

Design and Validation of A Contextualized Self-Learning Module for Pag-Aaral ng Kasaysayan at Lipunang Pilipino

Jouie C. Narag

Cagayan State University-Sanchez Mira
jouie.narag@deped.gov.ph

Article Details:

Received: 20 May 2026
Revised: 27 May 2026
Accepted: 12 June 2026
Published: 17 July 2026
Corresponding Email:
jouie.narag@deped.gov.ph

Recommended Citation:

Narag, J. C. (2026). Design and Validation of A Contextualized Self-Learning Module for Pag-Aaral ng Kasaysayan at Lipunang Pilipino. The International Review of Multidisciplinary Research. 1 (9), 60-78.
<https://doi.org/10.67167/vertex.559>

Index Terms:

contextualized self-learning module, panag-tadug wedding custom, indigenous knowledge systems, culturally responsive instruction, PKLP, indigenous knowledge system

Abstract. This study aimed to develop and validate a contextualized Self-Learning Module (SLM) integrating the Panag-Tadug wedding custom of the Isnag-Ymandaya subtribe for the subject Pag-aaral ng Kasaysayan at Lipunang Pilipino (PKLP). The study employed a sequential exploratory design anchored on the ADDIE model. In the qualitative phase, Focus Group Discussions were conducted with six Grade 11 students to determine learners' experiences, instructional needs, and perceptions of existing learning materials. Thematic analysis revealed themes on difficulty in understanding concepts, lesson design issues, cultural disconnection in instructional materials, preference for interactive learning, and increased pride in their culture. These findings became the basis for developing the contextualized module. The quantitative phase utilized a quasi-experimental pretest-posttest control group design involving 80 Grade 11 students from Sanchez Mira School of Arts and Trades. Forty students in the experimental group used the contextualized module, while 40 students in the control group received direct instruction. Results showed that both groups improved after the intervention; however, the experimental group obtained significantly higher posttest scores across three modules. Independent t-test results revealed statistically significant differences favoring the experimental group, while Cohen's d showed very large effects. Furthermore, the developed module was rated Highly Acceptable by students in terms of clarity, cultural relevance, alignment with competencies, design, and usability. Expert validators also evaluated the module as Outstanding based on Department of Education LRMD standards. The findings indicate that contextualized and culture-based instructional materials integrating indigenous traditions can enhance students' conceptual understanding, engagement, and academic performance in Pag-aaral ng Kasaysayan at Lipunang Pilipino.

Introduction

Cultural diversity and the need for inclusive education have been central to global educational discourses, particularly in the context of Indigenous Peoples' education. This is a multifaceted issue that requires ongoing attention and action. Inclusive educational practices must be prioritized to address the systemic barriers faced by Indigenous communities. This, however, is an issue among countries with marginalized ethnic groups. The call for cultural-inclusive, and contextualized education has become urgent especially within the Department of Education's ongoing educational reforms under Strengthened Senior High School Program.

The integration of Indigenous Knowledge Systems and Practices (IKSP) into classroom instruction is not just merely an instructional innovation but a social imperative. Agarpao (2023) says including indigenous culture and knowledge in the classroom can be achieved by producing instructional learning materials that incorporate indigenous knowledge and culture through partnership with Indigenous leaders and experts. In connection, the Department of Education developed ways to empower Indigenous education in the curriculum by encouraging teachers to develop learning materials that are culture-based. For example, DepEd Memorandum No. 20, s. 2017 or Philippine Cultural Education Program trains teachers to develop culture-based teaching methodologies, developing culture-based lessons, and producing instructional materials through localization and contextualization of culture-based content. The importance of fabricating contextualized learning

materials is anchored in the DepEd Order No. 76, s. 2011 that focuses on the adaptation and implementation of the Learning Resources Management and Development System (LRMDS).

Despite these initiatives, the development and use of culturally contextualized instructional materials remain limited in many rural schools. Studies indicate that teachers often face challenges in developing culturally responsive learning materials because of limited localized resources, insufficient training, and minimal collaboration with Indigenous community leaders (Santos, 2018). As a result, classroom instruction always depends on generalized or lowland-centered narratives that may not sufficiently reflect the cultural experiences of Indigenous learners. This therefore creates a gap between instructional content and students' cultural background. This can hinder learning engagement and reduce the relevance of Social Studies lessons among Indigenous students.

This situation is particularly evident in Northwestern Cagayan, which includes the municipalities of Sanchez Mira, Abulug, and Pamplona. Due to their geographic proximity to Apayao Province, these areas have experienced migration from Indigenous communities. This resulted in a very culturally diverse student population in public schools. Among these learners are students from the *Ymandaya* subtribe of the Isnag Cultural Community (ICC) who migrated to lowland Cagayan to pursue education. However, many instructional materials used in Social Studies subjects do not adequately represent the cultural traditions and lived experiences of these Indigenous learners. Consequently, some Isnag-Ymandaya students have trouble in classroom engagement and activities that are primarily based on dominant narratives of Filipino history and society.

Under the Strengthened Senior High School Program, Social Studies subjects such as Pag-aaral ng Kasaysayan at Lipunang Pilipino (PKLP) focus on the importance of connecting historical and social concepts to the learners' cultural and personal experiences. However, the lack of contextualization remains a problem in effectively implementing this goal. Without learning resources that reflect Indigenous culture and traditions, opportunities to integrate indigenous knowledge in the teaching of Filipino history and society remain underutilized.

One example of an Indigenous cultural tradition that holds significant educational value is the *Panag-Tadug wedding custom* of the Isnag-Ymandaya community. The *Tadug*, commonly referred to as the bride price, is a traditional practice performed during the wedding engagement that symbolizes respect, unity, and commitment between families. It reflects the social values of kinship, cooperation, and cultural identity within the community (Palaganas et al, 2013). Beyond its role in marriage traditions, the *Panag-Tadug* practice embodies social structures and cultural values that can provide meaningful contextual examples in the teaching of Filipino culture and society.

The phenomenological study of Narag (2024) explored the lived experiences, meanings, and cultural values embedded in the *panag-Tadug* wedding custom among the Ymandaya community. The study revealed that the *Tadug* tradition represents important cultural themes such as family solidarity, respect for elders, community unity, and social harmony. These insights present valuable opportunities for contextualizing Social Studies lessons particularly in teaching concepts related to Filipino culture, traditions, and social relationships.

When instructional materials reflect the cultural experiences of learners, students are more likely to develop a stronger connection to the subject matter and actively participate in classroom discussions. However, despite the cultural richness of the Panag-Tadug tradition, there remains a lack of instructional materials that incorporate this Indigenous practice into Social Studies teaching.

Considering this matter, there is a need to develop contextualized learning materials that integrate Indigenous cultural practices relevant to the learners' cultural background. In response to this need, this study aims to design, develop, and validate a contextualized Self-Learning Module (SLM) aligned with the learning competencies of Pag-aaral sa Kasaysayan at Lipunang Pilipino (PKLP). The module integrates the Panag-Tadug wedding custom of the Isnag-Ymandaya community as a cultural context for understanding Filipino history and social traditions. Through the development of this culturally responsive learning material, the study seeks to contribute to the promotion of inclusive education and support the Department of Education's goal of strengthening culturally sustainable and contextually relevant teaching and learning practices.

Theoretical Framework

This study was anchored on three interrelated theoretical foundations that served as guide in the design, development and validation of the self-learning material on the Tadug wedding custom of the Isnag-Ymandaya subtribe for teaching *Pag-aaral ng Kasaysayan at Lipunang Pilipino (PKLP)*. These include: Culturally Responsive Pedagogy (Gay, 2000; Ladson-Billings, 1995), Borg and Gall's (1983) Research and Development Model, and the ADDIE Model of Instructional Design.

Culturally Responsive Pedagogy (CRP) (Gay, 2000; Ladson-Billings, 1995) stood as the principal theoretical foundation of this study. According to this approach, instruction in the classroom needs to be anchored on learners past knowledge,

learning preferences, and cultural background. CRP is the use of varied students' cultural traits and indigenous knowledge as a teaching tool (Gay, 2000). On the other hand, Ladson-Billings (1995) noted that by incorporating students' cultural experiences into the learning process, culturally relevant pedagogy improves students' intellectual, social, and emotional development. The goal of CRP is justified in the context of this study by incorporating the Tadug wedding custom into the PKLP subject. This will enable students, particularly Ymandayas, to observe how their culture is represented in their educational experiences.

Borg and Gall's (1983) Educational Research and Development Model which outlines the systematic process for developing and validating educational products such as instructional materials, modules, activity sheets, workbooks and programs. This served as the methodological foundation for this study. In this model, research and development in education posits a cyclical process of research, development, testing, revision and validation to make a material that is both effective. Through Borg and Gall's R&D process, this study was directed and guided in identifying cultural contents, designing, conducting expert validation, acceptability and evaluative feedback.

