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Validation on the Developed Module in ESC12: Teaching Social Studies in the Primary Grades

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Abstract

This study aimed to develop and validate an instructional module for teaching Social Studies in primary grades, aligned with the K to 12 Curriculum. The module was developed using the 4-D Model, which involves four stages: Define, Design, Develop, and Disseminate.

The developed module was validated by a panel of experts using a 4-point Likert scale to assess its alignment with learning outcomes, content accuracy, relevance to learners, instructional design, and assessment quality. The results of the validation indicated a high level of agreement among the experts, with overall mean scores ranging from 3.78 to 3.88, indicating a “strongly agree” rating.

While the module demonstrated strong alignment with the identified criteria, further research is recommended to fully assess its impact on student learning and achievement. Future studies may involve large-scale implementation, longitudinal analysis, and qualitative research to gather insights from teachers and students.

Keywords: Instructional modules, Primary education, Social studies pedagogy, Module development

Introduction

Teachers in elementary social studies face challenges in effectively engaging and communicating with students. They must tap into students' natural curiosity and foster an environment that encourages exploration and discovery, while aligning lessons with students' interests. One way to address these challenges is through the development and validation of instructional modules that are tailored to the specific needs and learning styles of primary grade students. (Sulistiyowati & Putri, 2018) ^[8] (Cruz *et al.*, 2021) ^[3].

The development and validation of teaching modules is a crucial aspect of primary education, particularly in the field of social studies. According to Rogayan and Dollete (2019) ^[6], there is a scarcity of learning materials, and teachers face the challenge of developing appropriate instructional materials to enhance student learning and address this shortage of reference materials. Similarly, it was emphasized that there is an importance on practical teaching materials, such as modules, in supporting effective learning. (Sulistiyowati & Putri, 2018) ^[8].

The present study aimed to develop and validate a module for the course "ESC12: Teaching Social Studies in Primary Grades". This is a three unit major course among Bachelor of Elementary Education. It aims to help students become effective elementary teachers, covering outcomes-based education approaches, curriculum standards, and methods for integrating Philippine history and government content across grades 1-6. So, the module outlines a course on teaching social studies in primary grades, focusing on Philippine history and government.

With a lack of learning resources, teachers must create appropriate instructional materials to promote student learning and overcome a dearth of reference materials (Dantic, 2023) ^[4]. The study used the 4D model, including define, design, develop, and disseminate, to guide the development of the teaching module. (Amini & Usmeldi, 2020) ^[1] The module was then validated by an expert review team and peer reviewers to ensure its quality and effectiveness. The findings from the validation process revealed that the module was deemed suitable and effective for teaching social studies in primary grades.

The module development process involved a systematic approach, considering the curriculum design and competencies specified by the Department of Education. The content, activities, and structure of the module were carefully crafted to provide pre-service teachers with a comprehensive understanding of social studies pedagogy and effective instructional strategies.

The validation process included expert review, and peer review. The module was assessed for its appropriateness in terms of content, presentation, alignment with curriculum, and incorporation of contextual elements (Brandt *et al.*, 2019) [2].

This study aimed to contribute to research on developing and validating teaching modules for primary grade social studies, particularly in the Philippine context. The module can serve as a valuable resource to support teachers in delivering effective social studies instruction.

Conceptual Framework

In accordance with CMO No. 4 S. 2020, educational institutions should provide students with maximum flexibility in terms of learning content, schedules, access, and innovative assessment. The contemporary setting has led to the implementation of blended learning to ensure academic continuity. The Philippines is adapting to a new normal in education, with educators and stakeholders driving its success (Dantic, 2023) [4].

The input-process-output model was adopted as the conceptual framework for this study (Serafico-Reyes *et al.*, 2019) [7]. The input consisted the parts of the developed instructional material and experts and peer review for validation. The aspects validated includes alignment with the learning outcomes, content accuracy, relevance to the learners, instructional design, and assessment quality. The output refers to the refined, validated module that can be used to teach social studies in primary grades.

