

# Local Historical Landmark Video to the Learners Sense of Nationalism, Patriotism and Academic Performance

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**Abstract**—The study aims to determine the influence of a local historical landmark video on the sense of nationalism, patriotism, and academic performance of selected Grade 12 Humanities and Social Sciences (HUMSS) learners of Laguna Senior High School–Santa Cruz Sub-Office. It determined the acceptability level of the video in terms of content historical accuracy, visual engagement, and educational depth and features such as audio, visual, and technical elements; and whether these variables significantly influence the learners' nationalism, patriotism, and academic performance in Contemporary Philippine Arts from the Region. This study employed a descriptive-correlational design. The respondents of this study were Grade 12 HUMSS learners who evaluated the instructional material. A researcher-made survey questionnaire was used as the main instrument in obtaining the pertinent information. The data were treated using statistical treatments: Mean, Standard Deviation, Frequency, Percentage, and Simple Regression Analysis to measure the extent of nationalism and patriotism, as well as the influence of the video on academic performance based on learners' third grading period grades. The result of the study reveals that the Local Historical Landmark Video was rated highly acceptable in terms of both content and features. Learners demonstrated very high nationalism, expressed through attitudes, beliefs, and interests. Their patriotism, manifested in love of country, devotion, and responsible citizenship, was also very high. As a result of these driving factors, the learners were highly driven and exhibited a very high level of academic achievement. These findings led to the rejection of the null hypothesis regarding the influence on nationalism and patriotism. The local historical landmark video significantly influences the learners' nationalism and patriotism. However, the analysis showed that the video did not yield a statistically significant effect on their academic performance. The study concludes that the video serves as an effective culturally grounded instructional tool for strengthening affective learning. This recommends for the educators to continue integrating culturally relevant multimedia materials to enrich the curriculum. It is further recommended that complementary strategies be explored and planned to cater to the needs of the students in further enhancing their academic performance.

**Keywords**— Local Historical Landmark Video, Nationalism, Patriotism, and Academic Performance.

## I. INTRODUCTION

Nationalism and patriotism are two core values that shape the Filipino identity as the part of which they feel a sense of belonging and civic duty. Young people as future stewards of Philippine history and culture are the major target of the educational programs meant to inculcate these ideals. The Department of Education (DepEd) is required by the

Philippine basic education system to include civic responsibility in their curriculum by teaching such subjects as Araling Panlipunan and through the enforcement of the Republic Act No. 1425, also known as the Rizal Law. This educational law guarantees that the students learn the life and works of Dr. Jose Rizal to enhance their nationalistic determination (Pangilinan, 2016).

However, despite these institutional efforts, there is a growing concern regarding the declining interest of students in Philippine history and heritage. Most modern Filipino young people are becoming more involved into the global trends, social media and alien content which easily causes them to be disconnected with their cultural heritage (Kyoto Review, 2022). This change of interest is a serious challenge to the educators, who now are forced to seek innovative means of making the historical learning more viable and relatable in the digital era. Jimenez and Albela (2024) claim that visual and interactive media have become more popular than traditional and flat text in the current generation, which leads to the necessity to shift the teaching methods. To counter this alienation, the application of localized historical landmark videos has become an optimistic pedagogical process. Video media unlike the text used in traditional textbooks is more of a graphic and interactive representation of the real locations, where the key events of history took place. According to recent research, digital storytelling: the integration of multimedia elements, such as images and short video clips, can be more effective in assisting a student remember historical narratives better and promoting personal engagement with the content (Almohaimeed et al., 2024). These digital resources will help to make history more real by reconciling the disconnect between abstract facts and real world places. When they are virtually visiting such sights and learning some stories about them, students are likely to become the owners of their origin and have a new sense of pride in their identity (DepEd Bataan, 2025).

This research is motivated by the fact that the researcher would like to know the impact of local historical landmark video on the learners sense of nationalism, patriotism and academic performance. It aims at identifying the extent to which this technology-enhanced strategy can help in a great deal to boost the ways in which young learners perceive, appreciate their cultural heritage and maintain it amid the

forces of globalization that are being channeled through media.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study aimed to determine the effect between the content and features of local historical landmark content videos and the learners’ sense of nationalism, patriotism and academic performance among selected Grade 12 Humanities and Social Sciences learners in Laguna Senior High School-Santa Cruz Sub-Office in the Division of Laguna.

