

Assessment of the AralingPanlipunan Modules in the K-12 Curriculum: Enhanced Instructional Materials Development

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Abstract—The new AralingPanlipunan curriculum under the K to 12 program was in a modular instruction. Since its implementation in 2012 with the seventh grade level, there has not been a systematic assessment to determine effectiveness of the modular instruction and to determine difficulties and concerns in carrying out the new curriculum. This study is an assessment on AralingPanlipunan modules used in the seventh grade for the first and second grading periods. Assessments were carried out from the perspective of the experts in education, subject teachers and seventh grade students. A minimum of four experts and a minimum of 10 teachers handling AralingPanlipunan subjects and a valid number of samples of seventh grade students (512) from the Division of Iligan City were made participants in this study.

Keywords—Araling Panlipunan, Assessment, Curriculum, Modules

I. INTRODUCTION

THE study of AralingPanlipunan in the basic education is integral in the formation among students, whom the governments envisions to become citizens who are socially aware, actively involved in public and civic affairs and contributing to the development of a progressive, just and humane society. In the K-12 Program, the curriculum for Grade 7 focused its study on Philippine History and Government. Its overall learning objective was to develop a deep understanding of history and culture of the country, and that in learning these concepts, students are able to convert these learnings to real life by exercising creativity, critical thinking, problem solving, and decision-making.

The Technical Working Group (TWG) on Curriculum spearheaded by Yolanda Quijano was tasked to develop and fortify the K-12 curriculum. Dr. Maria Serena Diokno was particularly responsible for the development of the new AralingPanlipunan curriculum^[1]. The activities of the TWG on Curriculum include articulating the General Conceptual Framework, Content and Performance standards for all learning areas and competencies for each grade level, learning resources for teachers and students for each grade

level, and the Implementation Guidelines on the K-12 curriculum. In the school year 2012 to 2013, grades 1 and 7 were the priority for the articulation of content and performance standards, and for putting in place the learning areas and the learning resources because these grade levels were already on course. The K to 12 AralingPanlipunan Curriculum was made available on January 31, 2012. As of the middle of the school year, some of the learning resources for Grade 1 and 7 were already available but some were still underway. These learning resources include teaching guide, curriculum guide, learning guide/modules and activity sheets. Series of seminars were conducted nationwide to communicate development in these activities and train trainers across the countries to prepare public teachers to use the K+12 curriculum on that particular school year. For the school year 2013-2014, these same materials were used generally by the teachers^[2].

On May 20, 2013, the Australian government has opened the Assessment, Curriculum and Technology Research Centre (ACTRC) along with the University of the Philippines College of Education and the University of Melbourne's Assessment Research Centre. It focused its assessment on the K-12 program implementation, curriculum development, school assessment and the use of technology. In the regional or division level, assessments on the effectiveness of the learning resources were roughly evaluated, if at all.

This study therefore is an attempt to assess particularly the learning modules used in AralingPanlipunan Grade 7 as perceived by panel of experts, teachers and students. This study explores further the possible difficulties and concerns encountered by the teachers and the students in the use of learning modules and modular instruction as adapted in the new curriculum.

II. LITERATURE REVIEW

A. *The K to 12 Curriculum*

The need to revamp the educational system in the Philippines has been established in several of the studies in the particularly, the UNESCO Mission Survey of 1949, Education Act of 1953, Swanson Survey of 1960, PCSPE of 1970, Philippines Education Sector Study of 1998, PCER of 2000, Philippine EFA 2015 National Action Plan of 2006 and the Presidential Task Force on Education of 2008^[3]. Findings on trend reports on the students' dismal performance in national achievement tests and poor performance in international tests,

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as well as the short basic education cycle that affected economic cooperation with other countries^[4]. The Washington Accord; SEAMEO-INNOTECH, catalyzed the development and implementation of K to 12 program^[5]. Other pressing factors include the country's long-time problem on unemployment rates that are factored to the graduates' lack of university or college preparation and their lack of basic skills needed for employment in spite of available jobs within the country. The K to 12 program was made into law only last May 15, 2013 through the Republic Act 10533, known as the Enhanced Basic Education Act of 2013. Such should provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepared graduates for tertiary education, middle-level skills development, employment and entrepreneurship.