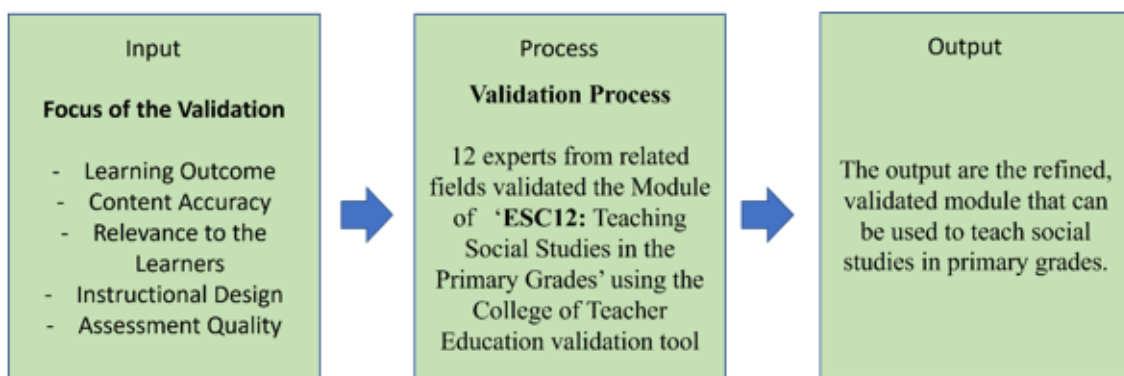


Fig 1: Paradigm of the study

Methods

The present study utilized the Four-D (4-D) Model for Instructional Module Development, which involves four stages: define, design, develop, and disseminate.

In the definition phase, the researchers determined the learning goals, target audience, and available resources. The design phase involved creating the instructional plan, including the module outline, content, learning activities, and assessment strategies. The development phase focused on producing the module, incorporating feedback from experts and peers. The dissemination phase involved sharing the validated module with stakeholders for potential adoption and use.

The module was validated through expert review and peer review. The expert review involved assessment by twelve faculty members with expertise in social studies education, professional development, research, grammarian, and module development expert. The validation instrument used was the college-based validation tool of College of Teacher Education. This instrument is a 4-point Likert scale to assess the module's (a) alignment with the learning outcomes, (b) content accuracy, (c) relevance to the learners, (d) instructional design, and (e) assessment quality.

Results and Discussion

1. Profile of the Validators

The table presents the profile of the validators in terms of their teaching position, highest academic achievement, and years in service.

Table 1: Profile of the Validators (Participants)

	Profile	Frequency	Percentage
Teaching Position	Instructor	2	17
	Asst. Professor	8	66
	Assoc. Professor	2	17
Highest Academic Achievement	Master's Degree	2	17
	Master's Degree w/ Doctorate Unit	7	58
	Doctorate Graduate	3	25
Years in Service	1 – 10 Years	6	50
	11 – 20 Years	5	42
	21 – 30 Years	1	8

Teaching Position. Most of the respondents were assistant professor with a frequency of 8 or 66%. Meanwhile, there are only 2 or 17% of associate professors, and instructor among the participants.

Highest Academic Achievement. Most of the validators (7 or 58%) are masters degree graduate with doctoral units. Meanwhile there are 3 or 25% who are doctorate degree holder, and 2 or 17% who are masters degree graduates.

Years in Service. Majority of the participants, 6 or 50%, served for only 1 – 10 years. Followed by 5 or 42 who served 11 – 20 years in service and only 1 or 8% who served 21 – 30 years.

2. The Instructional Material Developed

The table presents the parts of the instructional material developed. Table 2 provides a concise overview of the key components that constitute an effective instructional module.

Each part is described in detail, highlighting its specific function and importance in the overall learning process.