Specifically, this study sought to answer the following questions:

1. What is the acceptability level of Local Historical Landmark Video in terms of Content as to:
  - 1.1. Historical Accuracy;
  - 1.2. Visual Engagement; and
  - 1.3. Educational Depth?
2. What is the acceptability level of Local Historical Landmark Video in terms of Features as to:
  - 2.1. Audio Elements;
  - 2.2. Visual Elements; and
  - 2.3. Technical Features?
3. What is the extent of Sense of Nationalism in terms of
  - 3.1. Attitudes;
  - 3.2. Beliefs; and
  - 3.3. Interest?
4. What is the extent of Sense of Patriotism in terms of:
  - 4.1. Love;
  - 4.2. Devotion; and
  - 4.3. Responsible Citizen?
5. What is the level of Academic Performance of Senior High School learners in Contemporary Philippine Arts from the Region in terms of 3<sup>rd</sup> Grading period?
6. Do the Local Historical Landmark video significantly influence the sense of nationalism in Contemporary Philippine Arts from the Region of senior high school learners?
7. Do the Local Historical Landmark video significantly influence the sense of patriotism in Contemporary Philippine Arts from the Region of senior high school learners?
8. Do the Local Historical Landmark Video has significant effect to the Academic Performance in Contemporary Philippine Arts from the Region of the senior high school learners?

II. METHODOLOGY

This study employed a descriptive-correlational design. The respondents of this study were Grade 12 HUMSS learners who evaluated the instructional material. A researcher-made survey questionnaire was used as the main instrument in obtaining the pertinent information. The data were treated using statistical treatments: Mean, Standard Deviation, Frequency, Percentage, and Simple Regression Analysis to measure the extent of nationalism and patriotism, as well as the influence of the video on academic performance based on learners’ third grading period grades.

III. RESULTS AND DISCUSSION

This part presents, analyzes and interprets the data gathered that showed the significant influence of local historical landmark video on learners s’ sense of nationalism, and patriotism, also the significant effect of local historical landmark video on learners’ academic performance.

Acceptability Level on the Content of Local Historical Landmark Video

In this study local historical landmark video can help learners understand local history in a visual, engaging, and relatable way. They also strengthen cultural awareness and appreciation by connecting lessons to the community’s heritage and identity.

The following tables show acceptability level on the content of Local Historical Landmark Video that include variables such as historical accuracy, visual engagement, and educational depth. The acceptability level on the content of this video was determined by mean and standard deviation.

The findings indicate that the Local Historical Landmark Video is strongly perceived as accurate and credible in presenting historical content. Respondents consistently agreed that the video effectively presents verified historical events, accurately represents the historical period, and portrays historical figures in accordance with established records. Moreover, the absence of bias or exaggeration in narrating the landmark’s history suggests that the video maintains objectivity and fidelity to authentic historical sources, reinforcing its reliability as an educational resource.

The weighted mean of 4.82 standard deviation of 0.40 reflects a high level of acceptability in terms of historical accuracy, signifying that the video meets the expected standards for instructional content in history-related lessons. This result implies that the material can be confidently utilized as a supplementary learning tool, as it aligns well with documented historical references and supports accurate knowledge acquisition among learners.

Table 1 show the acceptability level of local historical landmark video in terms of content as to historical accuracy.

Table 1. Acceptability Level of Local Historical Landmark Video in terms of Content as to Historical Accuracy

Statements	Mean	SD	Remarks
The video...			
...presents historical events and dates with verified accuracy.	4.77	0.45	Strongly Agree
...represents the historical period accurately.	4.75	0.46	Strongly Agree
...reflects the local landmark’s history without bias or exaggeration.	4.86	0.35	Strongly Agree
...features historical figures in the video are ...portrayed correctly based on historical records.	4.89	0.32	Strongly Agree
...aligns its narration precisely with historical documents and records.	4.83	0.38	Strongly Agree
Weighted Mean	4.82		
SD	0.40		
Verbal Interpretation	Highly Acceptable		

The results demonstrate that the Local Historical Landmark Video is a well-developed and dependable

instructional material. Its strong emphasis on historical accuracy, consistency, and objectivity enhances its educational value and supports meaningful learning experiences. As such, the video serves as an effective medium for promoting historical understanding while preserving the integrity of local heritage within the educational context.

Table 2 shows the acceptability level of local historical landmark video in terms of content as to Visual Engagement.

Table 2. Acceptability Level of Local Historical Landmark Video in terms of Content as to Visual Engagement

Statements	Mean	SD	Remarks
The video...			
...captures the viewer's attention effectively.	4.77	0.42	Strongly Agree
...presents historical content in an engaging and interesting way.	4.64	0.48	Strongly Agree
...motivates the learner to seek more information about the landmark.	4.80	0.41	Strongly Agree
...uses a variety of engaging visuals that prevent boredom.	4.48	0.55	Strongly Agree
...enhances the overall learning experience by making concepts clearer.	4.74	0.44	Strongly Agree
Weighted Mean	4.68		
SD	0.48		
Verbal Interpretation	Highly Acceptable		

The findings indicate that the Local Historical Landmark Video is strongly perceived as visually stimulating and effective in holding learner attention. Respondents consistently agreed that the video captures the viewer's attention effectively, presents historical content in an interesting way, and uses a variety of engaging visuals to prevent boredom. Moreover, the material enhances the overall learning experience by making concepts clearer, while successfully motivating learners to seek further information about the landmark, suggesting that the video maintains high engagement and visual appeal throughout the presentation.