The ADDIE Model of Instructional Design (*Analysis, Design, Development, Implementation, and Evaluation*) was used to complement Borg and Gall's R&D framework. ADDIE model is a classic curriculum design model used by many experts in the field of education internationally. It consists of five stages: Analysis, Design, Development, Implementation and Evaluation. These stages are the necessary process for designing an effective curriculum (Deng, et.al, 2024). For the Analysis, this study will identify cultural elements embedded in the Tadug wedding custom based from the Phenomenological study of Narag (2024). These cultural elements should be relevant to the PKLP learning competencies. Learner's needs will also be determined in this stage.

On the other hand, this study was basically related to curriculum initiatives and pathways of the Department of Education. It coincides with the Department of Education policies that promote contextualized and culturally responsive education. DepEd Order No. 76, s. 2011 emphasizes the use of contextualization in instruction to make learning more meaningful and relevant to learners' experiences. Additionally, the DepEd Order No. 35, s. 2016 highlights the importance of collaborative and localized teaching practices through the Learning Action Cell (LAC), encouraging teachers to develop and modify instructional materials suited to the learners' context. Furthermore, DepEd Order No. 32, s. 2015 or the Indigenous Peoples Education (IPEd) Curriculum Framework supports the integration of indigenous knowledge systems, practices, and cultural identity into the curriculum. These policies provide the theoretical and policy foundation of the study in developing and utilizing contextualized self-learning modules grounded in local culture and indigenous practices.

Design involves structuring the objectives of the material, its content and learning activities. Creating and producing the self-learning material will be in the development stage. In the Implementation, the material will be introduced to students, experts and educators for pilot use while field determining effectiveness of instruction through pre-test post-test of the material will be in the Evaluation stage. This study will also present the relationships among the variables and processes involved in the research and development of the Tadug-based culturally responsive learning material for PKLP through Input-Process-Output. The study is anchored on a Sequential Exploratory Mixed Methods Design, integrated with the ADDIE instructional design model and framed within an Input-Process-Output (IPO) paradigm. The qualitative findings serve as the foundation for the design and development of the contextualized self-learning module, while the quantitative phase validates its effectiveness and acceptability.

Alignment to Sustainable Development Goals

This study was in relation to key Sustainable Development Goals (SDGs), particularly on quality education, reduced inequalities, and sustainable communities. It emphasizes how the development and use of contextualized self-learning modules (SLMs) based in Indigenous cultural practices can address critical educational and societal concerns.

Implications for Education (SDG 4: Quality Education)

The findings of this study have a substantial contribution to the attainment of Sustainable Development Goal 4 (Ensure inclusive and equitable quality education). Developing a contextualized SLM demonstrates how culture-sensitive instruction can improve learning outcomes, promote student engagement, and address gaps in instructional material quality. It also pushes the need for educators to create learner-centered materials that prioritize and value students' cultural backgrounds.

Implications for Reducing Inequalities (SDG 10)

This study promotes inclusivity to reduce inequalities in education particularly in cultural representation. The integration of Indigenous cultural practices (Panag-tadug wedding custom for example) into classroom instruction and even in alternative delivery mode supports the principle that education should be accessible and relevant to all learners, regardless of cultural background.

Implications for Sustainable Communities (SDG 11)

The study helps preserve cultural heritage through integration of Indigenous knowledge into learning materials. Schools become catalyst in maintaining local traditions and promoting cultural awareness among younger generations.

Research Paradigm

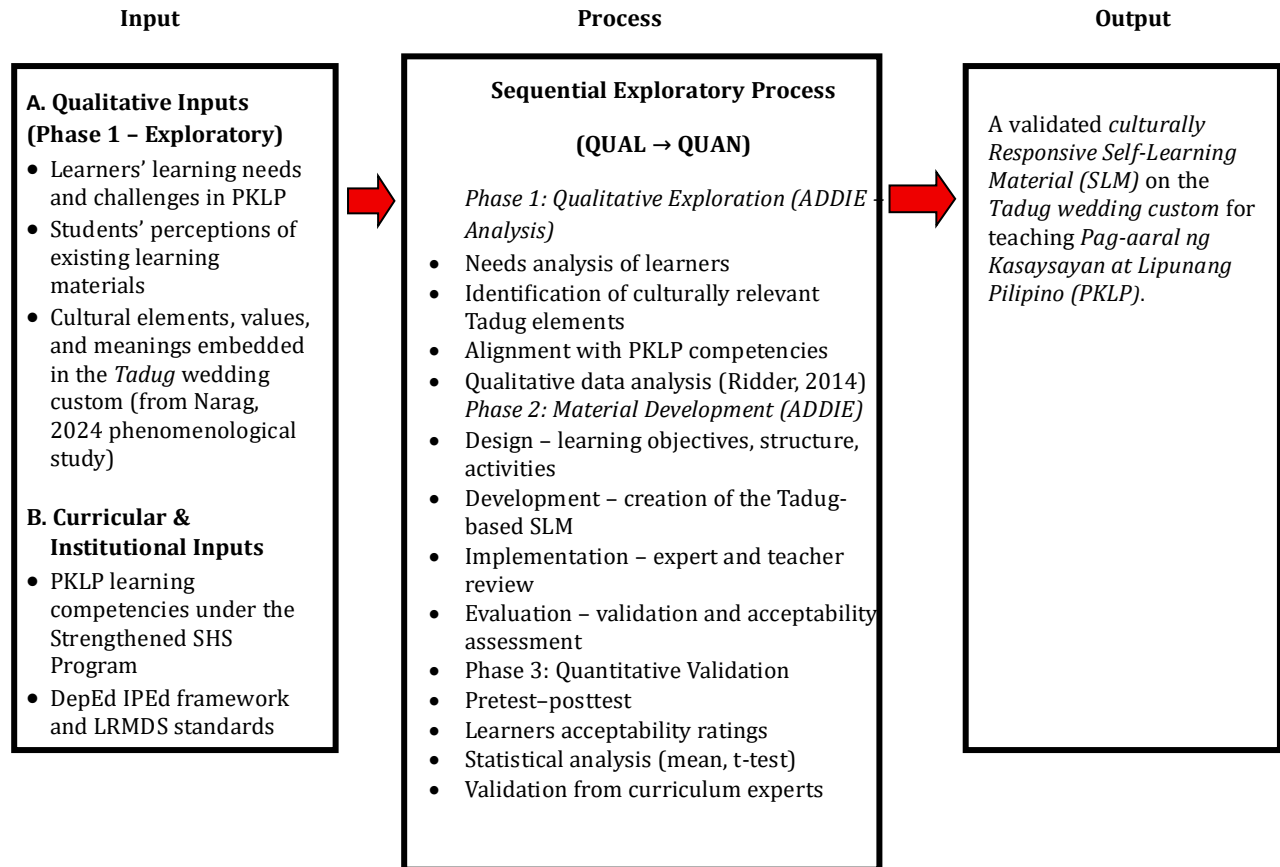


Figure 1 illustrates the Input -Process and Output used in the study

Research Questions

Generally, this study aimed to develop and validate a contextualized self- learning material based on the *Tadug* Wedding Custom for teaching in *Pag-aaral sa Kasaysayan at Lipunang Pilipino (PKLP)* using sequential-exploratory approach.

Specifically, it sought to answer the following questions:

1. What are the learning needs of Senior High School students in social studies subjects in relation to understanding culture, society, and indigenous practices?
2. What are the learners' perceptions on existing self-learning modules?
3. What features do students suggest should be included in a contextualized self-learning material to make social studies subjects lessons more engaging, meaningful, and understandable?
4. What are the learners' perceptions of integrating local cultural practices in PKLP lessons?
5. How can a contextualized Self-Learning Module (SLSM) integrating the *Tadug Wedding Custom* be developed for teaching PKLP?
6. Is there a significant difference in the scores of students exposed to the Contextualized Self-Learning Module and those exposed to direct instruction?
7. What is the magnitude of the difference in posttest performance between students exposed to the Contextualized Self-Learning Module and those who received direct instruction, as measured by effect size?
8. What is the level of acceptability of the developed learning material among students in terms of:
 - a. Content accuracy and cultural authenticity

- b. Alignment with the PKLP learning competencies
 - c. Alignment with Learning Competencies
 - d. Design and usability
9. How do DepEd curriculum experts assess the content of the developed contextualized self-learning material in terms of:
- a. Content
 - b. Format
 - c. Presentation and Organization
 - d. Accuracy and Up-to-dateness information

Hypotheses of the Study

The study was guided by the following hypotheses.

H₀1: There is no significant difference in the mean scores of students exposed to the Contextualized Self-Learning Module and those exposed to direct instruction.

H₀2: There is no magnitude of difference in the posttest performance between students exposed to the Contextualized Self-Learning Module and those who received direct instruction, as measured by effect size.

