

Philosophy Unboxed: Module Development of Philosophy for Senior High School Students

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Abstract — Under the K–12 Basic Education Curriculum, Introduction to the Philosophy of the Human Person is a required course for senior high school students. Self-Learning Modules (SLM) based on the Department of Education's Most Essential Learning Capabilities (MELCS) are used in modular learning. This study assessed the philosophy module development for senior high school students in Tagapul-an District in the school year 2024–2025. It utilized the quantitative and qualitative approach to evaluate the acceptability of the philosophy module, and used developmental research to produce a module. Results indicated that the overall structure of the module is generally well-organized. The module does a commendable job of presenting philosophical concepts in a logical sequence, starting with basic ideas before progressing to more complex topics. The Mean of 3.82 reflects a high level of content validity, affirming that the teachers found the module to be well-structured and appropriate for the intended educational objectives. Experts rated all indicators as "Accepted," with scores ranging from 3.65 to 3.99. Mean of 3.79 reflects a strong consensus among the experts that the module is highly acceptable, reinforcing the validity of the content and design across all groups of assessors. The overall structure of the module was praised for being well-organized, with clear separations between sections that allowed students to track their progress easily. Experts and teachers suggested that the module's structure be revised to ensure that complex concepts are introduced gradually, allowing students to build their understanding step-by-step and avoid feeling overwhelmed by difficult material.

Keywords — *Developed Module, Instructional Modules, Senior High School Students, Public Teachers, Philosophy*

I. Introduction

Many intellectuals consider philosophy to be the pinnacle of human knowledge and the full total of all learning (Montemayor, as cited in Gualdo, Placido and Dagwasi, 2013). Its foundational role in other academic disciplines like as Social Studies, Mathematics, Linguistics, and other hard sciences underscores its significance. Without studying philosophy, one would not fully comprehend the aforementioned subjects. As a result, it is certain that studying philosophy is crucial for both society and education.

In the Philippines, the K–12 curriculum has been fully implemented. This is demonstrated by how it has been implemented since 2012. Furthermore, the need of global standards in education have made this possible (Seco Macarandan, 2014). Furthermore, the Philippine educational system faces significant difficulties from globalization in order to meet the present needs for global competency (Agero and Bonotan, 2016). Therefore, it is appropriate to carry out study to increase its usefulness and efficacy.

The Philippines is said to have been at a disadvantage academically prior to the K–12 education program's implementation in 2012 (Crisol and Alamillo, 2014). According to Ocampo (quoted in Crisol and Alamillo, 2014), one specific example of this is the students' low achievement test scores: "If one would look at the data, achievement scores are very low." Thus, when one stops to think about it, it's not actually functioning.

For these reasons, readers will be able to see the necessity of putting the new program into action by taking a closer look at the vision mentioned above. The goal of the government is for Filipinos to be capable in every sphere of life. In doing so, it strives to elevate Filipinos to the pinnacle of achievement and self-actualization in every manner imaginable. When Sergio (2012) said that the program's core value is comprehensive human development, he provided justification for this. With the aforementioned educational vision, the DepEd addresses the constantly expanding needs of students with relation to their educational journey. This means providing learners with fresh courses, which gives them access to relevant and modern learning. Therefore, it is anticipated that having the Senior High School in the K–12 curriculum would be essential and highly valued.

According to many, one of the most crucial elements and traits that advances a nation is learning, which has a significant and beneficial impact on the next generation while depending on cutting-edge scientific principles. The degree to which educators comprehend contemporary teaching orientations and techniques, means, and ideas is a measure of the progress of their students.

For the next academic year, 8.8 million students (or 39.6% of all respondents) chose modular distance learning, according to the Department of Education's National Learner Enrollment and Survey Forms (LESFs). In the meanwhile, 3.9 million students (17.6%) like blended learning, which combines many learning modalities; 3.8 million students (17.1%) favor online learning; and 1.4 million and 900,000 students, respectively, prefer TV- and radio-based learning.

Self-Learning Modules (SLM) based on the Department of Education's Most Essential Learning Capabilities (MELCS) are used in modular learning, a sort of distant learning. The modules include sections on motivation and evaluation that serve as a thorough manual for instructors and students alike regarding the competences that are required. Through home visits that adhere to minimal health guidelines and feedback systems, teachers will monitor their kids' development and provide guidance to those who need further support.

