

# Contextualization of Self-Learning Modules in Music, Arts, Physical Education, and Health (MAPEH)

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## Abstract

This thesis examines the contextualization of self-learning modules in Music, Arts, Physical Education, and Health (MAPEH) in the Key Stage 1(Grade 1-3) of the Department of Education, Division of Bohol. At the onset of the COVID-19 pandemic, distance modular learning was the alternative mode of instructional delivery. It was manifested that learners encountered difficulties in understanding the learning materials formulated by the central office. The self-learning modules contained concepts and examples which are not familiar to pupils. To address the need, teachers from Division of Bohol initiated the contextualization of the content in the modules to make it more engaging and meaningful to the learners. This urged the researcher to examine processes and challenges encountered by the selected teacher-writers who were assigned to produce the said learning materials.

This study utilizes a researcher-made structured interview schedule to gather data and these were analyzed carefully through thematic analysis. Findings revealed that the research participants engaged in capability building activities as preparations for the processes in contextualization of self-learning modules which were based on the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model of instructional material production. These learning modules were checked for quality assurance. Moreover, several challenges in accomplishing these tasks were encountered such as limited resources, time, and external factors that affected the processes of production.

Keywords: contextualization; self-learning modules; music; arts; physical education; health

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## 1. Introduction

At the onset of the COVID-19 pandemic, the Department of Education had mandated a limited time for face-to-face classes while the rest of the time was spent either through modular learning or online classes. Only enrichment and other activities that needed physical interaction with teachers were conducted in school. It was manifested that learners together with their parents, guardians, or the home learning facilitators encountered difficulties in learning the competencies that needed to be achieved from self-learning modules in MAPEH. One contributory factor is the difficulty of home learning facilitators (parents, guardians, family members) in providing adequate assistance and guidance to learners. The contents of the self-learning modules provided by the DepEd Central office are too broad, lengthy, and unfamiliar to the learners.

The Division of Bohol – MAPEH Department is so concerned about how these learning materials be enhanced to improve the motivation and interest of learners that it initiated the contextualization of the content

in self-learning modules in MAPEH to produce context-appropriate, shortened, and precise learning activities. Since this study only involved primary grades at the elementary level, this also adheres to DepEd's mandate on the use of mother tongue language as a medium of instruction, specifically Bol-anong Binisaya which made this innovation relevant. A teacher should know how to translate or transform a topic or lesson into a simple and specific form in accordance with the locality (Nuqui, 2021). The production and development of contextualized or locally produced learning resources are encouraged to promote the love and value for the country and at the same time to improve the quality of learning. Creating spaces for distinctive cultures in the K-12 Basic Education Program is a significant method for promoting student inclusion and making educational processes relevant to all students.

Contextualization is the educational undertaking of connecting a curriculum to a specific context, circumstance, or area of implementation to make competencies more relevant, meaningful, and valuable to learners. It can be in the form of localization and indigenization.

In the school year 2021-2022, the teacher-writers and the technical working group of the Division of Bohol MAPEH Department modified the self-learning modules into contextualized ones to meet the said targets.

With all these concerns and apprehensions, the researcher is compelled to conduct a study on the processes in the enhancement of contextualized self-learning modules in MAPEH. The findings of the study would serve as the basis for improvement in making learning materials specifically the self-learning modules and improve teaching and learning in the said subject.

## 2. Literature Review

Knowledge cannot be disconnected from the environment or situation in which it was obtained, according to the Situated Cognition theory. Situated learning is linked to a culture, place, activity, or social circumstance. In other words, learning does not take place when the learner is isolated from the rest nor does it take place in a surrounding not convenient to the learner. Pupils learn in specific settings and circumstances. These include both internal and external factors that have an impact on a student's educational journey. External conditions pertain to the instructor's behaviors or stimuli, while internal conditions refer to the student's prior knowledge before the topic is delivered. A great teacher acknowledges that both internal and environmental factors influence learning (Kurt, 2020).

