

## Analyzing Grade Seven Social Studies Self-Learning Modules: A Competency-Based Approach Leveraging the Most Essential Learning Competencies in Asian Studies

<sup>a</sup>Excelsis Jee Balaza, <sup>b</sup>Ailyn Carabuena, <sup>b</sup>Charlotte Chavez, and <sup>b</sup>Reynaldo B. Inocian

<sup>a</sup>College of Teacher Education, Cebu Normal University, Cebu City, Cebu, 6000 Philippines

<sup>b</sup>College of Culture, Arts and Sports, Cebu Normal University, Cebu City, Cebu, 6000 Philippines

\*Corresponding author: [inocianr@cnu.edu.ph](mailto:inocianr@cnu.edu.ph)

Article citation details: Balaza, E.J., Carabuena, A., Chavez, C. & Inocian, R.B. (2023). Analyzing Grade Seven Social Studies Self-Learning Modules: A Competency-Based Approach Leveraging the Most Essential Learning Competencies in Asian Studies. *Magister – Journal of Educational Research*, 2(1), 23-58.

### Abstract

Analyzing Self-Learning Modules (SLMs) on grade seven social studies based on the criteria for content selection necessitated a commitment to improving the Asian Studies curriculum. With this intent, the study also: (1) compared the most essential learning competencies (MELCs) and learning activities of grade seven in terms of the following predetermined criteria: self-sufficiency, relevance, soundness, viability, maturation, curiosity, and efficacy; (2) identified the assessment strategies utilized by the teacher in the SLMS in Asian Studies; and (3) formulated a framework on curriculum revision. This qualitative method uses a Deductive Content Analysis (DCA) design by coding and interpreting the textual material. The review of the SLMs vis-à-vis the criteria for content selection revealed the strength of autonomy and maturation among the seven criteria. To address the need to develop quality modules, a "SIR FAME" model was created to guide module development and instructional materials creation. The study recommends the provision of ample teacher training on module development and instructional materials, regular evaluation of the SLMs, upholding its criteria for content selection, formulation of its learning objectives, and appropriate resources for the planning, development, implementation, and evaluation among curriculum stakeholders to utilize "SIR FAME" model of curriculum cycle of revisions.

**Keywords:** *criterion-based, content, self-learning modules, SIR FAME Model*

## 1. Introduction

In 2020, the world has drastically changed people's daily lives due to the lockdown (Mishra et al., 2020). This change was not limited to specific aspects but overhauled all existing systems. COVID-19 brought this change in all aspects of life, including education. To safeguard the students, especially those from basic education, suspension of classes was upheld during the initial phase of the pandemic. However, realizing that the pandemic is here to stay indefinitely, the education sector devised a plan to deliver education despite the hard times. Hence, the education discourse changed from face-to-face classes to a "remote learning" modality.

In the Philippines, remote learning is often associated with online and modular instruction. Remote learning means a deviation from the usual face-to-face classes to other forms of learning that can be done from home using online and offline classes. The Department of Education (DepEd) in the Philippines has focused on two basic approaches: online and modular learning. The latter is widely used in public schools nationwide compared to the former. Consequently, modular learning is seen as a practical way of responding to a problematic internet connection, lack of agency resources, and unpreparedness in equipment. This situation leads to the increase of offline classes where the learners learn themselves or they learn under the guidance of the parents.

On a smaller scale, the Mandaue City Division formulated Self-learning modules (SLMs) to situate offline classes in a remote learning environment. To address the learning competencies through the SLMs, DepEd developed the Most Essential Skills (MELCs) that are used for the competency of the week, which served as the basis for the writing of the SLMs. In Cabancalan 2 National High School, the SLMs are given to the students through different means, either online or offline. They answered and returned it weekly. This scheme has caused the agency to invest in printers and papers with the assistance of various non-governmental organizations. DepEd still believes that modular learning is the way for most public schools in the country in response to no internet connection or poor internet connection problems.