Table 2: Main Parts of the Module Developed

Part	Description
Front Cover	This section introduces the title, authors, year of production, and aesthetic quality which are essential components in its design, assuring proper representation of the subject matter and visual appeal.
Preface	This section introduces its purpose, target audience, rationale, and scope, outlining the specific topics and learning objectives covered, emphasizing its significance and need.
Table of Contents	This section is a comprehensive guide that lists all sections, chapters, or lessons in a module, with clear headings and subheadings for visual organization.
Lesson Proper	This section defined learning goals, provides contextual information, presents the essential subject, and assesses students' knowledge via activities and assessments. It concisely summarizes key ideas and stresses instructional aims.
Activity Sheets	This section offer reinforcement, enrichment, assessment tasks, and visual appeal to enhance students' understanding and learning beyond core content.

By understanding these components and their functions, educators can create more effective and engaging instructional modules that cater to the diverse needs of

learners. The next table presents the list of chapters of the module with its contents.

Table 3: List of Chapters

Specific Topics	Summary
Chapter 1 – Social Studies Approaches and Methods	
Outcome-based Education, its purposes, and examples in Social Studies	This section discusses the implementation of Outcomes-Based Education (OBE) in elementary Social Studies, emphasizing clear learning outcomes, student-centered approaches, continuous assessment, and stakeholder involvement. It emphasizes real-world application, critical thinking, and civic responsibility, especially in Araling Panlipunan of the Philippines. The chapter advocates for a transition from traditional teaching methods to innovative one.
Teaching Approaches and Methods in Teaching Social Studies in Primary Grades, Philippine History & Government	This section explores several Social Studies teaching strategies, such as inquiry-based, project-based, and cooperative learning, that may help students engage and think critically. It highlights the significance of flexibility to different learning styles and uses examples from government and Philippine history to demonstrate the value of a diversified learning environment.
Chapter 2 – The Teaching Social Studies in Primary Grades	
Goals And Scope of Teaching Social Studies in Primary Grades	The section discusses the teaching of Social Studies in primary grades in the Philippines, aiming to promote civic awareness, national identity, global understanding, critical thinking, social justice, and environmental consciousness, preparing students for responsible citizenship.
Guiding Principles in Teaching of Social Studies	This section describes the principles for teaching Araling Panlipunan to primary-grade students in the Philippines, emphasizing a child-centered approach, cultural sensitivity, inclusivity, and active learning through play, with key components such as values education, social skill development, and contextualization.
Methods and Techniques in Teaching Social Studies	The chapter discusses effective teaching methods for Araling Panlipunan in primary grade Philippines, including culturally relevant strategies, community mapping, traditional games, cultural fairs, heritage projects, digital tools, and town life simulations to deepen students' understanding.
The K to 12 Curriculum in Social Studies	The chapter provides an overview of the K to 12 Curriculum for Araling Panlipunan in the Philippines, focusing on social science disciplines, Philippine history, and culture. Key features include culturally responsive materials, skills development, diverse assessment methods, Indigenous Knowledge Systems, technology integration, and community engagement.
Chapter 3 – The Social Studies Curriculum	
Overview of the Conceptual Framework and Curriculum Description	Chapter 3 discusses the Araling Panlipunan curriculum in the K to 12 Basic Education Program in the Philippines, focusing on holistic learning objectives, interdisciplinary integration, national identity, citizenship, critical thinking, inquiry-based learning, global perspective, values education, and technology. It aims to deepen students' understanding of historical, geographical, political, and economic concepts across grade levels.
Overview of the K to 12 Social Studies Curriculum: Purpose, Scope, and Themes	The K to 12 Social Studies Curriculum in the Philippines, linked to the "Education for All 2015" initiative, focuses on 21st-century skills, lifelong learning, and critical citizenship. It encourages understanding of Filipino and global identities, focusing on human-environment relationships, societal change, and culture.
Competence and Core Learning Standards in Social Studies Curriculum	The chapter discusses the Araling Panlipunan curriculum's competencies, emphasizing their alignment with education goals like functional literacy and lifelong learning. It emphasizes competence-based skills, interconnectedness, and developmental suitability for different educational levels. It also discusses the program, key stage, and grade level standards guiding curriculum implementation and progression.
Learning Standards of K to 12 Social Studies Curriculum	
Grades 1 - 3	This section presents the Contents, Content Standards, Performance Standards, Code and Learning materials use in Grade 1-3.

