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## Research Article

### Development of Module in Filipino in Specific Discipline (Technical Vocational-Carpentry Strand)

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#### ABSTRACT

This study focus on the development of the Piling Larang (Tech-Voc Carpentry Strand) module. The problems face by teachers are the main basis for developing this module. This study adopted a developmental design and the ADDIE paradigm. At this point, the researcher surveyed the instructors who teach Filipino in Piling Larang (Tech Voc) to find out what the most frequent issues are with teaching Filipino in Piling Larang Tech-Voc. The survey's findings served as the researcher's foundation for creating the module. In response to the results of the analysis of the findings of the survey among the teachers, the researcher designed the module for the Filipino subject in Piling Larang in Grade 12 (Tech-Voc Carpentry). Based on the competencies established by the Filipino curriculum guide, each lesson's goals are set. The researcher creates assignments for each session that correspond to the abilities the students need to learn, and the module's content is drawn from many basic texts. Each assignment is centered on the Carpentry strand, the course that students attend to advance their knowledge in that area. A group of validator assessed the generated module and offered the necessary adjustments and corrections. Based on the validator's comments and suggestions, the researcher revised and improved the module.

**Keywords:** *Piling Larang (Tech Voc Carpentry Strand, Module, Development)*

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#### Introduction

The K–12 curriculum was adopted by the Department of Education in 2012. It intends to improve the quality of education in the nation by extending the basic education program by two years. The development of instructional strategies to pique students' interest is

connected to this objective. To allow enough time for the development of ideas and abilities, K–12 includes kindergarten and 12 years of fundamental education (eight years of elementary school, four years of junior high school, and two years of senior high school), college students with the necessary abilities to get a

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job and mold them into mature adults (Implementation in the K-12 Curriculum, 2015).

According to Zamora (2016), K-12 was introduced in the 2012-2013 school year, marking one of the most significant transformations in Philippine education history. Philippines will undergo a significant reform of the educational system, according to Undersecretary Dina Ocampo. Everyone who enrolls in this program, especially instructors, is a part of its history and is therefore a reformer. To keep up with the times, the integration program of the nations of Southeast Asia, and the growth of these nations in globalization, the Department of Education is making significant curriculum revisions. It is only logical that they have come under investigation given the widespread criticism of K-12 instructional materials, particularly the modules offered in public schools. In order to adapt to pupils in the 21st century, it is essential to make sure that the modularization indicated above incorporates 21st century competencies.

Education in the Philippines has faced significant difficulty as a result of curriculum change. This modification attempts to aid pupils' academic growth. Due to the aforementioned, there are new issues in education that affect teachers and students in particular.

According to Ramos' (2013) study, "Teachers' Readiness to Teach under K-12 in Manila High School of Science," the government has not yet met the additional demands of teachers to effectively implement K-12 programs. Filipino and Social Studies teachers claim that English, Math, and Science are prioritized in grades K-12. This is due to the fact that just the English lesson tools and lessons are complete due to the numerous lessons and tools required to implement K-12 correctly. It is said that teachers are also losers because of the inadequate equipment provided by DepEd and the teachers' need to pay out of pocket to implement the new curriculum in their classroom.

Despite DepEd's declaration that the Philippines' shortage of fundamental textbooks has been fixed, some schools continue to operate without adequate supplies. Only old books with content that applies to the current lesson are used by teachers. If a module is offered, it is not suitable for the demands of the institution, especially those of Senior High School students.

The department's materials are poor in quality and content, exacerbating the challenges teachers and students face.

A useful teaching tool that can meet the challenge of the ever-changing world is one of the teacher's most crucial partners in instruction, according to Zamora (2016). These instructional instruments will impart knowledge and develop students' skills. Responding to the requirements of a curriculum that is implemented in a school is one of the qualities that it must possess. Although a textbook's printing is heavily commercialized, this shouldn't detract from its value and reputation as a teaching resource.

According to Cordenete (2020), aside from the teacher, the teaching materials will serve as the teacher's partner in the classroom, and they can be regarded as an effective teacher if they are used to disseminate concepts, knowledge, and information that students who are hungry for knowledge will find useful. A teacher can employ a variety of teaching tools, and they are very beneficial for knowledge transfer, teaching, and learning. One of them is the module that will aid in piqueing students' interest and, as a result, make teaching simpler and more efficient.