Methodology

Research Design

This study employed a Sequential Exploratory Design which makes use of two phases-qualitative and quantitative. In this research approach, qualitative data was collected and analyzed first followed by quantitative data collection and analysis. The purpose of this design is to explore a phenomenon in depth and then use qualitative data to develop quantitative instruments or intervention materials. This two-phase approach is particularly useful for a researcher interested in developing a new instrument, taxonomy, or treatment protocol (Creswell & Plano Clark, 2011). In this study, sequential-exploratory design was employed because the development of a contextualized self-learning material requires understanding on learners' experiences, needs and cultural background before its effectiveness can be tested. The qualitative phase was anchored on Ridder (2014) approach on qualitative analysis which makes use of three main procedures: Collection, Data Reduction and Conclusion. Findings from this phase served as the empirical basis for the design and development of a contextualized self-learning material grounded in the *panag-Tadug* wedding custom of the Isnag-Ymandaya subtribe. On the other hand, the quantitative phase utilized a quasi-experimental one-group pretest-posttest design to determine the effectiveness of the developed contextualized self-learning material. In addition, the material's level of acceptability from the learners was determined. The contextualized self-learning material was subjected to expert validation through a validation committee (District level) utilizing the Department of Education's prescribed standard validation tool for instructional learning materials.

Locale of the Study

Qualitative and Quantitative Phase

Data gathering for the qualitative phase was conducted in the Sanchez Mira School of Arts and Trades (SMSAT). SMSAT is a mega-large category school that accommodates a culturally mixed student population, including Isnag-Ymandaya learners from Apayao Province and non-Indigenous learners from Northwestern Cagayan. This locale was considered appropriate since the school has highly enrolled students tagged as members of Isnag-Ymandaya subtribe. Data for this phase was gathered through focus group discussions and interviews with selected students. The same institution was used as locale for the quasi-experimental pretest-posttest design to determine the effectiveness of the developed self-learning module and the determination of the level of acceptability among learners. Expert validation was conducted at DepEd Sanchez Mira District office with a validation committee composed of master teachers, heads and language experts. These validators provided empirical judgement on the material's pedagogical appropriateness in the classroom settings.

Respondents/Participants and Sampling Technique

Student-Respondents

The student-respondents consist of Senior High School students enrolled in Pag-aaral sa Kasaysayan at Lipunang Pilipino (PKLP). A selective purposive sampling technique was employed to identify students who could provide rich and relevant

information for the qualitative phase. In addition, the same respondents was used to determine the SLM's level of acceptability. The inclusion criteria for student-respondents were as follows:

- Currently enrolled in Understanding Society, Culture and Politics, PKLP or humanities and social sciences subjects.
- Includes Isnag-Ymandaya Indigenous learners from Apayao Province and non-Indigenous learners
- Willingness to participate in interviews and classroom testing

These students were selected to capture the learning needs and experiences of learners in culturally mixed classrooms, where Indigenous and non-Indigenous students learn together using standardized instructional materials.

Expert-Validators

The expert-respondents are composed of DepEd officials and curriculum experts selected through selective purposive sampling based on their professional qualifications and involvement in curriculum implementation, instructional supervision, and learning resource evaluation. The criteria to select them include:

- Master Teachers
- Heads of Related Subjects
- Curriculum specialists or subject area experts
- School Heads with experience in instructional leadership and learning resource validation
- Language experts in Filipino

These experts were chosen to ensure that the developed self-learning material met DepEd standards that us aligned with the PKLP learning competencies and maintained cultural accuracy and appropriateness in the integration of Indigenous Knowledge Systems and Practices (IKSP) in learning materials.

Research Instruments

This study utilized four major research instruments that correspond to the phases of Sequential Exploratory Design. The instruments are designed and aligned with the research questions, ADDIE model and the DepEd Learning Resource Management and Development System (LRMDS) standards.

Researcher-Made Pretest and Posttest

To determine the effectiveness of the developed self-learning material, a researcher made pretest and posttest was constructed and administered to the target students involved in the quasi-experimental design. The test items are aligned with the learning competencies of PKLP and were checked and validated by teacher-experts. The pretest was administered prior to the implementation of the module that served as the baseline of students' understanding on the concepts of the module. The posttest on the other hand was administered after the intervention to determine learning achievement.

Semi-structured interview guide for the Qualitative Phase

A semi-structured interview guide was developed and used during the focus group discussion. The construction of the interview guide was anchored on the DepEd Learning Resource Management and Development System (LRMDS) standards particularly on the content, relevance to learners' needs, cultural appropriateness and usability of learning materials. It was consist of open-ended questions with Filipino translation to make the questions easy to understand. The interview guide was composed of four parts: 1. Learners' experiences and learning needs, 2. Perceptions to existing learning materials, 3. Cultural Relevance and Contextualization 4. Suggested features for contextualized self-learning module.

Acceptability Survey Questionnaire

A researcher-made acceptability survey questionnaire was administered to student-respondents after using SLM. The instrument was crafted based on the DepEd LRMDS standards that was used to assess the module's acceptability in terms of content clarity and accuracy, cultural relevance and authenticity, alignment with learning competencies, design and usability, and overall acceptability and learner engagement. The questionnaire made use of 5-point Likert scale. The questions are in simple or learner-friendly language with Filipino translations to make it easy to understand and comprehend. The parts of the questionnaire were divided into 5 parts: 1. *clarity and accuracy*, 2. *cultural relevance and authenticity*, 3. *alignment with learning competencies*, 4. *design and usability*, and 5. *overall acceptability and learner engagement*.

Validation instrument for the Self-Learning Module

To validate the instructional quality of the developed self-learning module, the study utilized the Evaluation Rating Sheet for Print Resources under the Validation Tool for Self-Learning Materials, as prescribed in DepEd Memorandum No. 12, 18, s. of 2020, issued by the Department of Education. This validation instrument was used by the validation team (*recommended by the DepEd-District of Sanchez Mira*) composed of master teachers, Academic heads, and language experts. The tool assessed the module based on criteria such as content accuracy, curriculum alignment, instructional design, cultural appropriateness, and technical quality. Ratings and qualitative feedback from the validators were used to revise and improve the self-learning module prior to its final implementation and finalization.

Data Gathering Procedure

Data gathering for this study revolved around Sequential Exploratory Design following two major phases: qualitative and quantitative. The general procedures were guided by the ADDIE instructional design model.

Qualitative Phase (Exploratory)

The qualitative data of this study was gathered through focus group discussions using semi-structured interviews with selected student-participants (through selective purposive sampling). An interview guide was developed to elicit students' learning needs, difficulties in understanding social studies concepts, perceptions of existing learning materials, and views on the use of Indigenous cultural practices as learning contexts. The interviews were conducted in a language comfortable to the participants (Filipino or Mother Tongue when necessary) to ensure clarity and authenticity of responses. Responses were audio-recorded with consent, transcribed verbatim, and validated through participant confirmation to enhance credibility and be analyzed using Ridder (2014) analysis. Findings from the qualitative analysis directly informed the content, structure, language use, and activities included in the developed self-learning material. The interview guide underwent validation from experts before use. Based on the qualitative findings, the contextualized self-learning material was designed and developed following the ADDIE Model. After development, the material was subjected to field testing using quasi experimental design, acceptability and expert validation. The design and layout followed the guidelines based on *DepEd Memo 001, s. 2021, additional reference is DepEd Memo No. 12, 18, s. of 2020*.

Quantitative Phase (Experimental)

Field Testing (Pretest-Posttest Administration)

A researcher-made achievement test aligned with PKLP competencies was administered. To determine students' baseline knowledge, a pretest was administered to both experimental group (40) and control group (40) and to ensure group comparability. The administration of pre-test-posttest for the experimental group where:

November 28, 2025- Pretest (Module 1)
December 17, 2025- Posttest (Module 1)
December 19, 2025- Pretest (Module 2)
January 31, 2026- Posttest (Module 2)
February 1, 2026- Pretest (Module 3)
March 6, 2026-Posttest (Module 3)

To ensure accuracy, and objectivity in recording students' pretest and posttest scores, the researcher utilized the *ZipGrade mobile application* as the primary scoring tool. The application allows teachers to scan answer sheets and automatically compute students' scores in real time. It generates instant item analysis, class summaries, and downloadable reports in spreadsheet format. After the pretest, the experimental group was exposed to the Contextualized Self-Learning Module, while the control group received direct face-to-face instruction following the same competencies. A brief orientation of the subject and its competencies was given to the experimental group. After the intervention, a posttest was given to both groups on March 6, 2026. The scores obtained from the pretest and posttest were recorded and analyzed to determine within-group improvement and differences between the experimental and control groups.

A. Learner Acceptability

After field testing, learner-respondents answered an acceptability questionnaire designed to measure their perceptions of Content accuracy and cultural authenticity, alignment with the PKLP learning competencies, pedagogical appropriateness, design and usability. The survey was conducted to the student-respondents on March 6, 2026, after the conduct of posttest.

