

Development of Instructional Materials Using Marungko Approach for Kindergarteners

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ABSTRACT

Background: Early literacy is a foundational competency in kindergarten; however, teachers often lack developmentally appropriate materials aligned with the Marungko Approach. Objective: This study developed and validated instructional materials using the Marungko Approach for kindergarten learners. Methods: A developmental research design was used, adapting the Analysis, Design, and Development phases of the ADDIE model. Participants included kindergarten pupils identified as struggling beginning readers and kindergarten teachers purposively selected based on teaching experience and graduate education. Data were gathered through needs assessment, observations, interviews, survey questionnaires, and expert validation. Results: The needs assessment showed difficulties in letter recognition, sound production, phonemic

awareness, and blending. The developed materials integrated tracing, sound production, songs, manipulatives, images, and blending tasks. Expert validation showed very high content validity (0.95) and very high design validity (0.96), indicating that the materials were clear, relevant, age-appropriate, visually engaging, and suitable for kindergarten reading instruction. Conclusion: The developed instructional materials provide a structured, engaging, and practical resource for strengthening beginning reading skills among kindergarten learners using the Marungko Approach.

Keywords: *instructional materials, kindergarten, Marungko Approach, phonemic awareness, reading materials*

INTRODUCTION

Early childhood education is a critical stage in a child's academic and personal development because it establishes the foundation for language, literacy, social interaction, and lifelong learning. Reading is one of the most important competencies developed during this stage. The ability to recognize letters, associate them with sounds, and blend sounds into syllables allows learners to participate meaningfully in classroom activities and prepares them for later academic work.

In the Philippine early-grade context, the Marungko Approach has been used as a phonics-based method for beginning reading instruction. It introduces letters and corresponding sounds in a systematic sequence that supports phonemic awareness and early decoding. For kindergarten learners, however, successful implementation depends not only on the approach itself but also on the availability of attractive, developmentally appropriate, and teacher-friendly instructional materials.

The capstone project converted in this article was anchored on the observed gap in classroom resources for kindergarten reading. The original study reported that kindergarten teachers regularly create or search for reading materials but do not always have a consistent, structured, and validated set of materials aligned with a

specific beginning-reading approach. This creates a practical need for instructional materials that are easy to use, engaging to children, and aligned with the Marungko sequence.

This study therefore aimed to develop instructional materials using the Marungko Approach for kindergarteners. Specifically, it sought to describe the needs assessment for developing the materials, describe the developed instructional materials, and determine how experts validate the materials in terms of content and design. The study contributes to early childhood education by offering a structured model for the development and validation of kindergarten reading materials.

METHODS

Research Design

The study employed a developmental research design. The process followed the Analysis, Design, and Development phases adapted from the ADDIE model. This design was appropriate because the study focused on producing an educational output and subjecting it to expert validation rather than merely describing existing classroom practices.

Locale and Participants

The study was situated in an elementary school context in Mariveles, Bataan. The target learners were kindergarten pupils aged five to six who were identified as having difficulty in basic reading skills, particularly in recognizing letters, sounding out letters, and blending sounds into syllables. The respondents also included kindergarten teachers from public schools who met purposive-selection criteria, including kindergarten teaching experience, at least five years of teaching, and graduate-level units.

Research Instrument and Validation

The primary instrument was a researcher-made questionnaire supported by interviews, observation notes, and reading assessment results. The questionnaire gathered information on teacher profiles, existing instructional materials, material-design practices, and the validation of the developed Marungko-based instructional materials. The instrument underwent face and content validation by experts and was pilot-tested with respondents who were not part of the actual study.

Data-Gathering Procedure

The researcher secured permission from concerned school authorities before the conduct of data collection. Reading assessment was used to identify pupils who experienced reading difficulties. Interviews with pupils and parents or guardians, classroom observations, and teacher survey responses were then used to identify learners' needs and guide the design of the materials. The researcher subsequently created the materials using child-friendly visual, auditory, and kinesthetic components, then submitted the output to expert validators for evaluation.

Data Analysis

Descriptive analysis was used to summarize teacher responses, learner needs, and expert validation results. Validation scores were interpreted using the rubric used in the capstone project, where high scores indicated strong validity and suitability of the instructional materials. Qualitative comments from validators were also examined to support the numerical findings and identify areas for improvement.

RESULTS

Needs Assessment for Instructional Materials

The analysis phase showed that a group of kindergarten pupils had difficulty identifying letters, producing letter sounds, and blending sounds. The study identified several contributing factors: limited exposure to reading materials, insufficient educational resources at home, language-related barriers, and possible cognitive difficulties affecting decoding and phonemic awareness. Pupils expressed a preference for repetitive teaching routines, songs, manipulative materials, and creative teacher-made resources.