According to Fayo (2004), who cited Guamen (1986), the module is the only way to ensure high-quality learning because it necessitates minimum teacher involvement. In this method, the module serves as the student's teacher while the teacher only facilitates learning so that the student masters the material before moving on to the next session.

Fayo (2004) went on to say that the module is thought to be the best teaching tool out there, based on research on various language teaching methodologies. As teachers, they must create instructional materials for their students in order to fulfill their responsibilities as teachers in the current era. As the only person who truly understands the demands of his students, the teacher will design the developed teaching materials.

In Varona and Mandado (2020), numerous instruments are developed to fully assist teachers and parents in achieving the goal of a student's full and effective learning. One of the difficulties instructors at senior high schools

encounter is a lack of fundamental textbooks from the education agency, which prevents them from having enough teaching materials.

The Technical-Vocational-Livelihood Track (Tech-Voc) with a focus in Carpentry Strand is one of the courses that is offered in senior high school. Because the education agency has not yet given the aforementioned school any fundamental texts, the instructor faces a significant obstacle in the form of the lack of teaching materials for the Tech-Voc Carpentry pupils. The Tech-Voc Carpentry track was established for students since carpentry is a common occupation there and because many of the students enrolling in senior high school are carpentry employees at various workshops. When there is no school and even when there is, some of these children work on construction sites to help support their families.

### **Research Objectives**

The purpose of this study is to develop a module in Filipino in Specific Discipline (Tech – Voc Strand-Carpentry Strand).

Specifically, this study answered the following questions:

1. What problems do teachers face in teaching Tech-Voc Carpentry?
2. What instructional material can be developed to meet the problem of teachers in teaching Filipino in Specific Discipline (Tech – Voc Strand-Carpentry Strand)?

### **Research Design and Methodology**

This study adopted a developmental design and the ADDIE paradigm in order to enhance and guarantee the effectiveness of the Filipino module in Specific Discipline in Grade 12 Tech-Voc Strand.

The developmental method is a systematic approach to creating, refining, and assessing educational processes, programs, and outcomes that must adhere to consistency and efficacy standards. The study of development is crucial to instructional technology. The most prevalent kind of development study comprises circumstances where the process of creating a product is examined, explained, and assessed (Richey, 1994). Type 1 includes the most prevalent developmental research investigations. Instances where the product

development process is examined, described, and the finished product is assessed often fall under this category. Some Type 1 developmental research exhibit conventional assessment philosophies, which ignore the developing process and exclusively discuss product or program evaluation. Regardless of the nature of Type 1 study, the outcomes are typically contextualized, the product output is evident, and discussion of implications for related processes is possible (Richey, 1994).

### **Respondents**

The respondents of this research are the module development validator and the teachers. Three (3) teachers teaching Filipino in Specific Discipline (Tech-Voc Strand) and five (5) validator experts in the development of the module are among those who validated the developed module. They validated the module according to face and content validation with the following five criteria and is adapted from Bacio and Sagge (2022) with a little modification from the researchers ; (a) physical aspect, (b) objectives, (c) content, (d) activities and (e)assessment.

### **Data Gathering Instruments**

The research was conducted with the use of two (2) validated survey questionnaire. The survey checklist created by the researchers and the face and content validation instrument among the tools. The initial questionnaire was created by the researcher. It was employed in the survey to gauge the most prevalent issue with Filipino instruction in Specific Discipline - Tech Voc. There were five problems presented on the survey questionnaire. The survey's results guided the researcher's study-conducting decisions. The second questionnaire is the one adapted from Bacio and Sagge (2022) with a little of modification made by researchers, which contains five criteria; (a) physical aspect, (b) objectives, (c) content, (d) activities and (e) assessment. The validators responded to each line in the questionnaire with one of the following options: (5) stands for Highly Acceptable, (4) Stands for Moderately Acceptable, (3) for Acceptable, (2) Stands for Slightly Acceptable, (1) Stands for Not Acceptable.