The weighted mean of 4.68 with a standard deviation of 0.48 reflects a high level of acceptability in terms of visual engagement, signifying that the video meets the expected standards for engaging instructional design. This result implies that the material can be confidently utilized as a supplementary learning tool, as it aligns well with viewer preferences for dynamic content and supports sustained interest among learners.

The results demonstrate that the Local Historical Landmark Video is a well-designed and captivating instructional material. Its strong emphasis on visual engagement, variety, and clarity enhances its educational value and supports meaningful learning experiences. As such, the video serves as an effective medium for fostering learner motivation while ensuring the clear delivery of concepts within the educational context.

The findings indicate that the Local Historical Landmark Video is strongly perceived as educationally enriching and substantial in its content delivery. Respondents consistently agreed that the video encourages the learner to think critically about the historical context, emphasizes the landmark's role in fostering national identity and pride, and provides a comprehensive and detailed explanation of the landmark's

significance. Moreover, the introduction of new and valuable insights about local heritage and the clarification of complex historical concepts suggests that the video facilitates deeper understanding and relevance to the present, reinforcing its quality as an insightful educational resource.

Table 3 shows the acceptability level of local historical landmark video in terms of content as to Educational Depth.

Table 3. Acceptability Level of Local Historical Landmark Video in terms of Content as to Educational Depth

Statements	Mean	SD	Remarks
The video...			
...provides a comprehensive and detailed explanation of the landmark's significance.	4.72	0.45	Strongly Agree
...emphasizes the landmark's role in fostering national identity and pride.	4.76	0.45	Strongly Agree
...introduces new and valuable insights about the local heritage.	4.73	0.45	Strongly Agree
...clarifies complex historical concepts and their relevance to the present.	4.68	0.47	Strongly Agree
...encourages the learner to think critically about the historical context.	4.80	0.41	Strongly Agree
Weighted Mean	4.74		
SD	0.45		
Verbal Interpretation	Highly Acceptable		

The weighted mean of 4.74 standard deviation of 0.45 reflects a high level of acceptability in terms of educational depth, signifying that the video meets the expected standards for intellectual rigor in history-related lessons. This result implies that the material can be confidently utilized as a supplementary learning tool, as it aligns well with higher-order thinking skills and supports comprehensive knowledge acquisition among learners.

The results demonstrate that the Local Historical Landmark Video achieves a high level of educational depth as an instructional material. Its strong emphasis on encouraging critical thinking, clarifying complex historical concepts, and providing comprehensive explanations of the landmark's significance enhances learners' conceptual understanding. By focusing on the analysis of historical context and linking past events to present relevance, the video moves beyond simple factual recall toward higher-order thinking and deeper learning. The findings of Miller (2017), which emphasized that educational depth is achieved when instructional materials require learners to explain, justify, and analyze ideas through structured learning experiences, parallel the results of the present study. Using Webb's Depth of Knowledge framework, Miller highlighted that instructional resources that scaffold learners from recall to strategic and extended reasoning promote deeper understanding, parallel the results demonstrating that the Local Historical Landmark Video functions as a meaningful educational resource that fosters analytical thinking and exemplifies true educational depth.

The findings indicate that the Local Historical Landmark Video is strongly perceived as audibly immersive and technically clear. Respondents consistently agreed that the video maintains the viewer's interest enhances throughout the entire presentation, adds to the realism of the scenes, and the historical atmosphere without being distracting. Moreover, the clarity of the narration and the suitable pacing ensure that the

learner can hear everything easily, suggesting that the audio components effectively complement the visuals to create a cohesive learning environment.

The weighted mean of 4.66 with a standard deviation of 0.48 reflects a high level of acceptability in terms of audio elements, signifying that the video meets the expected standards for multimedia instructional design. This result implies that the material can be confidently utilized as a supplementary learning tool, as it provides a clear and engaging auditory experience that supports accurate information processing among learners.

Table 4 shows the acceptability level of local historical landmark video in terms of Features as to Audio Elements.

