentation. By using these 35 schools as a test site for the MATATAG curriculum the pilot program enables DepEd to collect important information and input from educators learners and other interested parties. Before it is implemented nationally this input will be crucial in helping to improve the curriculum and make sure that any possible problems are fixed and that it improves educational outcomes for every student.

CONCLUSION

The K–12 curriculums problems like content overload and misplaced learning prerequisites are addressed in the MATATAG Curriculum a deliberate attempt to modernize the Philippine educational system. The goal of the MATATAG Curriculum is to give students a solid educational foundation so they can learn at their own pace and become proficient by emphasizing the development of core skills like reading math and social-emotional learning. In its first round of pilot testing the curriculum proved to be successful covering the necessary competencies with no discernible differences between pilot and non-pilot schools. Although student mastery of the competencies could be improved the curriculum has been implemented consistently and is generally accepted by parents students and educators. Providing 267900 teachers and staff with comprehensive training demonstrates the dedication to giving educators the resources they need for effective implementation. All things considered the MATATAG Curriculum is a positive step toward improving educational results and making sure that the Philippine educational system changes to meet the demands of the contemporary world. Its adaptability and potential to satisfy the various needs of students across the country are further demonstrated by the pilot testing conducted in various regions.

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