In order to keep students motivated throughout a highly verbal lecture, even when they struggle to understand concepts and procedures, using teacher-made modules is important (Guskey, 2010; Carroll, 1963). With the help of modularized learning, students may assess their own development and use their free time to study the material as many times as necessary to fully understand it.

Under the K–12 Basic Education Curriculum, a required course for senior high school students is Introduction to the Philosophy of the Human Person. The topic of discussion is how to begin engaging in philosophical inquiry as a means of locating a comprehensive life vision. Human experiences with embodiment, interacting with people and the environment, freedom, intersubjectivity, sociality, and living till death are all discussed. By the time the course ends, the students should be able to: Think critically and analytically; Apply critical and analytical thinking skills to everyday situations; be truthful, environmentally conscious, and service-oriented; actively participate in the creation of a more compassionate society; and explain their own personal philosophy of life.

Tagapul-an District being one of the farthest islands of Samar has difficulty in providing self-learning modules in Introduction to the Philosophy of Human Person to the senior high school students of the three schools within the district. It is also identified that there are few senior high school teachers that have mastery of the subjects. That's why the researcher developed modules in philosophy for the very reason of helping the senior high school students to understand the lessons. The study intends to develop and assess the module in philosophy for senior high school students in Tagapul-an District for school year 2024–2025.

Literature Review

Conceptual Literature

According to Cross, who was quoted by Balderas (2019) on the attributes of modules, learning modules are the offspring of two educational reform movements, namely mastery learning and programmed learning. Mastery learning plans comprise the key components of the present-day modules, such as: instructional objectives were established. Learning units were used to structure the instruction. After every unit, diagnostic progress tests were given. Before moving on to the following module or unit, a student had to demonstrate mastery of the previous one. According to her, modules should be self-contained, self-pacing, concise, well-defined, suitably motivating, appropriately sequenced, offering chances for student interaction, accurately written in clear, proper language, not at odds with other subjects or values, and making the most of all available opportunities to meet learning objectives.

According to Nepomuceno, who was referenced by Balderas (2019), the modules focused on specific, recognizable talents or objectives other than abilities. In order to maximize pupils' study time, it is rather brief. Though it could promote collaborative work, it is basically self-taught. It mixes reading, writing, and pondering with theory and practice. It offers a list of further books or resources that are relevant to the skill being promoted. It offers advice on how students may take part in creating their own projects, instructional exercises, and assessment standards.

It is reality-oriented in that it attempts to employ stimulation techniques and, if that is not feasible, includes the students in real-world situations. It offers suggestions for enhancements and redesigns. He listed the following justifications for the necessity of modules in instruction using these qualities. Developing learning autonomy, ensuring minimum standards that are satisfactory, offering remedial units, basic education, updating content, improving teacher competencies, integrating theory and practice, accommodating individual learning differences, accommodating various groups within a course, consolidating key course points, facilitating industrial certification, offering resources for distance education, encouraging mastery, and encouraging a shift in the role of teachers are the first steps.

Additionally, he defines a module as one that offers the chance to arrange multiple experience sequences to suit the unique interests of the teacher or the student. Self-instructional units give teachers the opportunity to concentrate on areas where students need improvement in subject matter and eliminate the need to cover material that students already know. They also give teachers a way to assess students' learning progress and lessen the routine aspects of instruction. Finally, they free up the teacher to interact with students one-on-one. The independent nature of self-instructional units made it possible to update study materials without significant revisions, and they serve as a model for educators who want to create their own materials and add their own personalities.

Mercedes (2020) cites the European Learning Path Organization when discussing the distinction between a "module" and a "unit." A module's goal is to construct a section of the curriculum that is easily recognized and certified, articulated in terms of competency objectives.

These goals have to be accomplished in a precise and reasonable amount of time (language modules typically take 20 to 30 hours to complete). This time constraint is a crucial component of the modular structure since the whole curriculum is based on the notion that resources—both human and material—should be allocated in a time- and resource-efficient manner in order to produce predictable outcomes. Naturally, this might add a rigidity factor. For this reason, a modular organization calls for ongoing observation and feedback to make sure that learning is truly an ongoing process. Additionally, units are typically built around well-defined objectives (which are frequently expressed in terms of grammar, vocabulary, functions, abilities, etc.).