The table included all of the chapters and their distinctive topics. Each topic's substance was highlighted and briefly described. There are four chapters.

Chapter 1 discusses the implementation of Outcomes-Based Education (OBE) in elementary Social Studies in the Philippines, emphasizing clear learning outcomes, student-

centered approaches, and continuous assessment. It advocates for innovative teaching methods that promote critical thinking and civic responsibility, particularly in the context of Araling Panlipunan. Chapter 2 outlines the goals and scope of teaching Social Studies in primary grades, focusing on civic awareness, national identity, and critical thinking. Chapter 3 provides an overview of the Araling Panlipunan curriculum, focusing on holistic learning objectives, interdisciplinary integration, and critical

citizenship skills. It aligns with the "Education for All 2015" initiative and outlines competencies and core learning standards for Grades 1-3.

3. Validation of the Instructional Material

The to be presented here are the validation of the panel of experts to the module. The validation tool itself is from the College of Teacher Education in a State University in Iba, Zannnnnnnnnnnn

Table 4: Validation of Instructional Material Focusing on Alignment with Learning Outcomes

Statements	Mean	Standard Deviation	Descriptive Rating
1. The module's content is fully aligned with the stated learning outcomes.	3.92	0.28	Strongly Agree
2. The module supports the competencies or standards set for the subject.	3.92	0.28	Strongly Agree
3. Learning outcomes are clearly reflected in the assessments provided in the module.	4.00	0.00	Strongly Agree
4. The learning outcomes are appropriate for the level of learners targeted by the module.	3.75	0.43	Strongly Agree
5. The progression of topics in the module logically builds towards achieving the outcomes.	3.83	0.37	Strongly Agree
Overall	3.88	0.27	Strongly Agree

The table presents a compelling analysis of the alignment between the instructional material and its intended learning outcomes, revealing a strong consensus among respondents. With all five statements achieving mean scores exceeding 3.75, and each rated as "Strongly Agree," it is evident that the module is effectively designed to meet its educational objectives.

The highest-rated statement, which asserts that learning outcomes are clearly reflected in the assessments, received a mean score of 4.00, underscoring the strong correlation between assessment methods and learning goals. Following closely, both the alignment of the module with subject competencies and the relevance of its content to the stated outcomes received mean scores of 3.92, indicating that the

material not only addresses essential knowledge and skills but also remains pertinent to the learning objectives. The logical progression of topics, rated at 3.83, further supports the notion that the module is structured to facilitate a coherent learning experience. Lastly, the appropriateness of the learning outcomes for the targeted learner demographic, with a mean score of 3.75, suggests that the objectives are well-suited to the capabilities of the students.

Overall, these findings affirm the module's strong design and alignment with its learning goals, although additional evaluation may be warranted to fully gauge its effectiveness in enhancing student learning and achievement evident from the overall mean of 3.88 described as 'strongly agree'.

Table 3: Validation of Instructional Material Focusing on Alignment with Content Accuracy

Statements	Mean	Standard Deviation	Descriptive Rating
1. There are no errors or inconsistencies in the data or content presented.	3.83	0.37	Strongly Agree
2. The content reflects the current state of knowledge in the subject area.	3.75	0.43	Strongly Agree
3. The module includes recent updates or discoveries where applicable.	3.67	0.62	Agree
4. Proper citations are provided for all referenced materials.	3.83	0.37	Strongly Agree
5. All sources of information used in the module are credible and authoritative.	3.83	0.37	Strongly Agree
Overall	3.78	0.43	Strongly Agree

The table presents a comprehensive evaluation of the accuracy of the instructional material, revealing a commendable level of reliability across all assessed statements. Each statement garnered mean scores exceeding 3.67, with four of them receiving a "Strongly Agree" rating, indicating a strong consensus on the module's effectiveness in conveying credible information.