Table 4. Acceptability Level of Local Historical Landmark Video in terms of Features as to Audio Elements

Statements	Mean	SD	Remarks
The video...			
...delivers narration clearly and at a pace suitable for comprehension.	4.53	0.50	Strongly Agree
...allows the learner to hear clearly everything easily.	4.59	0.49	Strongly Agree
...enhances the historical atmosphere without being distracting.	4.67	0.50	Strongly Agree
...adds to the realism of the scenes.	4.69	0.46	Strongly Agree
...maintains the viewer's interest throughout the entire presentation.	4.81	0.40	Strongly Agree
Weighted Mean	4.66		
SD	0.48		
Verbal Interpretation	Highly Acceptable		

The results demonstrate that the Local Historical Landmark Video is a well-produced and captivating instructional material. Its strong emphasis on audio clarity. As such, the video serves as an effective medium for sustaining learner engagement while preserving the integrity of the historical narrative within the educational context.

Table 5 shows the acceptability level of local historical landmark video in terms of Features as to Visual Elements.

Table 5. Acceptability Level of Local Historical Landmark Video in terms of Features as to Visual Elements

Statements	Mean	SD	Remarks
The video...			
...legible and easy to read	4.41	0.54	Strongly Agree
...use high-definition images and footage that are clear and sharp and visually appealing.	4.56	0.52	Strongly Agree
...illustrate complex historical concepts clearly and effectively.	4.75	0.44	Strongly Agree
...create a smooth and professional viewing experience.	4.77	0.42	Strongly Agree
...keep the learner's eyes focused on the key information.	4.78	0.41	Strongly Agree
Weighted Mean	4.65		
SD	0.49		
Verbal Interpretation	Highly Acceptable		

The findings indicate that the Local Historical Landmark Video is strongly perceived as visually polished and professionally executed. Respondents consistently agreed that the video keeps the learner's eyes focused on the key information and creates a smooth and professional viewing

experience. Moreover, the effective illustration of complex historical concepts and the use of high-definition, clear, and sharp images suggest that the visual components significantly aid in comprehension and aesthetic appeal. The legibility of on-screen text further ensures that the content is easily readable, contributing to a seamless and effective visual narrative.

The weighted mean of 4.65 with a standard deviation of 0.49 reflects a high level of acceptability in terms of visual elements, signifying that the video meets the expected standards for high-quality visual production in educational media. This result implies that the material can be confidently utilized as a supplementary learning tool, as it aligns well with the need for clear visual communication and supports focused attention among learners.

The results demonstrate that the Local Historical Landmark Video is a well-crafted and visually effective instructional material. Its strong emphasis on high-definition quality, professional editing, and visual clarity enhances its educational value and supports immersive learning experiences.

The findings indicate that the Local Historical Landmark Video is strongly perceived as technically robust and user-friendly. Respondents consistently agreed that the video moves logically from one topic to the next with clear transitions and is user-friendly and functional, ensuring a seamless navigational experience. Moreover, the appropriate length of the video relative to its content, along with its smooth playback without buffering or technical errors, suggests that the technical execution effectively supports uninterrupted learning. The use of a format that is easily shareable or viewable on different devices further enhances its accessibility, making it a versatile resource for various learning environments.

Table 6 shows the acceptability level of local historical landmark video in terms of Features as to Technical Features.

Table 6. Acceptability Level of Local Historical Landmark Video in terms of Features as to Technical Features

Statements	Mean	SD	Remarks
The video...			
...load and plays smoothly without buffering or technical errors.	4.65	0.48	Strongly Agree
...are appropriate in length for the amount of content it covers.	4.69	0.46	Strongly Agree
...use a format that is easily shareable or viewable on different devices.	4.67	0.47	Strongly Agree
...move logically from one topic to the next with clear transitions.	4.76	0.45	Strongly Agree
...are user-friendly and functional.	4.72	0.45	Strongly Agree
Weighted Mean	4.70		
SD	0.46		
Verbal Interpretation	Highly Acceptable		

The weighted mean of 4.70 with a standard deviation of 0.46 reflects a high level of acceptability in terms of technical features, signifying that the video meets the expected standards for technical reliability and accessibility in educational technology. This result implies that the material can be confidently utilized as a supplementary learning tool,

as it aligns well with the need for functional stability and logical flow, supporting a hassle-free viewing experience for learners.

The results demonstrate that the Local Historical Landmark Video is a well-engineered and accessible instructional material. Its strong emphasis on smooth playback, logical organization, and device compatibility enhances its educational value and supports efficient learning experiences. As such, the video serves as an effective medium for delivering content reliably while preserving the integrity of the technical presentation within the educational context.

*Extent of Sense of Nationalism*

In this study sense of nationalism reflects how strongly people identify with their nation and actively support its culture, history, and collective goals.

The following tables show extent of sense of nationalism of the learners that include variables such as attitudes, beliefs and interest. The extend of this nationalism was determined by mean and standard deviation.