However, even before it was signed into law, the K to 12 curriculum has already been implemented, and particularly for high school, implementation started on the school year 2012-2013. Transition models were used to facilitate students who had the BEC in previous school years and who are, by policy, made to continue their education under the K to 12 program. Since 2012, series of trainings and seminars were conducted relative to the implementation of K to 12 curriculum. The Technical Working Group (TWG) on Curriculum spearheaded by Yolanda Quijano is tasked in developing and fortifying the K to 12 curriculum, and particularly tasked for Araling Panlipunan curriculum was Dr. Maria Serena Diokno. The activities of the TWG on Curriculum include articulating the General Conceptual Framework, Content and Performance standards for all learning areas and competencies for each grade level, learning resources for teachers and students for each grade level, and the Implementation Guidelines on the K to 12 curriculum. In the school year 2012 - 2013, grades 1 and 7 were the priority levels for the articulation of content and performance standards and for putting into place their learning areas and the learning resources for teachers and students because these levels were already on course during the school year. Series of seminars were conducted nationwide to communicate development in these activities and train trainers across the countries. The K to 12 Araling Panlipunan Curriculum was printed and made available by January 31, 2012. As of the middle of the school year, some of the learning resources for teachers and students for Grade 1 and 7 were already used but some were still underway. These learning resources include teaching guides, curriculum guides, learning guide/modules and activity sheets. Central to the K to 12 curriculum are certain features that makes it different from the old curriculum. The new curriculum is: a) decongested, b) enriched, c) relevant and responsive, d) seamless, and e) learner-centered.

B. Decongested Curriculum

According to SEAMEO Regional Center for Educational Innovation and Technology, the basic education curriculum is meant to be taught in twelve years. The Bologna Accord required twelve years of education for university admission and practice of profession in the European countries. However the Basic Education Curriculum of the Philippines was delivered in only ten years. In its comparative study on the

curricula of Brunei Darussalam, Malaysia, Singapore and Philippines, the Philippines' basic education curriculum was found congested especially in Mathematics, Language and Science subjects. Such learning was believed to have affected the Filipino's mastery on the competencies, consequently affecting the development of lifelong skills necessary for productive life. The K to 12 Education Program addresses these by ensuring that the curriculum is decongested. Decongestion in the curriculum is ensured by taking out repetitive competencies that were after all unnecessary, allowing mastery of the concepts and competencies.

C. Seamless Curriculum[6]

Seamlessness of the curriculum is done by having a smooth transition between grade levels and continuum of competencies through spiral progression where learning of knowledge, skills, values and attitude increases in depth and breadth, while being careful from unnecessary duplication. There is also continuity of competencies and standards from elementary to secondary level through a unified curriculum framework. The unified standards and competencies ensure integration of what learners learn across grade levels and across learning areas while building upon prior knowledge, skills, values and attitude of students to ensure vertical continuity.

D. Relevant and Responsive Curriculum

Bologna and Washington Accords that kept countries focused on the comparability of educational degrees find that the country's basic education system was insufficient to equip Filipino professionals to compete globally in the world market. This poor quality of basic education has even affected graduates in its employability; they were inadequately prepared for the world of work, making them unemployable in spite job demands available within the country. The high unemployment rate among young and educated, in spite available jobs in the locality suggested mismatch between graduates' skills and job demands. In spite of restructuring in the basic education with the 2002 Basic Education Curriculum (BEC) and inclusion of Understanding by Design (UbD) in 2010, Undersecretary Romeo Lagman of Labor Department pointed out that the country's education curriculum was no longer responsive to the "needs of the industries and businesses operating in the current global environment".

Making the curriculum responsive and relevant is done by systematically matching the school's learning goals with the labor market requirements, especially in the local community. Such allows flexibility in the curriculum depending on the local needs of the community. Thus, a broadened and strengthened stakeholders' support in the improvement of basic education outcomes is called for as well in the K to 12 Curriculum.

Focus on integrated instruction to equip learners with skills for future employment is also called for in the new curriculum, and these skills include critical and creative thinking and life skills. This incorporation of enhanced skills is intricate with having a curriculum that is enriched.

E. Enriched Curriculum

The K to 12 program is enriched by having the four twenty-first century skills. These skills include information, media and technology skills, learning and innovation skills, life and careers skills and effective communication skills (BEP, 2012). Information, media and technology skills include: 1) visual and information literacies, 2) media literacy, 3) basic, scientific, economic and technological literacies, and 4) multicultural literacy and global awareness.

F. Learner-Centered Curriculum

The holistic learning and development of the learner is the primary focus of the curriculum. Teacher creates a conducive atmosphere where the learner enjoys learning, takes part in meaningful learning experiences and experiences success because he/she is respected, accepted and feels safe even if in his/her leaning exploration he/she commits mistakes. He learns at his/her own pace in his/her own learning style. He is empowered to make choices and to become responsible for his/her own learning in the classroom and for a lifetime. The learner-centered curriculum gives prime importance to developing self-propelling and independent lifelong learners and optimum development of the Filipino child. The desired outcomes of the K to 12 program are defined in expectancies which are in the form of content and performance standards specified in the curriculum of each learning area. Content standards are what the students should know (facts and information), what they do (process or skills), and what understanding they construct as they process the information. The students are expected not only to understand but also to demonstrate what they learn, thus providing evidence of learning. Performance standards are what students do or how they use their learning and understanding. The students are expected to produce products and/or performances to prove that they can apply what they learn in real-life situations.