Notably, the highest-rated statements pertain to the provision of proper citations, the credibility of sources, and the absence of errors in the content, all scoring a mean of 3.83. This reflects a robust adherence to academic standards and a commitment to utilizing authoritative references. The

content's alignment with the current state of knowledge in the field, rated at 3.75, further underscores the module's relevance and timeliness. Although the inclusion of recent updates or discoveries received a slightly lower mean score of 3.67, it still indicates that the material remains pertinent to contemporary discussions.

Overall, the findings suggest that the instructional material is not only accurate and well-sourced but also up-to-date. However, the analysis hints at the need for further evaluation to determine how effectively this accuracy translates into enhanced student learning and achievement evident from the overall mean of 3.78 described as 'strongly agree'.

Table 4: Validation of Instructional Material Focusing on Alignment with Relevance to the Learners

Statements	Mean	Standard Deviation	Descriptive Rating
1. The language used in the module is suitable for the learners' comprehension level.	3.83	0.37	Strongly Agree
2. The module content is sensitive to the social and cultural dynamics of the learners' context.	3.83	0.37	Strongly Agree
3. The content reflects the cultural background and diversity of the learners.	3.92	0.28	Strongly Agree
4. The complexity of the topics is suitable for the learners' cognitive development.	3.67	0.47	Agree

5. The examples and case studies reflect real-world situations relevant to the learners' environment.	3.67	0.47	Agree
Overall	3.78	0.39	Strongly Agree

The table presents a compelling overview of the relevance of instructional materials to learners, showcasing a strong alignment with their needs and contexts. Each of the five statements evaluated received mean scores exceeding 3.67, with four of them rated as "Strongly Agree." This indicates a robust affirmation of the module's effectiveness in catering to the learners' comprehension levels and cultural backgrounds. Notably, the statement regarding the content's sensitivity to social and cultural dynamics achieved a mean score of 3.83, highlighting the module's cultural appropriateness. Similarly, the language used in the module also scored 3.83, suggesting it is accessible and suitable for the learners. The content's reflection of the learners' diverse cultural backgrounds

received the highest mean score of 3.92, emphasizing its relevance and inclusivity. Furthermore, the use of relatable examples and case studies, along with the appropriate complexity of topics for cognitive development, both scored 3.67, indicating that the module is engaging and appropriately challenging. Overall, these findings suggest that the instructional material is highly relevant and effectively addresses learners' needs evident from the overall mean of 3.78 'described as strongly agree'. However, it is recommended that further analysis be conducted to evaluate the module's impact on student learning and achievement comprehensively.

Table 5: Validation of Instructional Material Focusing on Alignment with Instructional Design

Statements	Mean	Standard Deviation	Descriptive Rating
1. The instructions provided in the module are clear and easy to follow.	3.75	0.60	Strongly Agree
2. The learning activities are engaging and encourage active participation.	3.92	0.28	Strongly Agree
3. The instructional materials provide sufficient guidance for learners to complete tasks.	3.75	0.43	Strongly Agree
4. The module content is well-organized and follows a logical flow.	3.92	0.28	Strongly Agree
5. The instructional materials provide sufficient guidance for learners to complete tasks.	3.67	0.47	Agree
Overall	3.80	0.41	Strongly Agree