The findings indicate that the Local Historical Landmark Video creates a profound impact on learners, fostering a deep sense of national pride and cultural responsibility. Respondents consistently agreed that after watching the video, they expressed greater appreciation for the struggles of past generations and felt proud to be citizens of their country. Moreover, the strong belief that local culture and heritage are important to protect, combined with the recognition that their community's history is significant and worth remembering, suggests that the material successfully instills a protective and reverent mindset toward local history. The willingness to promote the historical landmark to others further indicates that this internal appreciation translates into active advocacy and information sharing.

Table 7 shows the extent of Sense of Nationalism in terms of Attitudes.

Table 7. Extent of Sense of Nationalism in terms of Attitudes

Statements	Mean	SD	Remarks
After watching the video integrated in the lesson, I...			
...feel proud to be a citizen of my country after learning the landmark's history.	4.86	0.35	Strongly Agree
...believe my local culture and heritage are important to protect.	4.83	0.38	Strongly Agree
...express greater appreciation for the struggles of past generations.	4.90	0.30	Strongly Agree
...think my community's history is significant and worth remembering.	4.85	0.36	Strongly Agree
...am willing to promote the historical landmark to others by sharing information.	4.80	0.41	Strongly Agree
Weighted Mean	4.85		
SD	0.36		
Verbal Interpretation			Very High Extent

The weighted mean of 4.85 with a standard deviation of 0.36 reflects a Very High Extent of nationalism in terms of attitudes, signifying that the video is highly effective in evoking emotional and civic connections to the subject matter. This result implies that the material transcends mere information delivery, effectively serving as a catalyst for value

formation that deeply embeds patriotic attitudes and a sense of guardianship over local heritage among learners.

The results demonstrate that the Local Historical Landmark Video is a powerful instrument for civic education. Its strong ability to evoke pride, appreciation for ancestors, and a commitment to preservation enhances its value beyond academic learning. As such, the video serves as an effective medium for strengthening national identity and ensuring that the significance of local history is upheld by future generations.

Table 8 shows the extent of Sense of Nationalism in terms of Beliefs.

Table 8. Extent of Sense of Nationalism in terms of Beliefs

Statements	Mean	SD	Remarks
After watching the video integrated in the lesson, I...			
...hold the conviction that my country has a rich and important history.	4.86	0.35	Strongly Agree
...consider the sacrifices made for the nation's freedom to be invaluable.	4.86	0.35	Strongly Agree
...agree that knowing local history helps define my national identity.	4.75	0.44	Strongly Agree
...see the national flag and symbols as representations of my personal pride.	4.88	0.33	Strongly Agree
...believe the country's historical preservation efforts as crucial for the future.	4.85	0.36	Strongly Agree
Weighted Mean	4.84		
SD	0.37		
Verbal Interpretation			Very high Extent

The findings indicate that the Local Historical Landmark Video significantly strengthens the core convictions and national identity of the learners. Respondents consistently agreed that they hold a firm conviction regarding their country's rich and important history, see the national flag and symbols as representations of personal pride, and consider the sacrifices made for national freedom to be invaluable. Moreover, the recognition that knowing local history defines national identity and that historical preservation is crucial for the future suggests that the video successfully solidifies the foundational beliefs necessary for a robust sense of nationalism.

The weighted mean of 4.84 with a standard deviation of 0.37 reflects a Very High Extent of nationalism in terms of beliefs, signifying that the video is exceptionally effective in reinforcing patriotic values and historical consciousness. This result implies that the material is not only an instructional tool but a powerful vehicle for belief formation, as it aligns with the goal of fostering a deeply rooted sense of belonging and pride within the national context.

The results demonstrate that the Local Historical Landmark Video is a transformative and impactful educational resource. Its strong emphasis on preservation enhances its impact on character building and civic national identity, the value of historical sacrifices, and the importance of awareness. As such, the video serves as an effective medium for nurturing enduring nationalistic beliefs while ensuring that the legacy of the past remains a cornerstone of the learners' identity.

The findings indicate that the Local Historical Landmark Video effectively sparks curiosity and a desire for active civic

engagement among learners. Respondents consistently agreed that after watching the video, they want to learn more details about historical figures and events and show a greater motivation to be active and informed citizens. Furthermore, their expressed interest in visiting other local historical sites, discussing history with friends and family, and participating in heritage preservation activities suggests that the material successfully transforms historical knowledge into a proactive interest in national culture.

Table 9 shows the extent of Sense of Nationalism in terms of Interest.

Table 9. Extent of Sense of Nationalism in terms of Interest

Statements	Mean	SD	Remarks
After watching the video integrated in the lesson, I...			
...want to learn more details about my country's historical figures and events.	4.76	0.43	Strongly Agree
...seek opportunities to visit other local historical sites.	4.66	0.48	Strongly Agree
...look forward to discussing my country's history with my friends and family.	4.65	0.48	Strongly Agree
...am interested in participating in activities that preserve local heritage.	4.64	0.53	Strongly Agree
...show a greater motivation to be an active and informed citizen.	4.78	0.41	Strongly Agree
Weighted Mean	4.70		
SD	0.47		
Verbal Interpretation			Very High Extent

The weighted mean of 4.70 with a standard deviation of 0.47 reflects a Very High Extent of nationalism in terms of interest, signifying that the video is a powerful catalyst for stimulating lifelong learning and civic participation. This result implies that the material moves beyond passive observation, effectively encouraging learners to explore their national identity further and take a personal interest in the preservation of their local heritage.