Modules appear to be aiming higher, though, with the goal of enabling students to reach a level of proficiency that goes beyond merely understanding syntax, vocabulary, and functions. Although they may also be referred to as stages, phases, etc., units frequently continue to be a subset of modules; nevertheless, the emphasis of modules, or their overarching organizing principle, need to be of a different sort. Mercedes defines a module to have a statement of purpose, desired pre-requisite skills, instructional objectives, program implementers, a modular structure, relevant experience, an evaluation pretest, and a module assessment.

UNICEF (2021) argues that in order to reach today's most marginalized children and youth who are not in school, such as those with disabilities, members of racial, religious, or ethnic minorities, and children affected by armed conflict, targeted interventions are required. This means that we can no longer simply rely on "business as usual" strategies that involve adding more teachers, classrooms, and textbooks.

Research Literature

According to Lardizabal (2019), a module is a collection of assignments and learning tasks that students must complete. It may be applied as a curriculum design, as part of a course, or as a whole course. A module is a brief program that is weaved into other types of training to cover a few, focused units rather than a whole course. She categorized the usage of modules under the self-pacing style of education, along with programmed instruction, self-learning kits and mail courses, and mastery learning methodology. She adds that the concept of individual diversity has been fairly well-made concrete by modules as teaching materials, enabling each student to move at his own speed. Additionally, students with higher IQs are divided into groups to complete more modules, whereas students with lower IQs can only take on a smaller number of modules.

She also highlights the following benefits of the module. They are motivated to master the module, may work at their own speed, take ownership of their education, discover that there are other learning resources besides textbooks, know exactly what they need to study, and there is less rivalry for grades. Teachers claim that by using modules, they have more time to focus on each

student's unique learning issues. They are able to see issues early. They are at liberty to act as resource individuals, providing assistance and answers to anyone in need. She goes on to highlight the many components of a module. A purpose statement, desired prerequisite skills, instructional objectives, program implementers, the modular program, associated experience, an evaluation pretest, and a module assessment are all required.

In her research on self-paced, individualized learning, Highland (2022) notes that students acquire knowledge at different rates and by different approaches than their classmates. She suggests creating a customized, self-paced classroom as a remedy for this a classroom where pupils are empowered to take charge of their education and study at their own speed. She examined data from my seventh and eighth grade math's class for her study. She conducted research on how students' attitudes and comprehension of mathematics changed when they took charge of their education. The ability of the children to learn independently increased, according to the data. The study of mathematics grew. According to the survey, students met more arithmetic criteria over the school year by an increase of 11–55%. In addition to learning arithmetic, her pupils also learned how to use instructional texts to better grasp and clarify a subject. They gained the ability to take charge and request assistance when necessary. Pupils gained the ability to trust one another and ask their classmates for advice and assistance.

In her research on the impacts of traditional and modular teaching methods on secondary school students' general comprehension, Malik (2022) discusses the differences in the effects of both methods on students' general comprehension. One high school for males and one for females hosted the study. A random sample of grade 9 pupils was chosen from the student population to perform the experiment. A teacher-made, general comprehension-based test was used to collect the data. The independent sample t test was used to evaluate the data using the statistical software for social science. The findings demonstrated that there were notable distinctions between traditional and modular learning in terms of students' overall comprehension. Results showed that students taught using a modular method had a higher mean score than students taught using a conventional approach on a teacher-made general comprehension-based test. The results showed a large gender gap between male and female students' general comprehension, with male students scoring considerably higher on a test based on general comprehension than female students.

Samonte (2021) assessed and tested an environmental education module intended for St. Scholastica College students. She discovered that most of the remarks made by the pupils in response to the guided questions and their own thoughts were constructive. The comments and recommendations were enough justification to deem the modules appropriate and useful. She came to the conclusion that the module met the requirements in terms of content, instructional qualities, and effectiveness to a large degree. The study found that both students and teachers generally have a negative attitude toward the use of individualized, self-instructional materials. It also found that the current instructional materials used at the college are inadequate and not designed for self-

instruction, and that instruction through self-instructional materials is as ineffective as the prevailing teaching method of instruction.