The table presents a comprehensive evaluation of the instructional material, highlighting its strong alignment with effective instructional design principles. With mean scores exceeding 3.67 for all five statements, the data reflects a positive reception of the module's features. Notably, four statements received a "Strongly Agree" rating, indicating that the module excels in providing clear instructions, engaging activities, sufficient guidance, and a well-organized structure. The highest-rated aspects of the module include the engaging nature of the learning activities and the logical organization of the content, both scoring a mean of 3.92. This suggests that the module successfully fosters active participation and presents information in a coherent manner, which is crucial for effective learning. Following closely, the clarity of the

instructions and the adequacy of guidance provided to learners both received a mean score of 3.75, reinforcing the module's strength in supporting learners through clear communication and adequate resources. Lastly, the statement regarding sufficient guidance for task completion scored slightly lower at 3.67, yet still indicates a positive level of support for learners. Overall, these findings suggest that the instructional material is well-designed and effectively facilitates student learning evident from the overall mean of 3.80 described as 'strongly agree'. However, to fully ascertain its impact on student achievement and outcomes, further analysis and evaluation may be warranted.

Table 6: Validation of Instructional Material Focusing on Alignment with Assessment Quality

Statements	Mean	Standard Deviation	Descriptive Rating
1. The assessments accurately measure the stated learning outcomes.	3.83	0.37	Strongly Agree
2. The assessment tasks are appropriate for the level of the learners.	3.92	0.28	Strongly Agree
3. Reflective activities are included to help learners analyze their own learning.	3.83	0.37	Strongly Agree
4. The assessments promote higher-order thinking skills (e.g., analysis, synthesis, evaluation).	3.83	0.37	Strongly Agree
5. The assessment provide meaningful feedback on student progress and inform future instruction.	3.83	0.37	Strongly Agree
Overall	3.85	0.35	Strongly Agree

The table presents a compelling overview of the alignment between the instructional material's assessments and effective assessment practices, showcasing a strong consensus among the five evaluated statements. Each statement received mean scores exceeding 3.83, with all categorized under "Strongly Agree," indicating a robust agreement on the quality and effectiveness of the assessments. The highest-rated statement, regarding the appropriateness of assessment tasks for learners' levels, scored 3.92, highlighting that the assessments are suitably challenging and engage learners' cognitive abilities effectively. Following closely, the assessments' ability to accurately measure stated

learning outcomes, along with the inclusion of reflective activities, both received a mean score of 3.83, suggesting that they not only align with intended objectives but also foster metacognitive skills among learners. Additionally, the assessments are noted for promoting higher-order thinking skills, which is crucial for developing critical thinking and deeper understanding. Finally, the provision of meaningful feedback on student progress, also rated at 3.83, underscores the assessments' role in guiding future instruction and enhancing student learning. Overall, these findings affirm that the instructional material's assessments are thoughtfully designed and aligned with

effective practices evident from the overall mean of 3.85 described as 'strongly agree', though further evaluation may be warranted to fully gauge their impact on student learning and achievement.

Conclusion

This study aimed to develop and validate an instructional module for teaching Social Studies in primary grades. The module was designed to align with the K to 12 Curriculum and to address the specific needs of Filipino learners.

The validation process involved a panel of experts who assessed the module's alignment with learning outcomes, content accuracy, relevance to learners, instructional design, and assessment quality. The results of the validation indicated a high level of agreement among the experts, with overall mean scores ranging from 3.78 to 3.88, indicating a "strongly agree" rating.

While the module demonstrated strong alignment with the identified criteria, further research is recommended to fully assess its impact on student learning and achievement. Future studies may involve large-scale implementation, longitudinal analysis, and qualitative research to gather insights from teachers and students.

Recommendations

To enhance the effectiveness of the instructional module based on the validation study findings, it is advised to conduct a large-scale pilot test in a representative sample of primary schools. This should include implementing pre- and post-tests to assess students' knowledge, skills, and attitudes towards social studies before and after using the module. Additionally, gathering qualitative feedback through interviews with both teachers and students will provide valuable insights into the module's strengths, weaknesses, and potential areas for improvement.

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