### **Ethical Considerations**

Based on the guidelines of the American Psychological Association (APA) (2009), ethics will be appropriately respected in the conduct of the current study; specifically, participants in this study must "not be harmed" in any way. Additionally, ethical standards like confidentiality and privacy shall be upheld when performing ethical research. The researchers conducted the study while adhering to the following ethical principles: (1) health protocol must be strictly followed; (2) the participants must be informed that the study will not harm them; and (3) the researchers must uphold the participants' right to self-determination if they refuse to answer questions or feel uncomfortable; and (4) the secrecy and preservation of the participants' anonymity.

### **Data Collection Procedure**

The researchers requested approval from Concepcion Castro Garcia National High School-Sta. Cruz, Dumalag, and Capiz will carry out the research. The phases in the ADDIE model were followed in the module development process (Analysis, Design, and Development) by McGriff, 2000 in Siahaan, A. et al (2021). In the analysis part, the researchers surveyed the instructors who teach Filipino in Specific Discipline (Tech Voc) to find out what the most frequent issues are with teaching Filipino in Specific Discipline- Tech-Voc. The survey's findings served as the researcher's foundation for creating the module. In response to the results of the analysis of the findings of the survey among instructors, the researcher at this point designed the module for the Filipino subject in Specific Discipline in Grade 12 (Tech-Voc Carpentry). Based on the competencies established by the Filipino curriculum guide, each lesson's goals are set. The researcher creates assignments for each session that correspond to the abilities the students need to learn, and the module's content is drawn from many basic texts. Each assignment is centered on the Carpentry strand, the course that students attend to advance their knowledge in that area. For the development part, the researchers sought the expertise of the three (3) teachers teaching Filipino in Specific Discipline (Tech Voc Strand) and five (5) module development validators.

They assessed the module based on the five criteria and offered the necessary adjustments and corrections. Based on the validator's comments and suggestions, the researcher revised and improved the module.

### **Results and Discussion**

#### ***Problems faced by Teachers teaching Filipino in Specific Discipline (Tech Voc-Carpentry Strand)***

The goal of the study is to develop a module as a teaching resource for Filipino in Specific Discipline-Tech Voc (Carpentry) Strand for Grade 12. The difficulties that the teacher had teaching Filipino in Specific Discipline -Technical Vocational Strand are discussed in this section. Five (5) teachers who teach Filipino in the Specific Discipline- Technical-Vocational Strand were surveyed by the researcher to learn about their most prevalent teaching challenges. Students' lack of interest in class, the lack of books and other resources in the library, students' lack of funds to pay for students to photocopy lessons or handouts, students' absence from class, and the lack of teaching materials as a whole are some of the problems teachers face in their instruction. As a result of this survey, the researcher created equipment to address the issue encountered in such a subject because there was a shortage of teaching tools available.

As found in Ramos' (2013) study, "Teachers' Readiness to Teach Under K-12 in Manila High School of Science," the government has not yet met the additional requirements of teachers to effectively implement K- 12 programs. Teachers who took part in this study also attested to this. According to Teacher A's experience, "*Tech-Voc strand lacks necessary instructional tools. The library and the internet do not both have enough resources.*" This is also the attitude of Teacher B which can be read in his account that, "*Education in public schools is inadequate. Students lack the necessary supplies, including books and other reading material, for this topic.*" This statement was also affirmed by Guro C which states that, "*Our largest issue at Tech-Voc is a dearth of teaching resources, which negatively affects not just ourselves but also the students.*"

According to the stories, observations, and concerns of the teachers that instruct Filipino in Specific Discipline Tech-Voc, their school's instructional materials are seriously deficient. Even though the DepEd's new curriculum has been in place for quite some time, the ultimate objective of the curriculum - that students be

completely equipped for college, the work-force, and life - is still not being met by it.

Table 1 present the prevalent problems face by the teacher teaching Filipino in Specific Discipline (Technical Vocational Carpentry Strand).