B. Expert Validation

The developed SLM was evaluated by a validation committee formed by the DepEd-District Office of Sanchez Mira, Cagayan, authorized by the Public Schools Division Superintendent. The primary tool used to validate the material was the DepEd Learning Resources Management and Development System (LRMDS) evaluation tool for print resources (*DepEd Memo No. 001, s. 2020*). Quantitative ratings were complemented by written comments and suggestions, which were used to further refine the learning material. Validation of the contextualized self-learning material took place on March 9-10, 2026.

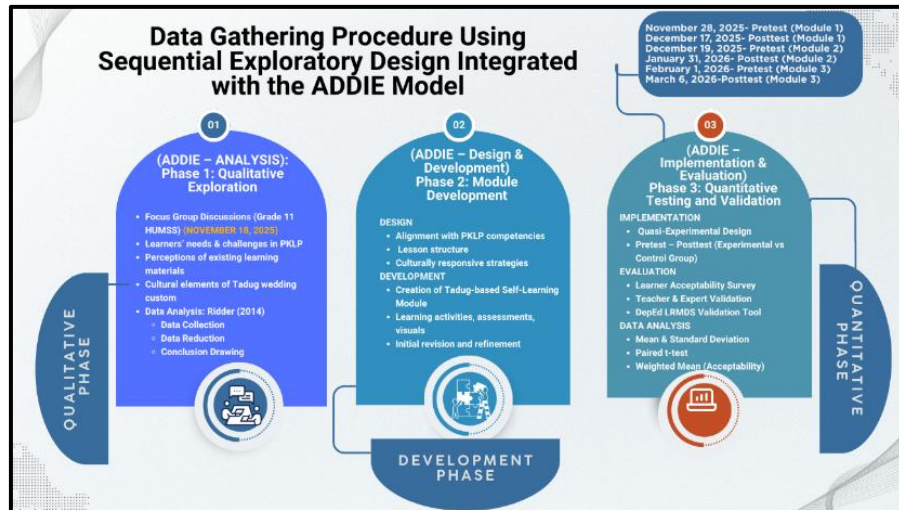


Figure 1. The researcher-made framework of how qualitative findings (Analysis) inform the design and development of the instructional material, which is subsequently implemented and evaluated through quantitative testing and DepEd-based validation.

Results and Discussion

Qualitative Phase

Ridder (2014) emphasizes that data reduction is not elimination but conceptual sharpening. In data reduction, the following steps were conducted: first-order coding, second-order abstraction, and thematic condensation. After conducting these series of steps, five (5) themes emerged.

THEME 1: Difficulty in Understanding Concepts

The findings reveal that students experience significant challenges in understanding Social Studies concepts. Participants expressed concerns particularly when lessons are abstract and terminologies are "heavy". Participants consistently described lessons as "*puro theory*" (P1), "*abstract siya, hindi ko ma-imagine agad*" (P1), and "*malalim yung words*" (P4). Several participants reported difficulty on the serious and heavy discussion format of instruction. For instance, P6 stated, "*nawawala focus ko... masakit sa ulo kasi puro discussion lang*," while P2 shared that when discussions become too long, "*naboboring na kami... nawawala na attention ko*." P3 also expressed difficulty especially in topics such as anthropology, saying that the explanations were long and lacked examples that made them hard to understand immediately. These statements proposed that learners struggle not merely because of concepts are presented without sufficient context supports or guided examples. The repeated mention of abstract topics such as political ideologies (P4), globalization (P2), sociology and politics (P5), and social inequality (P6) suggests that students require real life examples or concrete illustrations to anchor these ideas. Thus, learners' difficulty in processing concepts emerged as a structural issue in instructional delivery.

THEME 2: Lesson Design Issues

Participants also highlighted structural issues in existing learning materials. Several described existing modules in social studies subjects as overly lengthy and text heavy. P1 noted that explanations were "*masyadong mahaba*," "*maliit pa yung font*," making them discourage to read. P2 described the materials as "*puro basa-basa lang*," while P6 emphasized problem in lesson support, saying "*walang visual aids*." Similarly, P3 commented that explanations were long and lacked examples, which delayed understanding. In terms of activities, students cited limited variation. P1 observed that activities were often repetitive, "*parang puro identification o essay*," and P3 mentioned that there were "*adu essay na Sir*" (many essays). Although

some participants acknowledged helpful tasks/activities such as P4 noting that situational questions were helpful. They still emphasized the need for clearer explanations and better design. P5 further mentioned that some examples were *"hindi updated,"* making them less relatable to the subject matter. These expressed concerns from the participants suggests that the modules lack adequate instructional support. While content is present, it is insufficiently supported by visual, structural, and interactive elements that facilitate independent learning. The design of existing modules appears to focus only on information transmission over meaning-making for concepts. This results in learner losing interest, disengagement and dependence on teacher explanation.

THEME 3: Cultural Disconnection in Learning Materials

One of the strongest patterns across participants was the absence of local cultural representation. P1 stated that examples were often *"nasa ibang lugar, hindi ko ma-relate sa amin."* P2 similarly observed that examples were *"all about culture ng iba... wala masyado sa lugar natin."* P4 explicitly mentioned that there were few examples related to *"mga Ilokano."* P6 confirmed that local context was only included saying *"bihira lang."* Students also expressed what they wished to see integrated into lessons. Suggestions included wedding traditions (P1), elders' beliefs or *"pamahiin"* (P2), traditional leadership systems (P6), barangay practices (P4), and ancestral stories (P5). Additionally, cultural inclusion stimulated emotional responses. P3 also expressed interest in cultural practices, *"Pammati dagiti nagkauna Sir, kasla kuma agijay panagbad-badu, pammati nu adda matay wenno kas-kasar."* (traditional beliefs, clothings, weddings). P6 shared, *"Nakaka-proud po pag kasama kultura namin sa lesson,"* while P5 stated that local stories *"mas tumatatak sa isip."* These responses demonstrate that contextualization is about recognition and validation of identity. In Ridder's (2014) pattern-matching phase, this recurring absence of local representation was interpreted as a structural cultural disconnect between curriculum and lived experience. Integrating indigenous practices such as the *Tadug Wedding Custom* would therefore directly respond to students' articulated need for culturally grounded instruction.

THEME 4: Interactive/ Constructive Learning Preferences

Participants consistently stated preferred instructional features that would boost their comprehension and interest. Visual supports were repeatedly emphasized. P2 said, *"Yung pictures po... nakakatulong kasi mas may idea ako,"* while P6 affirmed, *"Mas naiintindihan ko po pag may larawan at kwento."* P1 also stated that stories make lessons *"mas madaling tandaan."* Students suggested adding infographics (P6), colorful design (P4), guide questions (P5), follow-up questions before reading (P2), and interactive activities such as games (P1). P3 indicated that understanding improves when lessons are clearly discussed and repeated, if necessary, *"Ma-idiscuss nalaing dagijay lesson nga narigat maawatan sir. Kasla mai-ulit kuma."* These preferences of the participants showcase a constructivist orientation toward learning. Students do not reject the content itself but rather, they request interactive, visual, and narrative structures that allow them to think creatively and actively construct ideas /meaning on their own. Stories and visuals function as cognitive organizers, while interactive activities enhance engagement. This suggests that the proposed contextualized self-learning module must incorporate interactive and participatory elements to meet learner needs effectively.

THEME 5: Pride and Interest in their Culture

Beyond comprehension and engagement, the data reveal an important affective dimension. Cultural inclusion appears to develop intrinsic motivation and pride. P2 mentioned that when examples reflect their culture, *"parang mas matutuo ka sa kultura mo, proud ka ganun."* P6 expressed that inclusion of their culture makes them feel proud. P5 noted being *"mas na-eexcite"* when cultural examples are used. P3 strongly expressed intention to learn culture, *"Awan unay examples nu maipangep ti kultura mi Sir. Mas mayat met nukwa sir nu ti lesson ket about kadagijay pammati ti tattao."* These affective responses indicate that cultural contextualization enhances not only cognitive understanding but also emotional aspect in learning. When students see their traditions, beliefs, and community practices integrated in the lessons, learning becomes personally meaningful. Thus, contextualized instruction affirms learner identity, strengthens engagement, and deepens comprehension. The integration of the *Tadug Wedding Custom* into PKLP is therefore pedagogically justified not only for conceptual clarity but also for motivational enhancement

Conclusion Drawing

Following the analytic framework of Ridder (2014), the study compared the findings against established theoretical perspective on culturally responsive pedagogy framework. The pattern matching revealed strong alignment: students' need for clear/concrete examples, visual aids, interactive activities, and culturally based content support the claim that contextualized instruction enhances both comprehension and engagement. Findings also showed that although some participants noted certain activities were helpful or parts of the explanations were clear, they still emphasized the need for more examples, visuals, and local cultural integration. The findings support existing theories of contextualized learning and culturally responsive pedagogy while also extending them by highlighting the emotional and motivational impact of

including learners' cultural identity in instructional materials. The qualitative data demonstrate that culturally grounded, well-supported learning materials not only improve understanding but also foster pride, interest, and engagement among students.