The results demonstrate that the Local Historical Landmark Video is an effective and highly engaging instructional material that stimulates learners' interest in national history. Its strong emphasis on motivating students to learn more about historical figures, visit local historical sites, and participate in heritage-related activities enhances learners' sense of nationalism and civic responsibility. As such, the video serves as an effective medium for transforming historical lessons into meaningful learning experiences that promote active citizenship and national awareness.

*Extent of Sense of Patriotism*

In this study sense of patriotism express, how strongly people identify with their nation and actively support its culture, history, and collective goals.

The following tables show extent of patriotism of the learners that include variables such sense of love, devotion and responsible citizenship. The extent of this patriotism was determined by mean and standard deviation.

The findings indicate that the Local Historical Landmark Video is strongly perceived as a catalyst for deep emotional and cultural connection to the nation. Respondents consistently agreed that after viewing the video, they felt a

deeper sense of affection for the country's landscape and people, cherished national traditions, and expressed greater appreciation for natural beauty and resources. Moreover, the increased value placed on life within the country and the development of a strong emotional attachment to local heritage suggest that the video effectively humanizes history and strengthens the bond between the individual and their community.

Table 10 shows the extent of Sense of Patriotism in terms of Love.

Table 10. Extent of Sense of Patriotism in terms of Love

Statements	Mean	SD	Remarks
After watching the video integrated in the lesson, I...			
...feel a deeper sense of affection for my country's landscape and people.	4.76	0.43	Strongly Agree
...cherish the traditions and cultural practices of my nation.	4.75	0.44	Strongly Agree
...express greater appreciation for my country's natural beauty and resources.	4.82	0.39	Strongly Agree
...value my life in this country more after learning its history.	4.76	0.43	Strongly Agree
...have a strong emotional attachment to my local community and its heritage.	4.72	0.45	Strongly Agree
Weighted Mean	4.76		
SD	0.43		
Verbal Interpretation			Very High Extent

The weighted mean of 4.76 with a standard deviation of 0.43 reflects a Very High Extent of patriotism in terms of love, signifying that the video is exceptionally successful in evoking heartfelt devotion and appreciation. This result implies that the material is not only an academic resource but a powerful tool for affective development, as it aligns with the goal of nurturing a genuine love for the country and its diverse cultural identity.

The results demonstrate that the Local Historical Landmark Video is a profoundly moving and impactful instructional material. Its strong emphasis on appreciation for national beauty, traditions, and community heritage enhances its value in character and civic education. As such, the video serves as an effective medium for fostering a lasting sense of patriotism while ensuring that the emotional connection to local and national identity is deeply cultivated within the educational context.

The findings indicate that the Local Historical Landmark Video is strongly perceived as a powerful driver for fostering civic duty and national loyalty among learners. Respondents consistently agreed that after watching the video, they felt dedicated to upholding the positive image of their country and committed to respecting its laws and institutions. Moreover, the personal loyalty felt toward fundamental values and the acceptance of a duty to support the nation in positive ways suggests that the material successfully translates historical knowledge into a resolute pledge to speak respectfully about the nation's history and people.

Table 11 shows the extent of Sense of Patriotism in terms of Devotion.

The weighted mean of 4.78 with a standard deviation of 0.41 reflects a Very High Extent of patriotism in terms of

devotion, signifying that the video is exceptionally effective in reinforcing moral and civic commitment. This result implies that the material functions as a vital tool for character building, as it aligns well with the objectives of developing responsible citizens who are prepared to actively uphold and protect the integrity of their nation.

Table 11. Extent of Sense of Patriotism in terms of Devotion

Statements	Mean	SD	Remarks
After watching the video integrated in the lesson, I...			
...am dedicated to upholding the positive image of my country.	4.80	0.41	Strongly Agree
...commit to respecting the laws and institutions of the land.	4.76	0.43	Strongly Agree
...feel personally loyal to my country and its fundamental values.	4.76	0.43	Strongly Agree
...accept my duty to support my country in positive ways.	4.78	0.41	Strongly Agree
...pledge to speak respectfully about my nation's history and people.	4.81	0.40	Strongly Agree
Weighted Mean	4.78		
SD	0.41		
Verbal Interpretation	Very High Extent		

The results demonstrate that the Local Historical Landmark Video is a highly impactful and values-oriented instructional material. Its strong emphasis on national dedication, respect for institutions, and the acceptance of civic responsibility enhances its overall educational value. As such, the video serves as an effective medium for instilling a deep sense of devotion while ensuring that the spirit of patriotism is actively practiced and preserved by learners within the educational context.