Despite the formulation of the MELCs as guides for teachers, there have been reports that the SLMs are still susceptible to lapses (Guiamalon et al., 2014). These errors have been instilled in the public discourse through social media, which proved challenging for DepEd to control. However, with no other feasible options the agency offers

and the skepticism towards allowing children to go to school for in-person classes, modular learning is fully operationalized.

The errors may be caused by frantic implementation and less attention to revisions. Furthermore, this study would help address content shortcomings while utilizing predetermined and research-based criteria (Inocian, 2018). The reason for employing research-based criteria is the desire to systematically revisit these modules regularly for updating purposes.

The findings of this research would benefit the social studies teachers as they examine the MELCs and their corresponding learning activities found in the SLMs. Additionally, the students can directly benefit from the findings of this study to help produce more relevant and efficient SLMs. Moreover, this would provide vital information to DepEd to use the criteria content selection in the revisions of the SLMs. Lastly, the result may offer relevance to the readers and future researchers in pushing a new paradigm, significant for future discussions that may lead to a more in-depth analysis of the SLMs that may improve quality education for sustainable development.

## 2. Review of Related Literature

Responding to adversities brought about by the pandemic has become a test of how resilient people are, even in education. The adoption of SLMs is proof that quality education is inevitable. Hence, this literature allows researchers to tell stories about using their SLMs for students' learning.

### 2.1 *Distance Learning Through Self Learning Modules (SLMs)*

SLMs or learning modules are functional materials for students to learn independently. Using SLMs requires less teacher assistance (Nuñez et al., 2023; Cajurao et al., 2023; Locion et al., 2022) since these are self-paced instructional materials that aid students in acquiring learning based on their own time and convenience (Sequiria, 2012). The SLMs are designed to teach the students to learn independently with minimal assistance. These also allow students to manage and plot their schedule in delving into the modules.

Pe Dangle et al. (2020) argued that utilizing learning modules uplifts autonomous learning. Better self-study and learning skills are the advantages of this learning modality. Learners are also immersed in learning different concepts in the learning modules. Thus, it enables

them to become more responsible for independently carrying out the learning tasks.

Dhamija and Kanchan (2014) affirmed similarly that the SLMs were an asset for students who underwent modular learning through its features. The learners could be their teachers and become responsible and independent thinkers, acquiring an ecstatic feeling as they evaluate their progress. In the Philippines, modular learning through SLMs is an economic move more than a convenience. Agaton and Cueto (2021) posited that modular distance learning provides more flexible and inclusive access to education to help address those students who are financially disadvantaged. These students are the ones who cannot afford a fixed internet connection with a monthly billing period. On the side of DepEd, the lack of equipment, particularly internet connectivity, remains an issue in different parts of the country. Modules may be a hard copy (printed) or a soft copy (digital) form. The distance learning program proved challenging because access to technology is still an issue for most students and teachers (DepEd, 2020; Anzaldo, 2021). Thus, modular learning as the primary modality has been decided ever since the onset of the pandemic.

## *2.2 DepEd on Modular Learning Through the MELCs*

Modular learning is one of the popular forms of distance learning which utilizes the SLMs. The modules provided by DepEd are based on the MELCs. Ideally, the material should include motivation and assessment to help guide the learners (Madrazo & Dio, 2020). The teachers initiated home visits to gather feedback from the learners while obeying the government health protocols during lockdowns. Through this, teachers could guide the learners in studying and answering the modules. Feedbacking may also come online or through telecommunication whenever possible.

DepEd recommended that modular learning is the most convenient setup as it only requires creating and providing modules. Furthermore, the content should only include the MELCs (Most Essential Learning Competencies Matrix, 2020). The students could reach the teachers through texts or chat messages, phone calls, and online meetings to raise questions or clarifications (Jayani, 2021; Cajurao et al., 2023). The MELCs guide teachers to create more learner-centered SLMs so that learners have time to acquire knowledge, master skills, and shape their attitudes and values. This initiative reduces the lengthy curriculum to be more compact and portable than the weekly MELC to learn today.