Teacher observations also indicated that learners were less attentive when materials were limited to ordinary printed booklets, basic flashcards, or materials that did not capture children's interest. These findings justified the development of a structured and multisensory instructional material package aligned with the Marungko Approach.

Table 1. *Instructional Materials Plan of Action*

Week	Target Objectives	Participants	Resources Needed	Target Schedule
Week 1	Identify and sound out letters Mm and Ss; recall letter names and sounds.	15 kindergarten pupils identified as having difficulty in basic reading.	Teacher-researcher instructional materials using the Marungko Approach.	Monday-Thursday: Mm and Ss; Friday: recall lesson.
Week 2	Identify and sound out letter Aa; blend /m/ + /a/ = ma and /s/ + /a/ = sa.	15 kindergarten pupils identified as having difficulty in basic reading.	Teacher-researcher instructional materials using the Marungko Approach.	Monday-Tuesday: Aa; Wednesday: recall; Thursday-Friday: blending activities.
Week 3	Identify and sound out letter Ii; reinforce letter-sound recognition through recall.	15 kindergarten pupils identified as having difficulty in basic reading.	Teacher-researcher instructional materials using the Marungko Approach.	Wednesday-Thursday: Ii; Friday: recall lesson.
Week 4	Identify and sound out letter Oo; blend sounds involving /m/, /s/, /i/, and /o/.	15 kindergarten pupils identified as having difficulty in basic reading.	Teacher-researcher instructional materials using the Marungko Approach.	Monday-Tuesday: Oo; Wednesday: recall; Thursday-Friday: blending activities.

Description of the Developed Instructional Materials

The developed instructional materials were designed to match the learning characteristics of kindergarten pupils. The materials used pictures, bright colors, tracing activities, songs, and manipulative learning tasks. The design followed a four-step flow: Isulat, Bigkasin, Kantahin, and Pagtambalin. This sequence allowed pupils to trace and name letters, produce the corresponding sounds, sing sound-focused songs, and blend letter sounds into syllables.

The use of Canva supported the creation of visually attractive layouts. The materials were printed and laminated to make them durable and classroom-ready. The researcher also incorporated repetitive schedules and recall activities because the needs assessment showed that kindergarten pupils benefited from repeated exposure to letters and sounds.

Figure 1. Canva-based design context for the development of Marungko reading materials.

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After the teacher researcher planned the whole week's activities, she created the content and layout of the materials using the Canva Application. It includes the formats, text, pictures, songs, and interactive exercises like tracing the letters. In the Canva Application, the teacher uses her DepEd account for easy layouting.

Figure 1

Canva App use in designing the materials for reading.



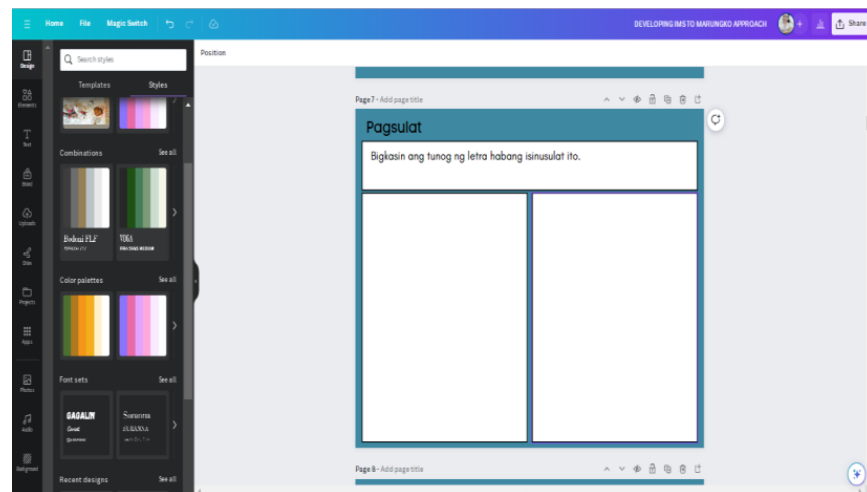
Figure 2

Comparison of the Marungko Approach to Teacher-researcher materials.

In original material for Marungko Approach pupils will just recognize and sound it out the letter then the next day there will be another letter to be recognize and blend it out the other day. In my materials I design it into naming the letter and write it down, sounding the letter using picture and pop I and incorporate a song to master the sounding an so on before they move into blending of two letters.