Table 12. Extent of Sense of Patriotism in terms of Responsible Citizen

Statements	Mean	SD	Remarks
After watching the video integrated in the lesson, I...			
...intend to be a more informed and participatory voter when I am able.	4.84	0.37	Strongly Agree
...believe I should contribute to the well-being of my community and country through service or civic engagement.	4.76	0.43	Strongly Agree
...see myself as an active agent in solving local and national problems.	4.65	0.50	Strongly Agree
...recognize the importance of paying attention to current national issues.	4.80	0.43	Strongly Agree
...am motivated to follow and abide by my duties as a citizen.	4.80	0.41	Strongly Agree
Weighted Mean	4.77		
SD	0.43		
Verbal Interpretation	Very High Extent		

Table 12 shows the extent of Sense of Patriotism in terms of Responsible Citizen.

The findings indicate that the Local Historical Landmark Video is a powerful catalyst for active citizenship and civic responsibility. Respondents consistently agreed that after watching the video, they intend to be more informed and participatory voters and believe they should contribute to the well-being of their community through service or civic engagement. Furthermore, the recognition of the importance of national issues and the motivation to follow and abide by their duties as citizens suggest that the material successfully

encourages learners to see themselves as active agents in solving local and national problems.

The weighted mean of 4.77 with a standard deviation of 0.43 reflects a Very High Extent of patriotism in terms of being a responsible citizen, signifying that the video is exceptionally effective in inspiring proactive social participation. This result implies that the material transcends academic learning, effectively serving as a tool for character development that aligns with the goal of producing conscientious and engaged members of society.

The results demonstrate that the Local Historical Landmark Video is an empowering and socially relevant instructional material. Its strong emphasis on civic duty, community service, and informed participation enhances its value in holistic education. As such, the video serves as an effective medium for developing a generation of responsible citizens who are committed to the betterment of their nation while preserving the integrity of their historical and cultural roots.

#### Level of Academic Performance

In this study academic performance is the level of a learner's usually measured through grades.

The table shows the level of academic performance of the learners in the subject contemporary Philippine arts that include variables such as grade. This academic performance was determined in frequency and percentage, mean and standard deviation.

Table 13 show the level of academic performance of senior high school learners in contemporary Philippine arts in terms of third grading grade.

Table 13. Level of Academic Performance of Senior High School learners in Contemporary Philippine Arts from the Region in terms of 3<sup>rd</sup> Grading period

Grades	Frequency	Percentage	Description
90-100	62	70.45%	Outstanding
85-89	26	29.55%	Very Satisfactory
80-84	0	0%	Satisfactory
75-79	0	0%	Fairly Satisfactory
Below 75	0	0%	Did Not Meet Expectations
Total	88	100%	
Weighted Mean	91.52		
SD	3.18		
Verbal Interpretation	Very High		

The results indicate that the academic performance of Senior High School learners in Contemporary Philippine Arts from the Region during the third grading period was generally strong. A large proportion of learners attained outstanding (62 or 70.45%) and (26 or 29.55%) very satisfactory levels of performance, while no learners fell under satisfactory, fairly satisfactory, or below expectations categories. This distribution demonstrate that learners consistently met and surpassed the expected academic standards for the subject.

The overall performance yielded a weighted mean of 91.52 with a standard deviation of 3.18, which corresponds to a very high level of academic performance. This indicates that learners' grades were not only high but also relatively consistent. The result implies that the instructional methods, learning tasks, and assessment practices employed were

effective in supporting learners' mastery of the course competencies.

Overall, the findings conclude that Senior High School learners showed commendable academic achievement in Contemporary Philippine Arts from the Region. The dominance of high-performance levels and the absence of low achievement categories reflect a supportive learning environment and effective instructional delivery.

*Regression Analysis between Historical Landmark Video and Sense of Nationalism*

Table 14 presents the results of the regression analysis examining the influence of the Local Historical Landmark (LHL) video on respondents' overall sense of nationalism. The ANOVA results reveal that the regression model is statistically significant ( $F = 44.666, p < .001$ ), indicating that the model adequately explains variations in nationalism. This finding indicates that exposure to the LHL video is a meaningful predictor of nationalism among the respondents. Further analysis of the regression coefficients shows that the LHL video significantly and positively predicts sense of nationalism.