Aside from creating and providing SLMs, their distribution has also proved challenging for the past months with the impending pandemic. Oppus-Mercader and Abadiano (2021) exemplified that in Biliran, the teachers distributed printed modules that contained but were not limited to learner's materials, learning activity sheets (LAS), and units of the SLMs. Hence, the teachers are responsible for monitoring the learners' progress. In the SLMs, it has also become a trend that household members also help them do their modular work.

It is ensured that all learners have access to basic education (DepEd Official Gazette, 2020). The department integrated the SLMs with the different alternative learning delivery modes. Some schools even built or coordinated with radio stations for information dissemination, such as discussions and announcements. Other students can also access the lessons through electronic means like television channels, YouTube videos, and online resources. The department assured all learners of the provision of high-quality learning materials during the pandemic and post-pandemic.

### *2.3 Criteria for Content Selection*

Assurance of high-quality learning materials rests on the selection of content. However, the term "high quality" is ambiguous, necessitating a certain set of criteria based on content selection. The criteria for content selection have been used to scrutinize learning or instructional materials, such as self-sufficiency, relevance, soundness, viability, maturation, curiosity, and efficacy (Inocian, 2018).

Regarding self-sufficiency/autonomy, this refers to the teaching and learning budget regarding time, effort, and material use. The content selection observes a required learning continuum (Inocian, 2018). For instance, learners can independently determine overall goals and best practices and evaluate their progress (Gharti, 2019; Oxford et al., 2013). Regarding relevance/significance, this criterion refers to the importance of the subject/content and achieving the goal of the curriculum (i.e., content, skills, dispositions, and values). The instructional material should holistically develop the three domains (Inocian, 2018).

Regarding soundness/validity, the accuracy or inaccuracy and the authenticity of the selected contents, skills, dispositions, and values are analyzed (Inocian, 2018). As a result, the subject matter should be examined and verified regularly to determine if the content is still valid. Regarding viability/feasibility, this criterion relates to the curriculum's capability and sustainability based on the available resources, the time,

and the teacher's mastery (Inocian, 2018), considering the learners, maturation. The content and activities should be appropriate for the learners' backgrounds (Inocian, 2018).

Relating to curiosity/interest, the learners' interests are essential to motivating learning, orienting academic and professional paths, and determining academic success (Harackiewicz et al., 2016). This criterion also refers to the ability to capture learners' curiosity and interest due to the significance of the content and activities (Inocian, 2018). For efficacy/utility, this criterion refers to the practical utilization of the contents, skills, dispositions, and values the learners can utilize and apply in real-life situations (Inocian, 2018).

#### *2.4 Assessment Strategies in Modular Learning*

Assessment strategies are utilized within the modules to appraise the attainment of learning outcomes based on the MELCs. These assessment strategies, particularly for basic education, come in activity sheets and formative or summative assessments. Formative assessments are utilized to strengthen the learning of the learners through ongoing evaluation and instruction, while summative assessments evaluate whether the learners have imbibed the content or lessons introduced (Inocian, 2018).

#### *2.5 Framework for Curriculum Revisions*

Curriculum revision is an invitation to improve education in general continuously. The basic premise is that "change is constant," so the curriculum needs to change occasionally. Various models have been created for curriculum revision. The fundamental process goes like this: (1) planning, (2) implementing, and (3) evaluating (Inocian, 2018). These three main processes encapsulate all the other frameworks, in exact order or the other. This model is based on the principle that the goal of any educational intervention is to improve the quality of education (UNESCO, 2012). Curriculum revisions are educational interventions, so regularly revising the SLMs is based on the premise that education is changing, and continuous improvement and development come with this change.