Original Marungko Approach (left side); Teacher researcher materials utilizing Marungko Approach (right side).

Figure 2. Comparison of the original Marungko material and the teacher-researcher instructional material.



Expert Validation of the Materials

Expert validators evaluated both the content and design of the developed instructional materials. The ratings showed very high validity, indicating that the materials were appropriate for the weekly objectives, useful for learners, concise, relevant to kindergarten teaching practices, and suitable for the developmental level of kindergarten pupils.

Table 2. *Content Validation of the Researcher's Instructional Material*

Item	Content Indicator	Range	Interpretation
1	The content included greatly contributes to the achievement of the lesson per week.	1.00	Very High Validity
2	The content provides information useful to the students who will utilize it.	0.87	Very High Validity
3	The weekly content objectives are concise and understandable.	1.00	Very High Validity
4	The content is specific and relevant to kindergarten practices.	0.87	Very High Validity
5	The content is within the level of kindergarten pupils.	1.00	Very High Validity
Total	Overall content validity rating	0.95	Very High Validity

Table 3. *Design Validation of the Researcher's Instructional Material*

Item	Design Indicator	Range	Interpretation
1	The pictures designed in the instructional materials are precise.	1.00	Very High Validity
2	The design has proper spacing between texts, sentences, and paragraphs.	0.93	Very High Validity
3	All parts of the design are properly labeled for easy recognition.	0.87	Very High Validity
4	All directions are clear and easy for kindergarten pupils to follow.	1.00	Very High Validity
5	The design engages and easily catches the interest of kindergarten pupils.	1.00	Very High Validity
Total	Overall design validity rating	0.96	Very High Validity

The validators' remarks supported the quantitative results. They described the materials as attractive, easy to read, age-appropriate, visually appealing, and useful for helping pupils master letter names, sounds, and blending skills. Some validators emphasized that intentional repetition, child-friendly songs, pop-it toys, and colorful materials were appropriate for kindergarten learners because they reinforced learning through play and repeated practice.

DISCUSSION

The results indicate that kindergarten learners require instructional materials that are structured, repetitive, and multisensory. The identified difficulties in letter recognition, phonemic awareness, and blending are consistent with the foundational nature of early reading. Because children in kindergarten are still developing attention, fine motor skills, and oral language, the design of reading materials should combine visual, auditory, and kinesthetic experiences.

The very high validity scores for content and design suggest that the developed materials addressed the needs identified during the analysis phase. The content validation result indicates alignment with lesson objectives and appropriateness for kindergarten learners. The design validation result further suggests that the materials were readable, visually organized, properly labeled, and engaging.

The flow of Isulat, Bigkasin, Kantahin, and Pagtambalin reflects a logical progression from recognition to production and blending. Tracing promotes recognition and fine motor coordination; sound production supports phonemic awareness; songs enhance recall; and blending helps learners connect letter sounds into meaningful syllables. This sequence makes the Marungko Approach more accessible to kindergarten pupils by translating phonics concepts into concrete classroom activities.

The findings also have practical implications for kindergarten teachers. Ready-made, validated materials reduce time spent searching online for fragmented resources and provide a consistent routine for beginning reading instruction. However, the study was limited by its developmental scope, the small group of learners, and the short implementation period. Future studies may test the materials in larger samples, compare pretest and posttest reading scores, and examine long-term effects on reading fluency and comprehension.

CONCLUSION

The study successfully developed and validated instructional materials using the Marungko Approach for kindergarteners. The needs assessment established that learners required repetitive, attractive, and multisensory materials to strengthen basic reading skills. The developed materials responded to this need through structured weekly objectives, songs, tracing, visual prompts, manipulatives, and blending activities. Expert validation confirmed very high validity in both content and design. Therefore, the materials may serve as a practical classroom resource for kindergarten teachers who aim to improve early reading instruction using the Marungko Approach.

Recommendations

- Kindergarten teachers may use the developed materials as part of their regular beginning-reading routine, particularly for learners who need support in letter recognition, sound production, and blending.
- Schools may encourage the creation of validated, approach-based instructional materials to reduce reliance on inconsistent online materials.
- Future researchers may conduct experimental or quasi-experimental studies to measure the impact of the materials on learners' reading performance over a longer period.
- The materials may be expanded to include additional Marungko letter sequences and differentiated tasks for learners with varying reading readiness levels.

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Conflict of Interest Statement

The author declares no relevant financial or non-financial conflict of interest in the conduct of the study or in the preparation of this manuscript.

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