Students need to talk about what they are learning, write about it, connect it to prior knowledge, and apply it to their everyday lives, according to Chickering and Gamson (2019). They have to apply the knowledge they have gained to their everyday life. Salcedo (2019) illustrated how crucial the module's design is to drawing the reader in and providing an orderly flow of information. The researcher created the DRRRAFT (Discuss, Reflect, React! Research! Assess! Fortify! Transform!) framework for the module.

The literature and research conducted both domestically and abroad that center on the creation and acceptability of a philosophy module for senior high school students in Tagapul-an District are relevant to the current investigation. Furthermore, every study and piece of examined literature provides the researcher with a thorough foundation upon which to build while carrying out the investigation. The research and books that were mentioned provided insightful information about the topic under investigation. They provided guidance on how to substantiate the study's conclusions.

II. Methodology

This section outlines the methods used in the study. It also describes the subject of the study, research instrument, procedure of data gathering, statistical treatment of the data, and ethical consideration.

Research Design

The researchers adopted the quantitative and qualitative research method, a mixed-method approach to evaluate the acceptability of the philosophy module in terms of content, language, presentation, assessment, and comment/suggestions. As a methodology, it incorporates a combination of qualitative and quantitative methodologies in various stages of the research process, as well as philosophical presumptions that determines the direction of data collecting and analysis (Creswell & Creswell, 2023). The descriptive approach was employed to evaluate the acceptance level of the module. In descriptive study, current facts or situations about the nature of people, a class of events, a number of subjects, or a classification of events were included. Finding facts and providing appropriate interpretations are characteristics of descriptive research. In particular, the descriptive research design proved appropriate for characterizing the degree of acceptability of the generated module. In analyzing the experts' and teachers' comments and suggestions, a thematic analysis was used to identify, analyze and report patterns within the data.

Population and Sampling

The study was conducted in Tagapul-an District Senior High School Department. The researchers determined three sets of respondents: (1) Teachers who designed to formulate modules in their respective fields and evaluated the acceptability of the developed module's component and characteristics; and (2) Grade 12 Senior High School Students, who assessed the acceptability of the module's component after having utilized it in class. (3) Experts who evaluated the validity and reliability of the develop module. There were one hundred and eighty-nine (189) student-respondents, one hundred (100) teacher-respondents, and thirty (30) experts in this study.

Instrumentation

The researcher adopted a checklist questionnaire from Adalla (2023) on the study "MELC-Based Workbook for Mathematics 8." It has two separate survey questionnaires: (1) the experts and teachers' assessment and evaluation sheets composed of 28 items with respect to the design, learning competencies, key concepts, instructions, content, organization, and insights. (2) Acceptability assessment and evaluation sheets composed of 22 items to assess the content validity in terms of instructions; illustrations; presentation; time allotment; and format validity. The researchers also gathered the learners' feedback about the developed module for philosophy.

The questionnaire was evaluated using the following scale and range:

Scale	Description	Range	Interpretation
5	Very High	4.21-5.00	Highly Accepted
4	High	3.41-4.20	Accepted
3	Moderate	2.61-3.40	Moderately Accepted
2	Low	1.81-2.60	Poorly Accepted
1	Very Low	1.00-1.80	Not Accepted

Subsequently, a survey will be administered by the researchers to evaluate the module's content validity. In order to make the stimulus materials suit the length of the lessons, the researchers will also make some adjustments to them. Experts in the domains of philosophy and human life will validate the facts. Descriptive statistics will be used to analyze the validity findings.

Data Collection Procedures

The researcher analyzes the present situation of the target respondents and the challenges on learning materials for philosophy. The proposed title was formulated with an agreement with the panel. Chapters 1, 2 and 3 were created. Development of proposed module followed with the help of tagapul-an district personnel. A questionnaire was adopted from Adalla (2023) on the study "MELC-Based Workbook for Mathematics 8." A permission to conduct the study was secured. The module was shown to school heads who are trained to craft and develop modules. The level of acceptability was evaluated by the teachers and experts of Tagapul-an District through the assessment and evaluation sheets. Tabulation and interpretation of data followed. At this time, the

developed module was revised considering the comments and suggestions of the teachers and experts.