Implication for Module Development

The findings of the qualitative phase justify the development of a contextualized self-learning material integrating the *panag-Tadug* Wedding Custom to:

Operationalize/Simplify abstract PKLP concepts

The qualitative data revealed that students struggle with abstract and theory-heavy concepts due to difficult terminologies and limited contextual support. Integrating the *panag-Tadug* Wedding Custom into the module allows abstract ideas to be explained through concrete, real-life cultural practices familiar to learners. By integrating theoretical concepts in their lived experiences, the module simplifies understanding. This will reduce lesson overload and promote meaningful learning.

Provide cultural-based examples

Students consistently expressed difficulty relating to examples taken from other regions or countries. This indicates a cultural disconnection in existing learning materials. Integrating local traditions, beliefs, and practices particularly the *panag-Tadug* Wedding Custom supports instruction in learners' cultural realities. This contextualization enhances relevance and strengthens retention. It also connects academic content with students' lived experiences that makes learning more relatable and meaningful.

Increase Engagement Through Visual and Interactive Design

Participants emphasized the need for pictures, stories, and varied activities to sustain attention and improve comprehension. This suggests that the module must incorporate visual aids, and interactive tasks to support independent learning. By integrating multimodal instructional features, the module enhances engagement and supports deeper understanding.

Strengthen Learner Identity and Cultural Pride

The data revealed that students feel proud and more motivated when their culture is reflected in the lesson. Integrating the *panag-Tadug* Wedding Custom supports learners' cultural identity and validates indigenous knowledge. This cultural inclusion not only enhances comprehension but also boosts intrinsic motivation, engagement, and a stronger sense of belonging in the learning process.

Present Lessons in Clear, Manageable Steps

Findings showed that long explanations and text-heavy materials contribute to learner disengagement and difficulty in comprehension. The module therefore must present concepts in organized, step-by-step formats with guided questions, summaries, and structured activities. Such scaffolding supports gradual understanding, promotes independent learning, and ensures that complex concepts are processed in manageable segments.

Quantitative Phase

After the qualitative phase and the development of the contextualized Self-Learning Module (SLM), the module was implemented among the target learners in *Pag-aaral ng Kasaysayan at Lipunang Pilipino (PKLP)*. This phase aims to evaluate the effectiveness of the developed module in improving students' learning outcomes. A quantitative approach was used by administering a pretest and posttest to measure changes in students' performance after using the contextualized SLM. The results provided evidence on the effectiveness of the module in enhancing learners' understanding of PKLP concepts.

Percentage Score	Descriptive Value	ARALIN 1		ARALIN 2		ARALIN 3	
		Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
6.67	Did Not Meet Expectation	1	2.50				
13.33	Did Not Meet Expectation	1	2.50	1	2.50	5	12.50
20	Did Not Meet Expectation	6	15.00	5	12.50	5	12.50
26.67	Did Not Meet Expectation	6	15.00	4	10.00	8	20.00

33.33	Did Not Meet Expectation	11	27.50	12	30.00	11	27.50
40	Did Not Meet Expectation	6	15.00	12	30.00	6	15.00
46.67	Did Not Meet Expectation	3	7.50	3	7.50	2	5.00
53.33	Did Not Meet Expectation	1	2.50	1	2.50	3	7.50
60	Did Not Meet Expectation	4	10.00	1	2.50		
73.33	Did Not Meet Expectation	1	2.50				
80	Satisfactory			1	2.50		
Pretest Scores of Students Exposed to Direct Instruction		Average Grade = 35.33		Average Grade = 35.83		Average Grade = 30.99	
		Did Not Meet Expectation		Did Not Meet Expectation		Did Not Meet Expectation	

Table 1. Frequency and percentage distribution of Pretest Performance of Students Exposed to Direct Instruction

Table 1 presents the frequency and percentage distribution of the pretest scores of students exposed to direct instruction. The results show that most students in Aralin 1, 2, and 3 garnered scores classified as *Did Not Meet Expectations*, with average grades of 35.33, 35.83, and 30.99. These results indicate that before the intervention, students (control group) had low prior knowledge of the subject matter. The concentration of scores in the lower percentage brackets confirms that students had not yet mastered the competencies covered in the subject PKLP (2nd Quarter). This establishes a baseline condition necessary for measuring instructional impact.

Percentage Score	Descriptive Value	ARALIN 1		ARALIN 2		ARALIN 3	
		Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
46.67	Did Not Meet Expectation	1	2.50				
53.33	Did Not Meet Expectation	4	10.00	4	10.00	1	2.50
60	Did Not Meet Expectation	3	7.50	5	12.50	6	15.00
66.67	Did Not Meet Expectation	4	10.00	8	20.00	7	17.50
73.33	Did Not Meet Expectation	1	2.50	4	10.00	1	2.50
80	Satisfactory	16	40.00	11	27.50	19	47.50
86.67	Very Satisfactory	6	15.00	6	15.00	5	12.50
93.33	Outstanding	4	10.00	2	5.00	1	2.50
100	Outstanding	1	2.50				
Post Test Scores of Students Exposed to Direct Instruction		Average Grade = 76.33		Average Grade = 73.17		Average Grade = 75.08	
		FAIRLY SATISFACTORY		DID NOT MEET EXPECTATIONS		FAIRLY SATISFACTORY	

Table 2. Frequency and percentage distribution of Post test Performance of Students Exposed to Direct Instruction across three lessons.

Table 2 shows the posttest performance of students who received direct instruction. The mean scores increased to 76.33 (Aralin 1), 73.17 (Aralin 2), and 75.08 (Aralin 3). Data shows that there was observed improvement, however, Aralin 2 remained within the "Did Not Meet Expectations" descriptive level. Only few students gained Satisfactory, Very Satisfactory, and Outstanding remarks. This indicates that direct instruction positively influenced student learning. However, the distribution still shows variability, with some students remaining in lower performance brackets. This states that while effective, direct instruction may not fully address learning needs.

Percentage Score	Descriptive Value			MODULE 1 / ARALIN 1		MODULE 2 / ARALIN 2		MODULE 3/ ARALIN 3	
				Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
6.67	Did Not Expectation	Meet						1	2.50
13.33	Did Not Expectation	Meet	1	2.50	4	10.00	3	7.50	
20	Did Not Expectation	Meet	1	2.50	2	5.00	2	5.00	
26.67	Did Not Expectation	Meet	4	10.00	2	5.00	8	20.00	
33.33	Did Not Expectation	Meet	7	17.50	7	17.50	4	10.00	
40	Did Not Expectation	Meet	2	5.00	5	12.50	3	7.50	
46.67	Did Not Expectation	Meet	2	5.00	1	2.50	11	27.50	
53.33	Did Not Expectation	Meet	5	12.50	5	12.50	3	7.50	
60	Did Not Expectation	Meet	7	17.50	8	20.00	4	10.00	
66.67	Did Not Expectation	Meet	4	10.00	2	5.00	1	2.50	
73.33	Did Not Expectation	Meet	4	10.00	4	10.00			
80	Satisfactory			3	7.50				
Pretest Scores of Students Exposed to Contextualized Self-Learning Module				Average Grade = 50.83		Average Grade = 44.99		Average Grade = 38.84	
				Did Expectation	Not Meet	Did Expectation	Not Meet	Did not Expectation	not Meet

Table 3. Frequency and percentage distribution of Pretest Performance of Students Exposed to Contextualized Self-Learning Module

Table 3 presents the pretest performance of students under the experimental group. The average grades were 50.83, 44.99, and 38.84 across Modules 1–3. Data shows that the experimental group is slightly higher than the control group, however, they still fell under the Did Not Meet Expectations category. This suggests that both groups began with relatively low mastery, though the experimental group showed slightly higher prior knowledge.

Percentage Score	Descriptive Value	MODULE 1/ ARALIN 1		MODULE 2/ ARALIN 2		MODULE 3/ ARALIN 3	
		Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
67	Did Not Meet Expectation					1	2.50
73.33	Did Not Meet Expectation	1	2.50	1	2.50		
80	Satisfactory			2	5.00	5	12.50
86.67	Very Satisfactory	5	12.50	9	22.50	8	20.00
93.33	Outstanding	19	47.50	17	42.50	11	27.50
100	Outstanding	15	37.50	11	27.50	15	37.50
Post Test Scores of Students Exposed To Contextualized Self-Learning Module		Average Grade = 94.50		Average Grade = 92.50		Average Grade = 92.15	
		OUTSTANDING		OUTSTANDING		OUTSTANDING	

Table 4. Frequency and percentage distribution of Post test Performance of Students Exposed to Contextualized Self-Learning Module

Table 4 displays the posttest performance of students exposed to the contextualized self-learning module. The results reveal an increase in mean scores, with 94.50 for Module 1, 92.50 for Module 2, and 92.15 for Module 3. Most students achieved “Outstanding” ratings. Data also suggests that there is consistency of high scores that indicates uniform learning

gains across students. These findings indicate that the contextualized self-learning module was highly effective in enhancing mastery of the targeted competencies in PKLP subject. The findings suggest that using contextualized self-learning modules greatly improves students' mastery of the competencies in the PKLP subject. The high and consistent posttest scores indicate that contextualized learning materials effectively support students' understanding and independent learning. Therefore, incorporating contextualized modules in instruction may help boost students' academic performance and learning outcomes.