This study is using the ADDIE model that was first created in 1975 by the United States Army by the Centre for Educational Technology at Florida State University. This model pertains that all instructional design methods call upon the processes of analysis, design, development, implementation, and evaluation to generate effective instruction and learning materials. This supports the process of production of the contextualized self-learning modules in MAPEH.

In the case of the self-learning modules in the Division of Bohol, the flow of the activities is already determined and teacher-writers have to follow such format. Teachers can modify existing resource materials to align with the goal of the learning activities or they can develop new materials using the local materials available. The flow of the self-learning modules is associated with Robert Gagne's Nine Events of Instruction. The Nine Events of Instruction proposed by Gagne can assist educators in developing a framework for planning and delivering instructional content while considering and addressing learning circumstances. The

goals and objectives will help locate the events in their proper context. The nine learning events can then be modified to fit the subject as well as the students' level of understanding.

The following legal bases also support the implementation of this educational innovation. In section 3 of the Republic Act no. 10533, otherwise known as the Enhanced Basic Education Act of 2013 states that the (d) curriculum shall be contextualized and global, and (h) the curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts.

According to RA 9155, also known as the Governance of Basic Education Act of 2001, which was published in the Official Gazette in 2019, the state should empower local initiatives to improve the quality of basic education. The state may ensure that a learning environment's traits, needs, and goals are reflected in the curriculum for learners, out-of-school youth, and adult students. Schools and educational institutions should have the freedom to choose what is best for the students they serve (Valdriz, 2017).

In the Philippines, one of the major changes in the Basic Education Curriculum brought about by the new K-12 program is the introduction of Mother Tongue-Based Multilingual Education (MTB-MLE) particularly in Kindergarten, Grades 1, 2, and 3 to support the aims of "Every Child- A- Reader, and A –Writer" by Grade 1." Mother Tongue language is used as a Medium of Instruction (MOI) for Grades 1, 2 and 3 in teaching Music, Arts, Physical Education and Health (MAPEH). In addition to shifting toward a K-12 educational structure, this legislation requires instruction, learning materials, and assessments to be in the regional or native language of the learners from kindergarten through grade 3 with a mother language transition program from grades four through six (Awas, 2017). Furthermore, it makes the curriculum relevant to the learners in terms of contextualization and enhancement not only of MAPEH concepts but also, all the subjects in the elementary grades.

Contextualization could be a way of promoting and enriching Filipino culture. Utilizing instructional materials in contextualizing may simulate the creative idea of a learner's colorful and imaginative cognitive capabilities. The charm and richness of these contextualized instructional strategies are found in the convergence of moral wisdom and remarkably amazing Filipino values that must be instilled in future generations who will carry the torch of freedom and exceptional Filipino idealism (Lorbis, 2019). Contextualization can help transformation happen and production of a larger motivational environment for learners (Haris & Putri, 2011; Weinberg, Besile, & Albright, 2011).

### 3. Objectives of the Study

This research aimed to study the processes and the challenges in the contextualization of learning materials specifically self-learning modules in Music, Arts, Physical Education, and Health (MAPEH) in the Key Stage 1 (Grades 1-3) of the Department of Education, Division of Bohol.

Specifically, it sought to answer the following questions:

1. What are the preparations of teacher-writers in the contextualization of the MAPEH self-learning modules?
2. What are the processes followed by the teacher-writers in the contextualization of the MAPEH self-learning modules in the following phases?
  - 2.1. analysis phase;
  - 2.2. design phase;

2.3. development phase; and

2.4. quality assurance checking?

3. What are the challenges encountered by the teacher-writers in the contextualization of the MAPEH self-learning modules?