Table 14. Regression Analysis Between Historical Landmark Video and Sense of Nationalism

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.269	1	1.269	44.666	.000 <sup>b</sup>
Residual	2.444	86	.028		
Total	3.714	87			

a. Dependent Variable: Nationalism Overall  
 b. Predictors: (Constant), LHLVideo

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.945	.427		4.555	.000
1 LHLVideo	.605	.091	.585	6.683	.000

a. Dependent Variable: Nationalism Overall

The unstandardized coefficient ( $B = 0.605, p < .001$ ) indicates that for every one-unit increase in the perceived effectiveness of the LHL video, the respondents' sense of nationalism increases by 0.605 units. Moreover, the standardized beta coefficient ( $\beta = 0.585$ ) reflects a strong positive effect of the LHL video on nationalism.

This implies that historical landmark videos play a substantial role in enhancing nationalistic attitudes by fostering appreciation of local history and cultural heritage.

*Regression Analysis Between Historical Landmark Video and Sense of Patriotism*

Table 15 shows the results of the regression analysis determining the effect of the Local Historical Landmark (LHL) video on respondents' overall sense of patriotism. The ANOVA results indicate that the regression model is statistically significant ( $F = 46.215, p < .001$ ), suggesting that the LHL video significantly explain the variance in patriotism among the respondents.

Table 15. Regression Analysis Between Historical Landmark Video and Sense of Patriotism

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.789	1	1.789	46.215	.000 <sup>b</sup>
Residual	3.329	86	.039		
Total	5.119	87			

a. Dependent Variable: Patriotism\_Overall  
 b. Predictors: (Constant), LHLVideo

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.386	.498		2.782	.007
1 LHLVideo	.719	.106	.591	6.798	.000

a. Dependent Variable: Patriotism\_Overall

The regression coefficients further reveal a strong positive influence of the LHL video on patriotism. The unstandardized coefficient ( $B = 0.719, p < .001$ ) implies that a one-unit increase in the effectiveness of the LHL video leads to a 0.719-unit increase in patriotism. Additionally, the standardized beta coefficient ( $\beta = 0.591$ ) indicates a substantial effect size, confirming that exposure to historical landmark videos significantly enhances patriotic attitudes by strengthening emotional attachment and loyalty to the nation.

*Regression Analysis Between Historical Landmark Video and Student's Academic Performance*

Table 16 reveal the regression analysis examining the effect between the Local Historical Landmark (LHL) video and students' overall academic performance indicates that the model is not statistically significant.

As shown in the ANOVA results, the regression model yielded an F value of 0.158 with a significance level of  $p = .692$ , which exceeds the .05 threshold. This finding implies that the LHL video does not significantly explain the variance in students' academic performance.

Table 16. Regression Analysis Between Historical Landmark Video and Student's Academic Performance

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.616	1	1.616	.158	.692 <sup>b</sup>
Residual	878.338	86	10.213		
Total	879.955	87			

a. Dependent Variable: performance Overall  
 b. Predictors: (Constant), LHLVideo

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	88.306	8.093		10.911	.000
1 LHLVideo	.683	1.717	.043	.398	.692

a. Dependent Variable: performance Overall

Consistent with the ANOVA results, the regression coefficients indicate that the LHL video is not a significant

predictor of academic performance. While the constant is statistically significant ( $B = 88.306, p < .001$ ), reflecting the baseline level of student performance, the overall model demonstrates that exposure to the historical landmark video does not have a measurable effect on students' academic outcomes. This implies that although the video may enhance affective outcomes such as nationalism and patriotism, it does not directly translate into immediate improvements in academic performance.

#### IV. CONCLUSION AND RECOMMENDATIONS

The study shows a significant influence of the Local Historical Landmark video on the learners' sense of nationalism, leading to the rejection of the null hypothesis. The results indicate that the instructional material effectively fosters a deeper appreciation of local history and cultural heritage among senior high school learners.

Similarly, the Local Historical Landmark video significantly influences the learners' sense of patriotism, resulting in the rejection of the null hypothesis. The exposure to the video strengthens the emotional attachment and loyalty of learners toward their nation by connecting lessons to the community's heritage.

However, regarding academic performance, the study reveals that the Local Historical Landmark video does not have a statistically significant effect, leading to the acceptance of the null hypothesis. This implies that while the material is highly successful in enhancing affective traits like nationalism and patriotism, it does not directly translate into immediate changes in measurable academic outcomes.

Based on the conclusions drawn from the study, the following are recommended:

School Heads may encourage the integration of local historical videos into the curriculum of Social Sciences and

Arts by having students create their own documentaries and discuss how local events link to the nation's history, schools can turn learning into an active, hands-on experience that deepens students' pride in their community and country.

Social Studies Teachers may use these videos as supplementary tools to spark critical thinking and active citizenship, moving beyond passive observation to proactive heritage preservation.

Future researchers may include other variables in this study by investigating different grade levels or disciplines to verify the results and examine the long-term effects of such materials on academic performance.

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