Modules	Tests	Mean	Standard Deviation	t- value	p-value	Remarks
Aralin 1	Pretest	35.33	14.26	-13.556	0.000	Highly Significant
	Post Test	76.33	13.16			
Aralin 2	Pretest	35.83	11.96	-13.999	0.000	Highly Significant
	Post Test	73.17	11.55			
Aralin 3	Pretest	30.99	11.15	-21.498	0.000	Highly Significant
	Post Test	75.08	9.88			

Table 5. Comparison of Pretest and Posttest performance of students Exposed to Direct Instruction Across Three Lessons

Table 5 presents the comparison of pretest and posttest performance of students exposed to direct instruction. The paired sample t-test results yielded statistically significant differences across all three lessons, with p-values less than .001. This confirms the substantial increase in mean score. The substantial improvement in the posttest scores of students exposed to direct instruction is reinforced by several recent studies. A study by Stedy and Alfanta (2024) found that students taught through the Direct Instruction learning model achieved also significantly higher academic performance based from the three modules. The study emphasized that the structured and systematic nature of direct instruction helps learners understand concepts clearly and improves overall academic achievement. Similarly, Dela Peña and Doronio (2025) showed an experimental study on teaching strategies and found that students' posttest scores increased after the implementation of structured instructional approaches such as direct instruction. Their findings showed that clear explanations, modeling, and guided practice contribute to improved academic performances demonstrate that direct instruction significantly improved academic performance. On the other hand, a study of Henghan et. al. 2020 suggests that Direct Instruction (DI) significantly improves student performance in complex tasks, enhancing both skill execution and efficiency compared to student-centered, inquiry-based approaches. However, for simpler tasks, the benefits of DI are less pronounced. This suggests that DI is particularly effective for teaching difficult or complex procedures where guided, instructor-led teaching helps students achieve better outcomes.

Modules	Tests	Mean	Standard Deviation	t- value	p-value	Remarks
Module/Aralin 1	Pretest	50.83	18.47	-14.601	0.000	Highly Significant
	Post Test	94.50	5.63			
Module/Aralin 2	Pretest	44.99	6.44	-15.822	0.000	Highly Significant
	Post Test	92.50	6.32			
Module 3/ Aralin 3	Pretest	38.34	15.08	-18.967	0.000	Highly Significant
	Post Test	92.15	8.03			

Table 6 Comparison of Pretest and Posttest performance of students Exposed to Contextualized Self -Learning Modules Across

Three Instructional Modules/Lessons

Table 6 shows the comparison of pretest and posttest performance of students exposed to the contextualized self-learning module. The paired sample t-test results also revealed highly significant differences across all modules, with p-values less than .001. The degree of increase from pretest to posttest was remarkably larger than that observed in the control group. These findings confirm that the contextualized self-learning module significantly enhanced student learning outcomes. The findings suggest that contextualized module is an effective technique in enhancing students' academic performance. The significant difference between the pretest and posttest scores suggests that direct instruction is an effective technique in enhancing students' understanding of a particular topic. Therefore, direct instruction can be an effective technique in enhancing students' mastery of a particular skill.

This finding is supported by Dewi and Primayana (2019) who found that students who used contextualized learning modules achieved higher conceptual understanding in physics compared to those taught through traditional direct learning models. This indicates that contextualized learning materials, which link content to real-life situations and students' experiences, are more effective in promoting comprehension. The significant difference in outcomes highlights the importance of designing instructional materials that are relevant and meaningful to learners, enhancing their ability to grasp complex concepts.

Similarly, Paulmitan and Manceras (2025) on their study revealed that Grade 9 students who used contextualized learning modules in Physics achieved significantly higher posttest scores compared to those who used the standard DepEd-aligned modules. The experimental group demonstrated greater conceptual understanding and easier mastery of lesson tasks, with gain scores showing a statistically significant improvement ($p < 0.01$). These results highlight the effectiveness of contextualized learning materials in enhancing student learning outcomes by connecting academic content to real-world experiences, making lessons more meaningful and accessible.

Lessons	Tests	Mean	Standard Deviation	t- value	p-value	Remarks
Aralin 1	Pretest (Experimental)	50.83	18.47	4.095	0.000	Highly Significant
	Pretest (Control)	35.33	14.26			
Aralin 2	Pretest (Experimental)	44.99	18.48	2.764	0.009	Highly Significant
	Pretest (Control)	35.83	11.96			
Aralin 3	Pretest (Experimental)	38.34	15.08	2.777	0.008	Highly Significant
	Pretest (Control)	30.99	11.15			

Table 7 Comparison of Pretest performance of students Exposed to Contextualized Self -Learning Modules and Direct Instruction across three Lessons

Table 7 presents the comparison of pretest scores between the experimental group exposed to the contextualized self-learning module and the control group exposed to direct instruction across Aralin 1, Aralin 2, and Aralin 3. The results revealed that the experimental group consistently obtained higher mean scores compared to the control group in all lessons. In Aralin 1, the experimental group obtained a mean score of 50.83 (SD = 18.47), while the control group obtained 35.33 (SD = 14.26), with a t-value of 4.095 and a p-value of 0.000, that indicates highly significant difference. Similarly, in Aralin 2, the experimental group garnered a mean score of 44.99 (SD = 18.48), which was higher than the control group's mean of 35.83 (SD = 11.96), with a significant difference ($t = 2.764$, $p = 0.009$). In Aralin 3, the experimental group achieved a mean score of 38.34 (SD = 15.08) compared to 30.99 (SD = 11.15), and the difference was highly significant ($p = 0.008$). These results indicate that the experimental group had relatively higher prior knowledge compared to the control group even before the intervention. The statistically significant differences suggest that the groups were not entirely equivalent at baseline. Therefore, the null hypothesis is rejected. These findings were favored by Barrun and Cajurao (2025) who investigated contextualized lesson exemplars in Science, Technology, and Society (STS). Their experimental study found that students exposed to contextualized learning approaches demonstrated stronger conceptual understanding and learning readiness. The researchers explained that contextualized instruction improves students' prior knowledge activation, engagement, and conceptual comprehension, which may affect baseline assessment results such as pretests.

Modules	Tests	Mean	Standard Deviation	t- value	p-value	Remarks
Module/Aralin1	Post test (Experimental)	94.50	5.63	8.508	0.000	Highly Significant
	Post test (Control)	76.33	13.16			
Module/Aralin 2	Post test (Experimental)	92.50	6.44	9.908	0.000	Highly Significant
	Post test (Control)	73.17	11.55			
Module/Aralin 3	Post test (Experimental)	92.15	8.03	8.271	0.000	Highly Significant
	Post test (Control)	75.08	9.88			

Table 8. Comparison of Post test performance of students Exposed to Contextualized Self -Learning Modules and Direct Instruction

Table 8 presents the comparison of posttest performance between the experimental and control groups across Modules 1, 2, and 3. The results showed that the experimental group garnered higher mean scores compared to the control group in all lessons. In Module 1, the experimental group achieved a mean score of 94.50 (SD = 5.63), while the control group obtained 76.33 (SD = 13.16), with a significant difference ($t = 8.508$, $p = 0.000$). In Module 2, the experimental group obtained a mean score of 92.50 (SD = 6.44), which was higher than the control group's mean score of 73.17 (SD = 11.55), with a significant difference ($t = 9.908$, $p = 0.000$). Similarly, in Module 3, the experimental group achieved a mean score of 92.15 (SD = 8.03), compared to 75.08 (SD = 9.88) in the control group, and the difference was also significant ($t = 8.271$, $p = 0.000$). Therefore, the null hypothesis is rejected. These results indicate that students exposed to the contextualized self-learning module demonstrated significantly better performance compared to those exposed to direct instruction. The consistent high mean scores and highly significant differences suggest that the contextualized module was effective in enhancing student learning outcomes.