4. What action plan can be proposed to improve the production of contextualized self-learning modules in MAPEH?

#### 4. Methodology

The study utilized qualitative-descriptive method to gather data. It was conducted in the province of Bohol particularly the Music, Arts, Physical Education, and Health (M.A.P.E.H) Department, Department of Education, Schools Division of Bohol. The researcher employed a purposive sampling in choosing the participants. This study involved eleven (11) teacher-writers of Music, Arts, Physical Education, and Health (MAPEH) Grades 1-3. The study utilized a researcher-made structured interview schedule to gather responses. The tool contains open-ended questions. In the collection of data, the researcher considered necessary ethical conditions and processes. Permission to conduct the study was granted by the Schools Division Superintendent of the DepEd Division of Bohol. Responses were analyzed carefully through thematic analysis. The codes and themes were created through careful analysis, segregation, and synthesis of ideas and concepts based on the principles of the ADDIE model and theories that support the study.

#### 5. Results and Discussion

##### Preparations of Research Participants in Contextualizing the Self-learning Modules in MAPEH

Matrix 1 presents the generated themes on the preparations made by research participants in contextualizing the self-learning modules. Preparation is an essential action they must take in order to be equipped with the necessary skills needed for the production of the learning material. The identified themes were the following: participation to trainings and gathering of resources.

Matrix 1. Preparations of Research Participants in Contextualizing the Self-learning Modules in MAPEH

Theme	Category	Code
Participation to Trainings	Capability Building	<ul style="list-style-type: none"> <li>• Attended module writing training</li> <li>• Participated orientation on contextualization of self-learning modules</li> </ul>
Gathering of Resources	Finding for references	<ul style="list-style-type: none"> <li>• Researched localized and indigenized materials and strategies</li> <li>• Studied the available resources in the community</li> <li>• Listed the necessary content and information regarding the locality</li> </ul>

Participation to trainings is an important preparatory step research each participant must undergo to be fully equipped and capable of doing the task. The findings revealed that they were able to participate in capability building activities such as training in module writing, and orientation on contextualization of the self-learning modules conducted by the department where they belong which is the Music, Arts, Physical

Education, and Health (MAPEH) subject area of the Department of Education, Division of Bohol. After being equipped with the necessary skills, the research participants gathered resources which can be used as reference materials in doing the task. They studied, collected, and selected appropriate local materials to be incorporated in the self-learning modules depending on the competencies in each component.

### Processes Followed by Research Participants in Contextualizing the Self-learning Modules in MAPEH

Matrix 2 presents the generated themes on the processes followed by research participants in contextualizing the self-learning modules during the analysis, design, and development phases. The identified themes during the analysis phase were the following: unpacking of learning competencies, consideration of content, and finding the appropriate contextualized (localized and indigenized) materials. During the design phase, these were the generated themes: translation of learning objectives and selection of the instructional strategies. In the development phase, the identified themes were the following: identification of appropriate assessment tools and references.

The whole process of the production of self-learning modules followed the Analysis, Design, and Development phases taken from the ADDIE model, which stands as the model of this study. In the analysis phase, the first step that the research participants did was unpacking of the learning competencies. This is a theme generated from the gathered data that pertains to a thorough examination of every detail of learning competencies in every self-learning module. Most of them said they first studied the competencies to guide them in formulating specific objectives and planning learning activities.

Matrix 2. Processes Followed by Research Participants in Contextualizing the Self-learning Modules in MAPEH during the Analysis, Design, and Development Phases

Theme	Category	Code
<b>Analysis Phase</b>		
Unpacking of Learning Competencies	Knowledge of the competencies to develop	<ul style="list-style-type: none"> <li>• Read the competencies</li> <li>• Studied the competencies reflected in the MELC (Most Essential Learning Competencies)</li> <li>• Studied the competencies and the subject matter</li> <li>• Considered different factors in contextualizing the SLMs such as but not limited to age, gender, learning environment social status, religion, and language</li> </ul>
Learning Content	Consideration of Content Learners' context and preparedness	<ul style="list-style-type: none"> <li>• Researched the topic, subject matter, and other information based on the competencies</li> <li>• Considered the social content</li> <li>• Acknowledged the level of capabilities of learners</li> <li>• Used methods that are appropriate to learners based on their level</li> <li>• Planned activities that aligned to the type of learners</li> </ul>
Resources	Collection of Appropriate Contextualized (Localized and indigenized) Materials	<ul style="list-style-type: none"> <li>• Listed down the necessary materials</li> <li>• Looked for materials that are familiar to learners</li> <li>• Searched for appropriate learning resources that can be used in contextualizing</li> <li>• Analyzed materials to be used</li> </ul>