One of the key changes in the secondary education under the K to 12 Education Program is on its assessment process. The assessment process is holistic, with emphasis on the formative or developmental purpose of ensuring student learning. It is also standards-based as it seeks to ensure that teachers will teach to the standards and students will aim to meet or even exceed the standards. The students' attainment of standards in terms of content and performance is, therefore, a critical evidence of learning.

Instructional Design and Modular Instruction

Instructional design is a careful planning of educational activities, instructional materials and learning so that the learner is ushered from the state of not able to perform tasks to being able to deliver the tasks^[7]. Studies on instructional design has included the process of analyzing, designing, developing, evaluating and managing however in the study, instructional process include planning, developing, implementing, evaluating and organizing full learning activities effectively^[8]. These stages in three development are: 1) the pre-development stage, which includes the planning or preparation for the writing of the module, 2) the development stage, which considers the scope and objectives, and the users of the module, selection of materials, decision on

how to use the materials, sequencing of activities and preparation of Task Analysis Chart (TAC); and 3) post-development stage, which includes evaluation of the effectiveness of the module. There are essential elements of instructional design that can be gleaned from various literatures and these are defining goals in terms of learning tasks to perform and knowledge, skills, attitudes and values to acquire, content or supportive information, methods or procedural information, part-task practice and evaluation. It is a procedural system including ten major process components, which include the nine basic steps in an iterative cycle and a culminating evaluation of the effectiveness of the instruction. The ADDIE model is a systematic instructional design model consisting of five phases: (1) Analysis, where the designer identifies the learning problem, the goals and objectives, the audience's need, existing knowledge, and any other relevant characteristics. This also considers the learning environment, any constraints, the delivery options, and the timeline for the project; (2) Design, which is a systematic process of specifying learning objectives. Detailed storyboards and prototypes are often made, and the look and feel, graphic design, user-interface and content are determined in this phase; (3) Development, which is the actual creation or production of the content and learning materials based on the Design Phase; (4) Implementation, where the plan is put into action and at this stage, procedure for training the learner and teacher is prepared and developed, and materials are delivered or distributed to the student group; and (5) Evaluation, which consists of formative and summative evaluation. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the users.

Module is a unit of work in a course of instruction that is virtually self-contained, and as a method of teaching that is based on the building up skills and knowledge in discrete units^[9]. There are certain characteristics of modules, namely: it should be dependent, self-contained; self-instructional; well-defined; has clearly defined objectives; observes concern over individual differences; association, has structured sequence of knowledge; provides systematically organized learning opportunities; utilizes a variety of media; encourages active participation by learner; gives immediate reinforcement of responses; promotes mastery of evaluation strategy; and performs evaluation of the work. He also shared the essential components of the module. These are the rationale, objectives, entry text, multi-media materials, learning activities, self test and post test.

III. METHODOLOGY

This study utilized the descriptive research design as well as qualitative research design. Responses to questionnaires were described statistically and structured interview responses to interview with panel experts, teachers and students were transcribed or collated. According to Robert (2008), in Evaluation Stage of ADDIE model, a minimum number of ten (10) respondents are sufficient to make a qualitative assessment on the modules. Thus, this study is carried out with

the criteria of at least ten (10) participating teachers and a minimum of four (4) panel of experts. At least 8,370 seventh grade students in the Iligan City Division were enrolled in the SY 2013-2014. Using the sloven's formula, $n = N / (1 + Ne^2)$, where N is the estimated population of students and e is the error of tolerance, which is usually set at 0.05, the target number of samples from the seventh grade students is 382.

IV. FINDINGS AND DISCUSSION

The subject teachers believed they had the needed preparation to implement the new curriculum in the classroom through trainings that were significantly provided by the local Division and their respective schools by seminars and workshops. However, teachers were found to need further training on certain topics that were relevant in implementing the program successfully. Availability and sufficiency of resource materials were questionable, and majority of the teachers had to personally access the learning modules from the internet. They were ambivalent whether three hours per week and ten hours per quarter were enough to sufficiently cover the topics. They were however agreeable that the new curriculum was learner-centered, enriched, seamless, decongested and responsive – in alignment with the thrust of the K to 12 program on curriculum development. Their difficulties lie in four major areas: a) the material inavailability, b) “sipi”(passages) written in English, c) the limited mental capacity of students and d) the inherent segments in the module that were not doable or needed improvement. The students find the module interesting and moderately difficult. They learned much from the module and can work with it with teacher as facilitator and instructor. They had ease in receiving the instruction, interested and motivated to learn the subject, and gained significant learning using the module. Qualitative assessments however suggest that the students have difficulty in understanding “sipi” (passages), which were written in English. Materials inavailability due to limited number of copies of the module reaching the students affected the students' appreciation of its content and their interest in learning the subject declined or hampered^[10].

The adoption of the modules for use in Grade 7 is recommended however there is a strong need to translate “sipi” (passages) to the English language. Thorough in-service training for teachers particularly on the implementation of the program is implied. Subsidization of the cost of instructional materials were also suggested^[11].

V. CONCLUSION

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