Data Processing and Analysis

For the analysis and interpretation of the gathered data, the following steps were taken into consideration:

- To determine the inputs to the design of the developed philosophy module, weighted mean was used.
- To determine the assessment, level of acceptability, and how reliable is the developed module in philosophy for senior high school students, mean and standard deviation was used.
- The qualitative data were processed using thematic analysis to identify recurring patterns and key insights relevant to the study. The responses were transcribed and coded manually, allowing the researcher to group similar ideas and concepts helped in interpreting the meaning behind participant's experiences, opinions, and behaviors.

Ethical Considerations

This study on the development of philosophy module for senior high school students guarantees honesty, inclusion, and respect for all participants. The purpose of the module is to promote critical thinking in an open and respectful way by presenting a variety of philosophical viewpoints without resorting to bias. An informed consent was used to seek permission from students, teachers, and experts, ensuring voluntary participation. Data privacy and confidentiality were rigorously upheld, and personal data was either anonymized or safeguarded. Throughout the study, the welfare and intellectual growth of the students was given first priority. The researcher strictly adhered to the institutional ethical norms.

III. Results and Discussion

The responses revealed key areas for improvement in the module, including structure, language, engagement, visual elements, and content depth. Structurally, the module is well-organized, but respondents suggest adding introductory paragraphs, smoother transitions, and an overview of philosophy to provide better context. Language accessibility is another theme, as some sections contain complex terminology that could benefit from glossaries, simpler language, and a conversational tone to enhance comprehension. Engagement is a major concern, with suggestions for interactive activities, discussion questions, and self-assessment tools to encourage active learning. Visual and multimedia enhancements, such as diagrams, infographics, videos, and breaking up text-heavy content, are recommended to improve comprehension and retention. The

depth and real-world application of content require enhancement, with calls for deeper exploration of philosophical works, diverse perspectives, case studies, and practical applications in decision-making and societal issues. Addressing these areas would make the module more engaging, accessible, and applicable to students' academic and personal growth.

Table 1. Results on the Level of Assessment of The Experts on Developed Philosophy Module

Indicators	N	Mean	Interpretation
Design	30	3.90	High
Learning Competencies	30	3.88	High
Key Concepts	30	3.72	High
Instructions	30	3.65	High
Content	30	3.72	High
Organization	30	3.65	High
Insights	30	3.67	High
Grand Mean	30	3.74	High

Table 1 presents the results on the assessment level of experts regarding the developed philosophy module. All indicators received a "High" rating, reflecting a positive evaluation of the module. The highest-rated aspect is *Design*, with a mean of 3.90, indicating a strong approval of the module's overall structure and visual appeal. Closely following are *Learning Competencies* (3.88) and *Key Concepts* (3.72), both of which demonstrate a high level of satisfaction with the module's ability to effectively convey the necessary philosophical skills and ideas. *Instructions* and *Content* also received high ratings of 3.65 and 3.72, respectively, indicating that the experts view the guidance and subject matter as clear and comprehensive. *Organization* and *Insights* showed similarly positive feedback, both with a mean of 3.65 and 3.67, demonstrating the coherence and thought-provoking nature of the module. With an overall *Grand Mean* of 3.74, the results suggest that the experts consider the developed philosophy module to be highly effective and well-received across all aspects of its design and content.

Table 2 Results on the Level of Assessment of The Teachers on Developed Philosophy Module

Indicators	N	Mean	Interpretation
Design	100	3.88	High
Learning Competencies	100	3.90	High
Key Concepts	100	3.73	High
Instructions	100	3.67	High
Content	100	3.86	High
Organization	100	3.68	High
Insights	100	3.70	High
Grand Mean	100	3.77	High

Table 2 presents the results of the teachers' assessment of the developed philosophy module, with all indicators rated as "High." The highest mean score of 3.90 was given to *Learning Competencies*, reflecting strong approval of the module's ability to enhance students' philosophical

skills. *Design* followed closely with a mean of 3.88, indicating high satisfaction with the visual and structural elements of the module. *Content* also received a high rating of 3.86, demonstrating the relevance and quality of the material. *Key Concepts* (3.73) and *Insights* (3.70) were similarly rated, signaling that the teachers appreciated the clarity and thought-provoking nature of the philosophical ideas presented. *Instructions* and *Organization* were rated slightly lower, with means of 3.67 and 3.68, respectively, but still fall within the "High" range, suggesting that the guidance and structure of the module were considered generally effective. With a *Grand Mean* of 3.77, the overall assessment indicates that the teachers viewed the module positively across all aspects, reflecting its overall quality and effectiveness for teaching philosophy.