**Design Phase**

Translation of Learning Objectives	Translation of the Language used	<ul style="list-style-type: none"> <li>• Translated the given objectives to local language in accordance with the competencies</li> </ul>
Teaching Strategies	Selection of the Instructional Strategies	<ul style="list-style-type: none"> <li>• Chose the appropriate strategy to be used</li> <li>• Selected appropriate teaching strategy and materials to be used referring to Edgar Dale's cone of experience</li> <li>• Designed learning activities that are related to what they do in a real-life situation</li> </ul>

**Development Phase**

Assessment	Identification of Appropriate Assessment Tools	<ul style="list-style-type: none"> <li>• Prepared the activities that already involved the localized and indigenized content including the assessment</li> <li>• Stated clearly the instruction including the involvement of home learning facilitators and the rubrics used</li> <li>• Identification of an assessment that is in line with the learning competency and included materials such as Boholano songs as examples in the instructional activities</li> <li>• Applied differentiated instruction and assessment</li> <li>• Used integrative assessment</li> <li>• Used varied assessment tools that suits to learners' level of comprehension</li> </ul>
Referencing	Reference to Previously Quality Assured Materials	<ul style="list-style-type: none"> <li>• Made use of the self-learning modules from the DepEd Central Office and the previously developed Learning Activity Sheets from the Division of Bohol as references for learning methods of the contextualized SLMs</li> <li>• Referred to teaching guides</li> <li>• Adapted the instructional processes or modules in the SLMs developed by the central office</li> </ul>

The specific modules being contextualized refer to the Most Essential Learning Competencies (MELC) as mandated by the Department of Education that allow educators to focus on the most important learning in challenging circumstances of the pandemic and to simplify the requirements for the adapted learning modality in the present academic year. It is also noted that, for educators to be guided throughout the whole process of production of goal-oriented and precise contextualized modules, knowing the competencies to develop is the first major step. Teachers must first become acquainted with the curriculum that their students will be studying before they can begin planning. Educators can identify the cognitive target and purpose of the lesson based on the curriculum and write it down as the overall goal (Brown, 2001).

The identification of the learning objectives is a major step in making instructional design. Once the competency to be developed has already been identified and analyzed, an activity that had already been done in the previous phase, formulating the specific objectives must follow. The research participants stated that they identified the learning objectives, including the use of specific contextualized materials, for them to be guided on what learning activities and assessments to use in the self-learning modules. Since a lot of things must be considered in designing the instruction, identifying specific objectives would make it clear and reflect the range of skills and content to be emphasized, as well as the level of comprehension required to demonstrate what has been learned (McMillan, 2015).

Moreover, these findings affirmed the research of Bajtoš (2021) that learning objectives or targets, impact and support teachers' selection of the most effective teaching techniques, organizational structures, and instructional materials.

As teachers who were identified as the research participants, there is a need for them to be familiar with this mandate of the Department of Education. However, they have undergone a series of training in writing or write shops including the ethics to consider in writing, copyright and intellectual right properties, and other updates of the Department's mandate regarding the new normal education.

After identifying the learning competencies, the learning content and kind of learners who are the end-users of the modules were considered. Learning content pertains to the specific topic, facts, concepts and principles to be taught in order to develop the identified competencies.

Individual differences need to be considered when developing instructional materials. It is essential to acknowledge the learners' individuality and uniqueness as there are no persons who are the same. As educators, considering individual peculiarities is essential to satisfy the demands of the diverse student population. But in this case, the research participants' concern is to divert SLMs provided by the DepEd central office into the specific context of end-users who are Boholanos. They find it necessary to make use of materials that are familiar to them including the language used as a medium of instruction which is Bol-anong Binisaya, as stipulated in DepEd order no. 16, series of 2012.

