

## **Instructional Module in Filipino in Different Disciplines (FILDIS)**



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**ABSTRACT:** Instructional Modules in Filipino in Different Disciplines aligned with the competencies that adhere to the following parts: title of the module, introduction, objectives, pre-activity, pre-test, post-test, exercises, key answers, and references. In making the module, the Input-Process-Output-Outcome (IPOO) of Brown serves as the model for making the self-instructional module to show the design stages. The CHED Memorandum Order No. 20, Series of 2013, and the competencies in the syllabus of the General Education Curriculum included in the module serve as the basis for making this self-instructional module. A personal consultation has been made by the researcher with his colleagues in the Language Department, together with the Area Chairman and other colleagues teaching Filipino subjects, about steps and techniques in writing and developing syllabuses in the course Filipino in Different Discipline (FILDIS) and instructional modules. Also, a virtual meeting was conducted by the researcher together with the faculty teaching Filipino as preparation and planning for designing the syllabus to include topics in Filipino in Different Discipline (FILDIS) course. The instrument used was composed of twenty-five items and distributed into five aspects: objectives, content, format and language, presentation, and usefulness. This study used a developmental research design. The respondents of the study were the five experts who examined the instructional module in Filipino in Different Discipline (FILDIS). To examine the effectiveness of the instructional module, mean and standard deviation were used as statistical tools. Based on the conducted study, it was found that the instructional module as instructional material is acceptable and aligned with the skills and competencies of the students. With this, the researcher recommended using the instructional module as instructional material for the students of Carlos Hilado Memorial State University.

**KEY WORDS:** Instructional, Module, Filipino, Different, Discipline

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### **INTRODUCTION**

The Filipino language is the history of the Philippines. It was said that the Philippines is one of the countries with the most complicated history of languages in the world. Before the colonizers arrived, the natives had their own language used in their daily lives. Until the Spaniards arrived, and the king of Spain ordered to teach the natives the Spanish language. But they have deprived them because of the fear that their intellect might be surpassed by the natives. Until the famous heroes were born to fight for our country's independence against the Spaniards, in 1987, the Tagalog language was the official language of the Philippines. In the American period, the English language was popularly used. After that, Commonwealth Act No. 184 (1936) was approved, which gave way to the development of the Filipino language with the help of the Institute of National Language. The use of Filipino in different disciplines has yielded successful results in terms of skills and orientation in the General Education curriculum. If it is implemented in the Senior High School, Filipino General Education will be a platform to enhance their proficiency in utilizing the Filipino language in different disciplines.

It is said that the lack of facilities and instructional materials inside the classroom is considered a big challenge for teachers, especially since we are in the midst of a pandemic. Some of it are lack of internet supply and financial constraints in implementing modular teaching to continue and develop the quality of students' learning in the midst of the pandemic, especially in some schools in the Philippines that are using different modes of teaching, like online classes, blended learning, and modular distance learning. In this way, teachers are using project-based learning modes of teaching, According to Badia and Becerril (2016) that was mentioned in the study of Maksum, H., and Purwanto, W. (2022), instructional material is one of the critical materials in the process of a student's learning. Added by Leaman at Flanagan (2013), teachers learn and continue to develop their teaching modes with great help in developing the students' learning, as mentioned in the studies of Kilinc and Aydin (2018).

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A module is a teaching-learning material that is holistic and completely self-independent and presents specific intended activities in a systematic way. It is considered one of the important materials used by the students to develop their skills. The strategy used should also be considered by the teacher to have an effective instructional process.

This study aims to design instructional material that is aligned with the student's skills and competencies and to enhance those who are taking the Filipino in Different Discipline course using a modular modality. It is just to widen and cultivate the skills of the student in intensive and critical reading, writing, and research using the Filipino language on the problems and realities of the Filipino community within and outside the country.

### **THEORETICAL FRAMEWORK**

This study is supported by the theory, which is based on the experiential theory of learning. This was proposed by an experientialist, Rogers, who has made a big contribution to the field of education since he believes that every person has their own learning goals. That's why if there is a failure in learning, it is not that the student does not have the capacity to learn, but that the problem arises in his learning situation (Rogers, 1969). Nardo (2017) added that Rogers maintains experiential learning, and this is the answer in favor of and needs of the students, as well as accepting and examining himself. In this way, the student achieves a lifelong effect on their actions. In addition, experiential learning equates to self-development, so everyone would be given the opportunity to learn. This study is also anchored in Bruner's constructivism, which is mentioned in the study of Fosnot (2005). It was emphasized in this theory the great role of learners in the learning process.

The main concept of this is the active discovery and construction of new ideas, knowledge, and skills by the students that may come from their prior and new knowledge. The learners independently summarize, discover, make decisions, and give opinions based on their own understanding. Because of this, teachers have a great deal of help in motivating and guiding their students in the process of learning by using instructional modules. This theory believes that knowledge is cultivated in the student's mind while they are learning. It is clearly emphasized that a student's knowledge depends on the information stored in his mind compared to what he just read, heard, and observed.

### **INSTRUMENT AND METHODOLOGY**

In this study, a developmental research approach was used that will serve as the basis for the development of the Instructional module in Filipino in Different Disciplines (FILDIS). The IPOO model by Brown (1996) was used in this study to show the design-development-estimation as part of the writing of the Instructional module in the course Filipino Different Disciplines. CHED Memorandum Order No. 20, Series, 2013, was also considered in the study, and references for the General Education Curriculum in Filipino and Literature.

### **RESULT AND DISCUSSION**

Based on the analysis conducted, the following was discovered: In terms of the instructional objectives of the instructional module Filipino in Different Discipline (FILDIS), it has a total mean of four points eighty-four (4.84) with a verbal interpretation very satisfactory. Regarding the contents of the Instructional module on Filipino in Different Disciplines (FILDIS), it has a total mean of five point zero zero (5.00) with a verbal interpretation that is very satisfactory. In terms of formats and language the Instructional module of Filipino in Different Discipline (FILDIS), has a total mean of four point eighty-eight (4.88) with a verbal interpretation of excellent. In terms of presentation of the Instructional module of Filipino in Different Discipline (FILDIS), it has a total mean of four point ninety-two (4.92) with a verbal interpretation that is very satisfactory. In terms of the purpose of the Instructional module of Filipino in Different Discipline (FILDIS), it has a total mean of five point zero zero (5.00) with a verbal interpretation which is very satisfactory.

### **CONCLUSION**

Based on the study conducted, the following was discovered An Instructional module in Filipino in Different Discipline (FILDIS) was developed based on the following parts: module title, introduction, objectives, initial assessment, final assessment, exercises, answer key, and references. Assessed the level of efficiency of the Instructional module in Filipino in Different Discipline (FILDIS) based on the following aspects: objectives, content format, and language used in learning, presentation, and purpose. Developed and used the Instructional Filipino in Different Discipline (FILDIS) module in class.

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