Table 3 Results on the level of acceptability of the developed philosophy module for senior high school students in Tagapul-an District as assessed by the learners

Indicators	N	Mean	Interpretation
Illustrations	189	3.83	Accepted
Presentations	189	3.65	Accepted
Time Allotment	189	3.83	Accepted
Grand Mean	189	3.75	Accepted

Table 3 presents the results on the level of acceptability of the developed philosophy module for senior high school students in Tagapul-an District, as assessed by the learners on its content validity. All indicators were rated as "Accepted," demonstrating that the students generally found the module to be valid and suitable for their learning needs. The highest ratings were given to Illustrations (3.83), indicating strong approval of the clarity and visual elements of the module. Time Allotment also received a high score of 3.83, suggesting that the duration provided for the lessons was deemed appropriate. Presentations scored the lowest with a mean of 3.65, yet still fell within the "Accepted" range, indicating that the presentation style was generally well-received. With a Grand Mean of 3.75, the overall assessment indicates that the students found the module's content validity to be high and suitable for their academic needs.

Table 4 Results on the Level acceptability of the developed philosophy module for senior high school students in Tagapul-an District as assessed by teachers on its content validity

Indicators	N	Mean	Interpretation
Instruction	100	3.78	Accepted
Illustrations	100	3.85	Accepted
Presentations	100	3.69	Accepted
Time Allotment	100	3.74	Accepted
Format Validity	100	3.82	Accepted
Language Validity	100	4.04	Accepted
Grand Mean	100	3.82	Accepted

Table 4 presents the results on the level of acceptability of the developed philosophy module for senior high school students in Tagapul-an District, as assessed by teachers on its

content validity. All indicators received "Accepted" ratings, indicating that the teachers found the module's content to be appropriate for use in their classrooms. The highest rating was given to Language Validity (4.04), which suggests that the teachers strongly approved of the clarity and appropriateness of the language used in the module. Illustrations (3.85) and Format Validity (3.82) also received high marks, reflecting satisfaction with the visual elements and the overall structure of the module. Instruction (3.78) and Time Allotment (3.74) were similarly well-received, indicating that the teachers found the content delivery and time allocated to be generally effective. While Presentations scored the lowest with a mean of 3.69, it still falls within the "Accepted" range, suggesting that this aspect was deemed satisfactory but may benefit from slight improvements. The Grand Mean of 3.82 reinforces the overall positive assessment, highlighting the module's high acceptability for use with senior high school students in the district.

Table 5 Results on the level acceptability of the developed philosophy module for senior high school students in Tagapul-an District as assessed by experts

Indicators	N	Mean	Interpretation
Instruction	30	3.79	Accepted
Illustrations	30	3.83	Accepted
Presentations	30	3.65	Accepted
Time Allotment	30	3.68	Accepted
Format Validity	30	3.82	Accepted
Language Validity	30	3.99	Accepted
Grand Mean	30	3.79	Accepted

Table 5 Summarizes the level of acceptability of the developed philosophy module for senior high school students in Tagapul-an District, as assessed by experts on its content validity. All indicators received "Accepted" ratings, signaling that the experts found the module to be appropriate for use in the classroom. The highest rating was given to Language Validity (3.99), indicating strong approval of the clarity and appropriateness of the language used in the module. Illustrations (3.83) and Format Validity (3.82) also received high scores, suggesting that the visual components and overall structure were deemed effective. Instruction scored 3.79, reflecting a positive evaluation of how well the module conveys its content. Presentations (3.65) and Time Allotment (3.68) received the lowest scores, though both still fall within the "Accepted" range, indicating that while these aspects were generally seen as acceptable, there may be room for minor improvements. The Grand Mean of 3.79 suggests that, overall, the experts found the module to be highly acceptable for senior high school students in the district.