After doing those preliminary steps, collecting the appropriate contextualized (localized and indigenized) materials were done by the research participants, which enabled them to incorporate it to the self-learning modules.

The data gathered proved that the research participants took the effort to make use of the localized materials to be incorporated into the self-learning modules. Using localized elements in instructional material increases the instructional developer's creativity while also lowering the cost of the material. On the other hand, employing contextualized and indigenized materials will help learners comprehend the concept being taught, especially if some terms are unfamiliar.

In the design phase, the research participants translated the learning objectives from English language, as reflected in the Most Essential Learning Competencies (MELC) and in Teacher's Guide to Bol-anong Binisaya, as a major step of contextualization of SLMs during the design phase, which guided the research participants in formulating the specific instructional activities in the self-learning modules on what words to use to be consistent with the terminology.

Teachers utilized instructional strategies to help students become self-directed strategic learners and helped them independently and effectively complete activities or reach goals. Seven out of eleven research participants affirmed that selecting the instructional strategies was their major concern in this phase, as they designed creatively the self-learning modules with the integration of culture and heritage of the locality to make it localized and indigenized regardless of the component, as long as it should involve materials that are present in real-life situation. Indeed, research participant 2 emphasized that; I have written the module within the ability of the pupils to understand the lessons through the locality's distinguished materials like songs, games or dances that are present and known in the community of learners.



The processes followed by the research participants in contextualizing the self-learning modules during the design phase were the following: identification of appropriate assessment tools and citation of references. These themes reflect the necessary processes experienced by them in the development phase.

Identification of appropriate assessment tools is a theme that has been created based on the data that seven out of eleven research participants engaged themselves in while preparing appropriate assessment tools for the contextualized self-learning modules in this phase. Assessments are major parts and critical elements of since they determined if the lesson objectives have been met. One may make assessments do more than just examine what has been learned. One can design them as an integral component of the learning process itself. It is found that the research participants even used a variety of assessment tools in MAPEH SLMs since this particular subject is more on honing performance and skills.

The participants initiated the use of rubrics with partial or total guidance from home learning facilitators, and one participant applied integrative assessment - an assessment design that aims to combine students' learning from multiple subjects or disciplines into a single assessment wherein learners are encouraged to make connections between various topics in the curriculum. There was a research participant who shared Differentiated Instruction, Integrative Assessment and other applicable instructional strategies and assessment tools for modular distance learning. This shows that teacher-writers were creative and open-minded in using assessment tools which yield an interesting way of assessing learning. Providing students with a variety of assessment forms that allow them to apply and communicate course material in diverse ways can result in more extensive learning and fair evaluation. Individual pupils learn in different ways, and they present their new knowledge in diverse ways as well (Dolmage, 2015).

On the other hand, proper referencing was formed as a theme in the process of contextualization in the development phase. It is a fundamental activity and etiquette in writing. It allows writers to credit other writers and researchers for their contributions to their work. This is an essential procedure to acknowledge the source of ideas to avoid plagiarism. Anything that is not common knowledge must be cited. This data from the study disclosed that looking for necessary references for the content of modules was a big concern in the preparation of the research participants in this phase. However, they were capable and equipped for this since they had already undergone a series of training conducted by the MAPEH Technical Working Group and Office of the Learning Resources Management Development System of the DepEd Division of Bohol.

### **Processes Followed by Research Participants in Contextualizing the Self-Learning Modules in MAPEH during the Quality Assurance Checking**

After having completed the processes in the three phases, the Music, Arts, Physical Education, Health (MAPEH) department of the DepEd Division of Bohol has ensured the quality of education it imparts to the learners; thus, quality assurance checking of the contextualized self-learning modules was considered and followed by the research participants. These are the processes of quality assurance checking: submission, evaluation, and approval.