A similar study of Raza et. al (2024) on the effect of contextualized learning module supports these findings. The study found that students who learned using Contextualized Teaching (CT) modules demonstrated higher conceptual understanding in physics compared to those taught through direct instruction methods. Using a quasi-experimental design with pretest and posttest measures, the results showed a significant difference in concept comprehension favoring students

exposed to CT-based modules. This indicates that contextualized learning materials, which connect lessons to real-life contexts, are more effective in enhancing students' understanding of scientific concepts than traditional direct instruction approaches. Also, another study conducted by Sagge and Espiritu (2023) suggests that self-directed instructional module in Statistics and Probability was highly acceptable to both experts and learners and was effective in assisting Grade 11 students in addressing their least-mastered competencies. The developed module helped learners practice complex statistical concepts such as confidence intervals, regression analysis, and hypothesis testing while working independently at home. The findings suggest that well-designed self-directed learning modules can support students in mastering difficult competencies and can be effectively used in different learning modalities.

Modules	Tests	Mean	Standard Deviation	Corens'd	Remarks
Module 1	Post test (Experimental)	94.5	5.63	1.80	Very Large Effect
	Post test (Control)	76.33	13.16		
Module 2	Post test (Experimental)	92.5	6.44	2.07	Extremely Large Effect
	Post test (Control)	73.17	11.55		
Module 3	Post test (Experimental)	92.15	8.03	1.9	Very Large Effect
	Post test (Control)	75.08	9.88		

Table 9. Effect Size (Cohen's d) of Posttest Performance Between Experimental and Control Groups Across Modules 1–3.

Table 9 presents the effect size analysis using Cohen's d to determine the magnitude of the difference in posttest performance between students exposed to the contextualized self-learning module (experimental group) and those who received direct instruction (control group). The results revealed very large to extremely large effect sizes across all three modules. Module 1 obtained an effect size of 1.80, Module 2 2.07, and Module 3 1.90. According to Cohen (1988), an effect size of 0.80 and above is considered large. This indicates that the contextualized self-learning module had a strong impact on students' learning outcomes. The values obtained in this study exceed the threshold for a large effect. Therefore, the improvement in the experimental group was not only statistically significant but also educationally meaningful. The consistently large effect sizes across all modules indicate that students who used the contextualized module achieved substantially higher learning gains compared to those exposed to direct instruction. This implies that integrating culturally relevant examples, visual supports, and structured activities significantly enhanced students' comprehension and mastery of PKLP competencies. These findings support the principles of culturally responsive teaching discussed by Gay (2018), which emphasizes that instruction grounded in learners' cultural experiences improves academic engagement and achievement. Similarly, Aronson and Laughter (2016) found that culturally relevant instructional materials significantly increase student understanding because learners can connect academic content with their lived experiences. In the local context, Agarpao (2023) also highlighted that integrating indigenous knowledge into instructional materials enhances students' comprehension and appreciation of cultural traditions.

Content Clarity and Accuracy (LRMDS: Content Quality)	Mean	Descriptive Value	Descriptive Interpretation
1. The lessons in the module are easy to understand and clearly presented. <i>Madaling maunawaan at malinaw ang pagkakalahad ng mga aralin sa modyul.</i>	4.68	Strongly Agree	Highly Acceptable
2. The explanations and discussions in the module are clear, logical, and well-organized. <i>Malinaw, lohikal, at maayos ang pagkakaayos ng mga paliwanag at talakayan sa modyul.</i>	4.78	Strongly Agree	Highly Acceptable
3. The concepts in the module are explained step by step, making learning easier. <i>Malinaw at hakbang-hakbang na naipaliwanag ang mga konsepto sa modyul kaya mas madaling</i>	4.75	Strongly Agree	Highly Acceptable
4. The information presented in the module is accurate, reliable, and free from errors. <i>Tumpak, mapagkakatiwalaan, at malaya sa kamalian impormasyon ang nilalaman ng modyul.</i>	4.7	Strongly Agree	Highly Acceptable
5. The module helps me better understand the lessons in PKLP.	4.58	Strongly Agree	Highly Acceptable

<i>Nakatutulong ang modyul upang mas malinaw kong maunawaan ang mga aralin sa PKLP.</i>			
COMPOSITE MEAN	4.70	Strongly Agree	Highly Acceptable

Table 10. Level of Acceptability of the Developed Learning Material Among Students in Terms of Content Clarity and Accuracy

Table 10 presents the level of acceptability of the developed learning material among students in terms of content clarity and accuracy. The respondents Agree on all the statements indicated under content clarity and accuracy. The composite mean of 4.70, interpreted as “Highly Acceptable,” indicates that students perceived the module as clear, accurate, and well-organized. The findings suggest that the instructional content was presented in a manner that facilitated comprehension and mastery of the students.

Cultural Relevance and Authenticity (LRMDS: Cultural Appropriateness and Contextualization)	Mean	Descriptive Value	Descriptive Interpretation
6. The module reflects local culture, traditions, and real-life community practices. <i>Ipinapakita ng modyul ang lokal na kultura, mga tradisyon, at aktuwal na gawi ng komunidad.</i>	4.68	Strongly Agree	Highly Acceptable
7. The lesson on the <i>Tadug wedding custom</i> is meaningful and relevant to my life and community. <i>Makabuluhan at may kaugnayan sa aking buhay at komunidad ang aralin tungkol sa kaugaliang Tadug sa kasal.</i>	4.68	Strongly Agree	Highly Acceptable
8. The cultural examples used in the module are familiar and easy for me to relate to. <i>Pamilyar at madaling iugnay sa aking karanasan ang mga halimbawang pangkultural sa modyul.</i>	4.68	Strongly Agree	Highly Acceptable
9. The module helps me appreciate and respect Indigenous culture and traditions. <i>Nakatutulong ang modyul upang mas mapahalagahan at irespeto ko ang kultura at tradisyon ng mga katutubo.</i>	4.80	Strongly Agree	Highly Acceptable
10. The inclusion of cultural content makes PKLP lessons more interesting and engaging. <i>Mas naging kawili-wili at nakakaganyak ang mga aralin sa PKLP dahil sa kultural na nilalaman ng modyul.</i>	4.80	Strongly Agree	Highly Acceptable
COMPOSITE MEAN	4.73	Strongly Agree	Highly Acceptable

Table 11. Level of Acceptability of the Developed Learning Material Among Students in Terms of Cultural Relevance and Authenticity

Table 11 shows the level of acceptability in terms of cultural relevance and authenticity. The five indicators for Cultural Relevance and Authenticity received a composite mean ranging from 4.68-4.80. Respondents strongly agree with all the indicators mentioned. The composite mean of 4.73, interpreted as “Highly Acceptable,” suggests that students consider the module culturally relevant and relatable. The integration of local cultural elements (such as the *panag-Tadug* wedding custom) enhanced engagement and encouraged appreciation of indigenous traditions among Indigenous and regular students.

Alignment with Learning Competencies (LRMDS: Curriculum Alignment)	Mean	Descriptive Value	Descriptive Interpretation
11. The content of the module is aligned with the prescribed learning competencies in PKLP. <i>Ang nilalaman ng module ay angkop at tumutugma sa mga itinakdang learning competency ng PKLP.</i>	4.70	Strongly Agree	Highly Acceptable
12. The activities in the module help me understand and achieve the lesson objectives. <i>Nakatutulong ang mga gawain sa modyul upang maunawaan at makamit ko ang layunin ng aralin.</i>	4.78	Strongly Agree	Highly Acceptable
13. The assessments and exercises are appropriate and consistent with the lessons presented.	4.73	Strongly Agree	Highly Acceptable

<i>Ang mga pagtataya at mga pagsasanay ay angkop at tumutugma sa mga aralin sa modyul.</i>			
14. The module helps me achieve the expected learning outcomes in PKLP.	4.80	Strongly Agree	Highly Acceptable
<i>Nakatutulong ang modyul upang makamit ko ang inaasahang learning outcomes sa PKLP.</i>			
15. The module effectively supports my overall learning in PKLP.	4.80	Strongly Agree	Highly Acceptable
<i>Epektibong sinusuportahan ng modyul ang aking kabuuang pagkatuto sa asignaturang PKLP.</i>			
COMPOSITE MEAN	4.76	Strongly Agree	Highly Acceptable

Table 12. Level of Acceptability of the Developed Learning Material Among Students in Terms of Alignment with Learning Competencies

Table 12 presents the level of acceptability in terms of alignment with learning competencies. Respondents strongly agree, with a composite mean ranging from 4.70- 4.80, with the alignment of the Developed Self-Learning Module with the learning competencies in Araling Panlipunan. The composite mean of 4.76, also interpreted as “Highly Acceptable,” indicates that students perceived the module as consistent with prescribed PKLP competencies. This confirms that the instructional material effectively supported the attainment of intended learning outcomes.