Table 1. Frequency and Rank of the Problems faced by Teachers

	n	f	%	Rank
Lack of teaching materials.	5	5	100	1
Lack of books and other resources in the library.	5	4	80	2
Students lack of funds to pay for photocopy of lessons or handouts.	5	3	60	3
Students absence from class.	5	2	40	4.5
Students lack of interest in class.	5	2	40	4.5

**Module as Instructional Material to address the problems faced by teachers teaching Filipino in Specific Discipline (Technical Vocational-Carpentry Strand)**

For Grade 12 students enrolled in the Tech Voc Strand, a module titled "Module in Filipino in Specific Discipline Tech Voc Strand" has been created. It is based on the Department of Education's K-12 Basic Education Curriculum. The created module demonstrates the level of proficiency that students should have by the end of the course. The 4 A's model—Activity, Abstraction, Application, and Assessment—is the foundation for the module's components. The 4-A approach concentrates on four essential ideas. Each is essential to a student's performance, and by deciding how to use them in instructional strategies. To enable teachers to ensure that students are prepared to study, the somewhat broad categories have been somewhat streamlined. Students create significant connections to existing knowledge and prime their brains for the new lesson by invoking earlier knowledge. After being introduced and taught, new material is subsequently applied to current or previous circumstances. Finally, a test is administered to gauge pupil comprehension.

There are four sections to each lesson: Let's Start (Activity), Let's Learn (Abstraction), Let's Apply (Application), and Let's Assess (Assessment). Students complete pre-work in the Let's Begin section in order to get ready for the next lesson that will be covered. Here, you may also

gauge what students already know about the new lesson. The Let's Learn portion of the lesson will introduce pupils to new information that they must absorb and retain. With the aid of several exercises and activities, students will apply the knowledge they learned in the lecture during the Let's Apply section. According to the competency and objective they set for themselves at the end of the session, the Let's Assess part assesses students' knowledge that can be evaluated in the exam.

*Parts of the Module.* The Filipino in Specific Discipline-Tech Voc (Carpentry) Strand module consists of introductory pages and ten (10) Filipino lessons. For use as a Filipino teaching resource in the Filipino in Specific Discipline-Tech Voc Strand, this module was created. Lessons, exercises, and references are presented after the introduction, about cover, for the student, and table of contents. This module's goals are to cover the gap in teaching resources and provide clarification for the challenging topics in this subject. The following elements are crucial to both student instruction and learning.

**Conclusion**

No piece of technology can equal a teacher's ability to teach students how to deal with various facets of life since instructors serve as transmitters of wisdom. The teacher's creativity enhances the students' learning, and in order to make teaching and learning engaging and, most importantly, meaningful, the teacher employs a variety of tactics.

Teachers have always struggled with a dearth of books and other teaching resources, even before the K-12 Curriculum was implemented. The K-12 Program's implementation made the issue associated to it much worse. DepEd may not have been able to prepare for several components of the program because of its immediate implementation, including the provision of books, reading materials, and other materials essential for teaching and meeting the demands of the new curriculum. The module's content is based on the Filipino curriculum guide found in the Filipino in Specific Discipline- Tech-Voc Strand of the K-12 Basic Education Curriculum of the Department of Education. The created module demonstrates the proficiency required of the students in this subject. Aside from the topics taken from the Filipino in Specific Discipline-Tech Voc Strand's Filipino curriculum guide, the module also includes skills, activities, and exercises that are appropriate for the course taken and the students' abilities, making learning and developing students' skills in such a subject easier and more enjoyable. The Tech-Voc Carpentry students' interest in reading and completing tasks will be stimulated by the module because it is specifically tailored to their course or strand and includes examples and module work, making it one of the most useful teaching tools available. The designed module that is appropriate for ability, focuses on interest, and is engaging for students to study allows for meaningful learning even during this pandemic when some students are working and others are unable to attend school. In conclusion, the designed module is a useful teaching tool because the results indicated that it addresses the common issues faced by instructors of Filipino in Specific Discipline Tech-Voc. The content of the module is effective since it is based on the skills and interests of the students, according to the research.

The module will facilitate teaching and learning. It assists the teacher in helping the students comprehend the various lessons that must be learned in order for them to advance in the chosen course. To further broaden their expertise and foster their creativity in educating

kids, the researcher also advises teachers to participate in assembly activities related to the creation of instructional materials.

Parents should provide support to their children in order to ensure that their children receive a quality education and adequate skills and develop the skills to be ready for life with the help of developed modules as learning tools. For pupils to learn in a meaningful way, there is a significant need for effective teaching aids like created modules.

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