Matrix 3. Processes Followed by the Research Participants in Contextualizing the Self-learning Modules In MAPEH during the Quality Assurance Checking

Theme	Category	Code
Submission	Submission to Quality	• Submitted the produced SLMs in soft copies through online repositories



Evaluation	Assurance Team	<ul style="list-style-type: none"> <li>• Submitted hard copies or printed copies to the checker</li> </ul>
	Deliberation and Revision	<ul style="list-style-type: none"> <li>• Reviewed the content and technical aspects of the contextualized self-learning modules</li> <li>• Wrote a form or guide provided by the TWG in assurance checking</li> <li>• Revised the parts the areas for improvement</li> <li>• Modified the contextualized SLMs depending on the suggestions of the quality assurance checking</li> </ul>
	Approval	<ul style="list-style-type: none"> <li>• Resubmitted the contextualized SLMs for approval</li> </ul>
Approval	Validation and Distribution to Field	<ul style="list-style-type: none"> <li>• Validated by the Learning Resources Management and Development System (LRMDS) focal persons</li> <li>• Distributed to the teachers through their school heads</li> </ul>

Quality assurance checking was done after accomplishing the prior phases. It was a necessary activity to promote proper contextualization of the self-learning modules or SLMs.

The produced self-learning modules were submitted through a variety of ways endorsed by the technical working group. It could be done through submitting a printed copy of the SLMs or through uploading to the official online repositories. Next, the self-learning modules had undergone a series of review and evaluation which were done by distinguished members of the technical working group. In this process, there was a careful deliberation between the writer and the quality assurance checker regarding the developed self-learning modules. Printed evaluation checklists were filled up by the writer which reflected the contextualization that has been made. Communication among the research participants and the quality assurance checker was necessary to complete the whole process. If there were any need of revision and modification, the persons involved could perform their duties promptly, after which the SLMs could be validated and submitted to the Learning Resources Management and Development System. After these processes, the produced self-learning modules are ready for the approval. It pertains to acceptance and approval of the reviewed, modified and validated contextualized self-learning modules. It should have to be submitted by the quality assurance checker, since he or she has been the one who reviewed it for the last time before the actual approval and final submission to Learning Resources Management and Development System office of the Department of Education, Division of Bohol. Once the contextualized self-learning modules has been approved by LRMDS focal persons then it would be forwarded and distributed to the end users.

### **Challenges Encountered by the Research Participants in Contextualizing the Self-Learning Modules in MAPEH**

Matrix 4 presents the generated themes on the challenges encountered by the research participants in contextualizing the self-learning modules during the analysis, design, development and quality assurance checking phases. The identified themes were the following: finding contextualized learning resources, assurance of learner participation using the instructional methods, selecting assessment tools, quality assurance process, and external factors.

Finding contextualized learning resources identified theme has already been mentioned as major preparation for participants in the analysis phase and at the same time considered a challenge since all

participants mentioned this as a difficult task to accomplish. Lack of references and not enough resources are the codes that appeared to be frequently mentioned by the research participants under the category of references and knowledge on localized materials. The self-learning modules from the DepEd Central Office were used as the reference for the contextualized SLMs, however, the said resources being provided to them by the MAPEH Technical Working Group were incomplete.

Matrix 4. Challenges Encountered by the Research Participants in Contextualizing the Self-learning Modules in MAPEH