Design, Organization, and Usability (LRMDS: Technical and Instructional Design)	Mean	Descriptive Value	Descriptive Interpretation
16. The instructions in the module are clear, simple, and easy to follow. <i>Malinaw, simple, at madaling sundin ang mga panuto sa modyul.</i>	4.75	Strongly Agree	Highly Acceptable
17. The layout, font style, and organization of the module are neat and learner-friendly. <i>Maayos, malinaw, at kaaya-aya ang lay-out, font-style, at organisasyon ng modyul.</i>	4.8	Strongly Agree	Highly Acceptable
18. The pictures, illustrations, and visuals help me understand the lessons better. <i>Nakatutulong ang mga larawan at biswal upang mas maunawaan ko ang mga aralin</i>	4.78	Strongly Agree	Highly Acceptable
19. I can use the module independently without constant guidance from the teacher. <i>Kaya kong gamitin ang module nang mag-isa kahit walang palagiang gabay ng guro.</i>	4.78	Strongly Agree	Highly Acceptable
20. Overall, the module is easy and convenient to use. <i>Sa kabuuan, madali at magaan gamitin ang module.</i>	4.80	Strongly Agree	Highly Acceptable
COMPOSITE MEAN	4.78	Strongly Agree	Highly Acceptable

Table 13. Level of Acceptability of the Developed Self- Learning Module Among Students in Terms of Design, Organization, and Usability

Table 13 shows the level of acceptability in terms of design, organization, and usability. The composite mean of 4.78, interpreted as “Highly Acceptable,” reflects students’ positive perception of the module’s layout, clarity of instructions, and overall usability. The findings suggest that the material was learner -friendly and conducive to independent study.

Factors	Composite Mean	Descriptive Value
Content Clarity and Accuracy	4.73	Highly Acceptable
Cultural Relevance and Authenticity	4.70	Highly Acceptable
Alignment with Learning Competencies	4.76	Highly Acceptable
Design, Organization, and Usability	4.78	Highly Acceptable
OVEAR ALL COMPOSITE MEAN	4.74	HIGHLY ACCEPTABLE

Table 14. Summary Assessments on the Level of Acceptability of the Developed Learning Material Among Students

Table 14 presents the summary assessment of the level of acceptability of the developed learning material among students. The overall composite mean of 4.74, interpreted as “Highly Acceptable,” indicates that the module met quality standards

across all evaluated dimensions. This overall positive evaluation reinforces the effectiveness of the instructional material from the learners' perspective.

Factor	Maximum Score	Passing Score	Total Score	Mean Score	Percentage (%)	Interpretation	Remarks
Content	28	21	287	26.09	93.18%	Outstanding/ Highly Valid	Passed
Format	72	54	763	69.36	96.33%	Outstanding/ Highly Valid	Passed
Presentation & Organization	20	15	207	18.82	94.09%	Outstanding/ Highly Valid	Passed
Accuracy	24	24	264	24.00	100%	Outstanding/ Highly valid	Passed

Table 14. DepEd Curriculum Experts Assessment of The Developed Contextualized Self-Learning Module in Terms of Content, Format, Presentation and Organization, and Accuracy

Table 14 presents the results of DepEd Curriculum Experts Assessment for the developed contextualized SLM. For Content, the computed mean score is 26.09 out of 28, with a percentage of 93.18%. This exceeds the minimum passing requirement of 21 points. The computed mean indicates that the validators strongly agreed that the objectives were clearly stated, the topics were relevant to the intended learning competencies, and the instructional materials were appropriate for the target learners. Although a few validators gave slightly lower scores (e.g., 22 and 23), the overall evaluation confirms that the module has strong content validity. For Format, the mean score obtained is 69.36 out of 72, which corresponds to 96.33%. This is above the required passing score of 54. The findings suggest that the module's layout, design, typography, spacing, and overall visual structure meet LRMS standards for instructional print materials. This finding imply that the module is reader-friendly and visually organized in a manner that enhances comprehension and engagement. For Presentation and Organization, the computed mean score is 18.82 out of 20, or 94.09%. This goes beyond the required minimum of 15 points. The results indicate that the lessons are logically sequenced, ideas are coherently presented. This result demonstrates that the module effectively guides learners from introductory concepts to more complex discussions in a structured and understandable way. For Accuracy, the module obtained a perfect mean score of 24.00 out of 24, equivalent to 100%. Since the criterion requires a full score to pass, this result confirms that all validators unanimously agreed that the material is free from conceptual, grammatical, typographical, and factual errors. The perfect rating in this factor strengthens the credibility and reliability of the developed instructional material. Therefore, the computed means across all four factors

Conclusion and Recommendations

Based on the findings, the study concludes that the contextualized Self-Learning Module integrating the panag-Tadug wedding custom is an effective, valid, and acceptable instructional material for teaching PKLP. It enhances students' academic performance, engagement, and cultural understanding. This therefore showed the value of contextualization in developing learning materials as well as the integration of Indigenous Knowledge Systems and Practices (IKSP) into formal education.

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. Social Studies teachers may adopt and utilize contextualized self-learning modules that integrate local culture and indigenous practices to enhance student engagement and academic performance.
2. Schools may encourage the development of culturally responsive instructional materials and provide professional development programs focused on contextualized teaching strategies.
3. The integration of indigenous knowledge systems and local cultural practices into learning materials may be strengthened to align instruction with learners' lived experiences and cultural identity.
4. The contextualized self-learning module must be endorsed for higher level of validation through Deped-Division of Cagayan.

Acknowledgement

The authors would like to thank the colleagues and institutions who provided guidance, feedback, and support throughout the conduct of this research and the preparation of this manuscript. Any remaining errors or omissions are the sole responsibility of the authors.

Funding

This research received no external funding from any public, commercial, or not-for-profit funding agency, and no organization provided financial support for the conduct of the study, authorship, or publication of this article.

Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

References

- Agarpao, D. V. (2023, May 29). *Incorporating indigenous knowledge and culture in the classroom*. DepEd Bataan. <https://depedbataan.com/wp-content/uploads/2023/05/INCORPORATING-INDIGENOUS-KNOWLEDGE-AND-CULTURE-IN-THE-CLASSROOM.pdf>
- Barrun, J. A., & Cajurao, E. C. (2025). Development and validation of contextualized lessons in Science, Technology, and Society (STS): Impacts on students' conceptual understanding, science process skills, and attitudes toward science. *Pegem Journal of Education and Instruction*, 15(2), 30–41. <https://doi.org/10.47750/pegegog.15.02.04>
- Borg, W. R., & Gall, M. D. (1983). *Educational research: An introduction* (4th ed.). Longman. <https://www.worldcat.org/title/educational-research-an-introduction/oclc/557863038>
- Deng, Z., et al. (2024). Small class discussion-based teaching: Enhancing research ability and engineering thinking of graduate students. *Higher Education Research*, 9(6), 176–185. <https://doi.org/10.11648/j.her.20240906.15>
- Department of Education. (2017). *Learning Resource Management and Development System (LRMDS) guidelines* (DM 82, s. 2017). <https://lrmds.deped.gov.ph/guidelines>
- Department of Education. (2020). *Adoption of the Basic Education Learning Continuity Plan for School Year 2020–2021* (DepEd Order No. 012, s. 2020). https://www.deped.gov.ph/wp-content/uploads/2020/06/DO_s2020_012-1.pdf
- Dewi, P. Y. A., & Primayana, K. H. (2019). Effect of learning module with setting contextual teaching and learning to increase the understanding of concepts. *International Journal of Education and Learning*, 1(1), 19–26. <https://doi.org/10.31763/ijele.v1i1.26>
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press. <https://www.tcpress.com/culturally-responsive-teaching-9780807758762>
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491. <https://doi.org/10.3102/00028312032003465>
- Narag, J. (2024). *Phenomenological inquiry on Ymandaya's Tadug wedding custom: Basis for strategic intervention material for understanding culture, society and politics*. Unpublished master's thesis, Cagayan State University.
- Paulmitan, D. C. D., & Manceras, A. II S. (2025). Contextualized learning module: Enhancing students' conceptual understanding in physics. *Journal of Education and Community Development*, 1(1), 1–8. <https://doi.org/10.5281/zenodo.15468395>
- Ridder, H.-G. (2014). Review of Matthew B. Miles, A. Michael Huberman, Johnny Saldaña: *Qualitative data analysis: A methods sourcebook*. *Zeitschrift für Personalforschung*, 28(4), 485–487. <https://doi.org/10.1177/239700221402800402>
- Sagge, R. G., Jr., & Espiritu, E. E. (2023). Project DESMOS: Development and evaluation of self-directed module in statistics and probability. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(1), 48–56. <https://doi.org/10.11594/ijmaber.04.01.06>
- Santos, P. P. (2018). *Teaching grammar using localized instructional materials among multilingual learners*. Conference paper. <https://www.researchgate.net/publication/344164100>
- Stedy, Y., & Alfanta, D. (2024). The influence of the direct instruction learning model on student learning outcomes in elementary schools. *Journal of Education Innovation and Curriculum Development*, 2(3), 99–111. <https://journals.iarn.or.id/index.php/educur/article/view/446>

Appendices

No appendices are attached to this study.