The comments and suggestions of the experts and teachers highlights several key areas for enhancing the philosophy module. Engagement strategies were frequently mentioned, with recommendations for incorporating interactive discussions, collaborative learning tools, and peer review systems to foster deeper student participation. The integration of multimedia resources,

such as videos and podcasts, was suggested to accommodate different learning styles and make philosophical concepts more accessible. Many respondents emphasized the need for practical applications, including real-world case studies, ethics-focused units, and contemporary philosophy to help students connect theory to practice. Structural improvements were also recommended, such as clearer learning objectives, gradual introduction of complex theories, and better scaffolding for students new to philosophy. Furthermore, assessment diversification emerged as a key theme, with suggestions for group projects, oral presentations, and formative assessments to provide more varied and meaningful evaluation methods. Expanding the module's scope to include diverse philosophical perspectives, modern thinkers, and stronger emphasis on argumentative skills was recommended to broaden students' critical engagement with the subject. Implementing these changes would create a more dynamic, inclusive, and effective learning experience for students.

The overall structure of the module is generally well-organized, making it easy for students to navigate through various topics. The clear separation between sections allows for easy tracking of progress, and students can focus on each concept without feeling overwhelmed. However, the addition of introductory paragraphs at the beginning of each section would further enhance the module's usability. These paragraphs could outline the purpose of each section and highlight key learning objectives, helping students better understand the goals of the content. By setting clear expectations, students would have a clearer roadmap of how each section ties into the broader learning outcomes.

The feedback provided by teachers and experts highlights several key areas for improving the developed philosophy module. One of the most prominent suggestions is the incorporation of more interactive elements to foster student engagement and deepen understanding. Teachers specifically recommended that integrating more discussions could help students explore complex philosophical ideas actively, while experts proposed incorporating multimedia resources such as videos and podcasts to cater to different learning styles. These resources could complement traditional readings, making the material more engaging and accessible. The inclusion of practical examples, case studies, and real-world scenarios was also emphasized, as these would help students apply abstract philosophical concepts to everyday situations, enhancing their ability to see the relevance of philosophy in real life.

In addition to these suggestions, both teachers and experts stressed the importance of providing clearer guidance and support for students. Teachers noted that clearer learning objectives at the beginning of each unit would help students focus on the most important concepts, while experts recommended gradually introducing complex philosophical theories, allowing students to build their understanding step-by-step. Furthermore, several educators suggested that a greater variety of assessment types, including group projects, essays, and oral presentations, could motivate students to engage more actively with the material. Formative assessments, in particular, were seen as crucial for providing ongoing feedback, which would support continuous learning and improvement. These suggestions reflect the need for a more structured approach that ensures

students not only learn theoretical concepts but also develop practical skills such as critical thinking, argumentation, and communication.

IV. Conclusion

The developed module proves to be organized, clear, and possesses content validity, as reflected in the assessments by both experts and teachers. It requires further enhancement of content to further engage students and help them apply philosophical concepts in real-life contexts. The feedback emphasized the importance of integrating multimedia resources like videos and podcasts, which would cater to different learning styles and make the material more dynamic. Incorporating practical examples and case studies deemed vital to help students relate abstract philosophical ideas to real-world situations. Inclusion of clearer learning objectives and diverse assessment strategies, such as group projects, oral presentations, and essays will not only motivate students but also encourage deeper engagement with the material and foster the development of essential academic skills, including communication, argumentation, and collaboration. The module is generally accepted and found to be effective to foster critical thinking, creativity, and a deeper appreciation for the subject of philosophy.

V. Recommendations

Based on the findings of the study, several recommendations have been made to further enhance the developed philosophy module for senior high school students in Tagapul-an District. Increase student engagement and improve the application of philosophical concepts in real-life contexts, it is recommended to integrate multimedia resources such as videos, podcasts, and interactive activities. These resources would cater to diverse learning styles and present philosophical content in a more dynamic and accessible manner. Incorporate practical examples, case studies, and real-world scenarios in order to help students relate abstract philosophical ideas to their everyday lives, making the subject more relevant and engaging. Expand the module's scope to include contemporary philosophical perspectives and global traditions to further enhance students' critical thinking skills, and to provide them with a broader understanding of philosophy and its relevance in the modern world. Refine certain aspects of the module, such as the clarity of instructions and the presentation style. Clearer learning objectives should be provided at the beginning of each unit to guide students and help them focus on the most important concepts. Vary the assessment methods, such as incorporating group projects, essays, and oral presentations to encourage more active engagement with the material and foster essential skills such as communication, collaboration, and critical thinking. Update periodically the module based on feedback from both teachers and students. Regularly incorporating feedback would ensure that the module remains relevant, engaging, and effective.

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