Theme	Category	Code
Finding Contextualized Learning Resources	References and Knowledge of Localized Materials	<ul style="list-style-type: none"> <li>• Limited localized and indigenized materials in Boholano setting to incorporate in the module</li> <li>• Incomplete references particularly the one from DepEd Central office</li> <li>• Unavailability of referral modules or guide for enhancement</li> <li>• Limited knowledge on community's background and materials like songs, dances, food, and games that originated in our community</li> </ul>
	The language used (Mother Tongue)	<ul style="list-style-type: none"> <li>• Translation of some technical terms and language used in the modules</li> <li>• Appropriate use of mother tongue language</li> <li>• Difficulty in translating some words to Bol-anong Binisaya.</li> </ul>
	Social Content	<ul style="list-style-type: none"> <li>• Ethical considerations</li> <li>• Limited knowledge about the community including beliefs, customs and traditions</li> </ul>
	Intellectual Property Rights Compliance, Copyright Issues, Originality of Work	<ul style="list-style-type: none"> <li>• Crafting of original ideas to avoid plagiarism</li> <li>• Recognition of copyrights</li> <li>• lot of considerations to follow, for example, assuring that I cannot violate copyright of the materials</li> <li>• challenges in thinking of new ways in making instructional content</li> </ul>
	Assessment	<ul style="list-style-type: none"> <li>• Making of original assessment tools that suits to context</li> <li>• Looking for doable assessment instruments</li> <li>• Assuring the effectiveness of assessment tools being developed</li> </ul>
Quality Assurance Process	Checking and Revisions	<ul style="list-style-type: none"> <li>• Coordination with the technical working group (TWG) during quality assurance checking because I had to revise multiple times due to numerous ideas and points to consider</li> <li>• Unable to meet with co-writers and checkers after</li> <li>• Communication gaps</li> </ul>
External Factors	Work-related factors	<ul style="list-style-type: none"> <li>• Extra work to accomplish</li> <li>• Overlapping responsibilities</li> </ul>

Limited Time, Devices, and materials needed	• Lack of focus in contextualizing modules
	• Lack of devices to use
	• Absence or poor internet connectivity
	• intermittent source of electricity
	• Promptness
	• Lack of ample time to work

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Another big challenge that came out from the interviews was the limited knowledge of the research participants regarding the local culture and identity of the community, specifically in Bohol. Noticeably, the data indicated that they had difficulty in incorporating localized and indigenized materials as they were only encouraged to do so during the training but were not provided with the necessary materials. They had to rely on their own ingenuity and diligence as well as prior knowledge. Most of them had only limited knowledge regarding the tangible local culture like songs, dances, food, games, and the intangible ones like traditions and beliefs.

Another category that falls under the identified theme of finding contextualized learning resources is the use of mother tongue language. Aside from the pursuit of localization of modules, the use of mother tongue as a medium of instruction in the primary level of elementary education supports this endeavor. In southeast Asia, the Philippines is the only country to have implemented a national policy requiring Mother Tongue-based Multilingual Education (MTB-MLE) in the primary school years. Hence, the Philippines is being considered an example for the rest of the region for the implementation of MTB-MLE. This unveils an argument for the complex issue of language policy in education which offers a challenging environment for implementing a language policy that will serve the whole country. However, participants uttered that they find using the mother tongue language challenging because English and Filipino (Official Languages) are predominantly and widely used in a variety of settings and they have only limited educational resources in the local language.

Social content refers to topics for which the Department of Education prescribes certain guidelines when these topics are included or referred to in lessons in the learning resources. It builds appropriate structures for the attainment of a just and humane society. Just like doing research, crafting learning materials specifically the self-learning modules have to adhere also to ethical considerations, but it appeared to be a challenge for the research participants because it takes careful and critical thinking to consider this concern.

Although it is indeed difficult to do so, the participants must adhere to this to appropriately contextualize the SLMs about the Filipino's social realities, experiences, and traits. It also encourages the integration of positive values that contribute to nation-building as it takes into account diversity of cultural, religious, socio-economic, and family backgrounds, treatment of genders in terms of roles, occupations, and other issues and concerns related to the population, and environment (Eronico, 2021).

Another group of categories that has been identified from this study that composed the challenge of finding contextualized learning resources is the intellectual property rights compliance, including copyright issues and originality of work. This pertains to the production of materials that must have a proper acknowledgment of the rightful owners of contents being used. For this to be complied, the research participants have to do proper referencing to avoid plagiarism and violation of copyrights; otherwise, they must create their own original work. This data elaborates the idea that aside from looking for the appropriate resources to be used in

contextualizing materials, proper checking of copyright uses and recognition of the owner for its intellectual property is also a must, or else the concerned writer will be accused of plagiarism or copyright infringement, which is considered a criminal offense and is punishable under the Philippine law, specifically under Republic Act No. 8293, otherwise known as the Intellectual Property Code of the Philippines. With all this knowledge and orientation, some writers opted to create materials on their own or asked for help from the other teacher-writers or TWG of the MAPEH Department.

The MAPEH Technical Working Group started to do innovations regarding this concern, and that is the training and organization of illustrators to produce materials that rightfully belong to the Department of Education, Schools Division of Bohol. These materials will be used freely by writers and learning material developers without fear of plagiarism and copyright infringement although its use is limited only to visual aids which is applicable to components of MAPEH that uses pictures or images in the self-learning modules. In the Music component, the research participants find it difficult to produce original materials like local Boholano music and songs.

Another challenge in contextualizing the self-learning materials that unveiled from the study is the selection of assessment tools. It was found out that the research participants encountered it during the contextualization of SLMs as it has to consider a lot of factors such as the competencies to develop, the type of learners and the availability of materials.

To be able to produce optimum results and acquire the aims of this educational innovation, the materials produced must undergo careful quality assurance checking and approval by the technical working group. This process was done by capable quality assurance checkers such as master teachers, principals, and supervisors who are competent in doing such work. The data gathered revealed that the mode of this process was made difficult due to some reasons and these were the following: the developed SLMs were just sent electronically through chat or e-mail, and there was no physical interaction of the checker and writer due to restrictions brought by the pandemic.

These indicated that there were communication gaps because they did not have the chance to meet personally for the checking and have to negotiate through electronic devices instead.

Another theme that was formed from the data interview was the external factor. This theme was composed of three identified categories; work-related factors, devices and materials needed, and limited time. Work-related factors pertain to work-related issues of research participants that inhibited or challenged them to accomplish the given tasks.

It is a mandate that in the Philippines, teachers are required to do teaching for more than 6 hours a day, or 30 hours a week (DepEd, 2008; CMO, 2007). The research participants expressed that they cannot fully pay attention to the specific task unless they are excused from doing their typical classroom work to accomplish the task or being appointed to attend a formal writing workshop or a scheduled meeting or program approved by the administrative office.

Another category that falls under the external factors that were considered a challenge for the research participants in contextualizing the modules were limited time, devices, and materials needed for the production. One research participant stated that, as a teacher compromised with priorities in the workplace, family, and society, an ample allotted time to do the task is necessary to accomplish it successfully. Aside

from this, the provision of necessary tools such as devices like laptops or computers, mobile phones, internet connectivity, and electricity are necessary for the production of quality learning materials. Unfortunately, two out of eleven research participants were greatly affected by the recent calamities that hit the province making their needed devices malfunctioned or damaged. These are the unexpected but inevitable factors that made the process of contextualization of self-learning modules challenging to accomplish.

## 6. Conclusion

Based from the findings, the researcher concluded that the research participants have undergone steps in chronological order which made them successfully develop quality and efficient self-learning modules in Music, Arts, Physical Education, and Health. The preparations helped them become more equipped with the necessary skills needed for the production of the learning materials. The processes which were guided by the ADDIE Model were observed. However, there were identified challenges during the accomplishment of distinguished processes which suggested educators to take considerable effort, critical thinking, and enthusiasm in accomplishing the task.

The contextualization of self-learning modules is highly significant because it supports educators in instilling to the learners not only meaningful learning but also to reinforce remarkable academic performance and develop the value of patriotism as one of the core values being promoted by the Department of Education despite the challenges of distance learning modality.

## Acknowledgements

The researcher wishes to put into words her sincerest gratitude to the people whose efforts, concern, encouragement, and cooperation helped her in the completion of this research work. To the Ethics Review Board of Holy Name University, the researcher would like to extend her gratitude for scrutinizing the ethics of this study.

To God, the Almighty, for bestowing His wisdom and enlightenment in all the sacrifices for professional development, the trials and problems that cross the roads, made her strong, and was able to overcome all those things.

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