At the outset, the amount of learning the students get in the SLMs determines their academic success. Its planning, implementing, and evaluating phases are vital in synchronizing the lesson objectives, learning activities, and assessment tools to ensure quality learning. Hence, using the criteria for content selection will serve as the

framework for curriculum initiative and change. UNESCO sets the goal of quality education for sustainable development, but the school's stakeholders will work to implement this goal and live a more sustainable life in the future.

### **3. Research Methodology**

#### *3.1 Research Design*

This study utilized a qualitative method in a Deductive Content Analysis design (DCA) of Asian Studies in Social Studies Grade seven SLMs from the first to the fourth quarter. DCA was employed to code and interpret the subject with textual material in a priori design in the descriptive analysis of data (McKibben et al., 2022; Vrij & Mann, 2006; Stempler, 2001; Blandón-Gitlin et al., 2009; Elo et al., 2014; Krippendorff, 2004; Potter & Levine-Donnerstein, 1999; Manzanero et al., 2019). In this study, the textual material in the SLMs was analyzed. Elementary statistics was used in frequency counts and percentages.

#### *3.2 Research Objectives*

The study analyzed the grade seven social studies SLMs based on the criteria for content selection. Specifically, the study also (1) compared the most essential learning competencies (MELCs) and learning activities of grade seven in terms of the following predetermined criteria: self-sufficiency, relevance, soundness, viability, maturation, curiosity, efficacy; (2) identified the assessment strategies utilized by the teacher in the module as mentioned earlier; and (3) formulated a framework on curriculum revision.

#### *3.3 Research Document*

The Social Studies seven SLMs served as the textual document for this study, similar to the studies conducted by Irmano et al. (2023). Thus, the selection of the modules was relative to the availability and permissibility of the modules, as mentioned earlier. As there are eight weeks per quarter, the study scrutinized 32 SLMs for Asian Studies concerning its MELCs for four quarters.

#### *3.4 Research Environment*

The research environment where the SLMs of Asian Studies were available copies were secured was in Cabancalan 2 National High School, Mandaue City, Cebu, Philippines.

### 3.5 Data Gathering Procedure

The study observed the following processes in the gathering of data: (1) seeking approval of the research proposal with the guidance of the research adviser and panelists; (2) securing the transmittal letters to the concerned schools, principals, and concerned teachers; (3) obtaining the approval from the personalities as mentioned earlier. Once the approval was granted, the researchers then proceeded to the data collection and (4) studied the given self-learning modules from the said school; (5) utilized the criteria based on content selection; (6) consolidated further the assessments used in the modules as mentioned earlier; and (7) proceeded to the presentation, analysis, and interpretation of data.

### 3.6 Research Instruments

For clear visualization of the deductive content analysis, they used the tables as a guide to collate the contents from the self-learning modules effectively. These tables had corresponding aspects of the study: (1) criteria for content selections for the content; and (2) assessment utilized in the self-learning modules. For clarity, the researchers intended to present a blank format of these instruments.

Table 1a was used to gather and organize the data from the SLMs. This table is based on the criteria for content selection (Inocian, 2018). The first column provides the criteria. The second column was used for the specific parts or essential features, the third for frequency counts, and the fourth for initial findings within the said modules. After Table 1a was filled with textual data, the researchers commenced their analysis and discussion.

**Table 1a.** Criteria for Content Selection Parts and Findings Table

MELC: _____ Week No.: ____	Particular Parts / Specifics	Frequencies	Findings
<b>Criteria in the Selection of Content</b>			
1.	Autonomy		
2.	Relevance		
3.	Soundness		



4. Feasibility
  5. Maturation
  6. Interest
  7. Efficacy
- 

The checklist was another instrument used in the study, as seen in Table 1b. Table 1b was then used to plot the prevalence of the seven content selection criteria used within the SLMs from the first quarter to the fourth quarter, and for the entire 32 modules intended for the year, each quarter had eight modules. The study uses four tables: one for the first quarter, one for the second, one for the third, and one for the fourth quarter.

**Table 1b.** Criteria for Content Selection Checklist

Criteria	Q	Q	Q	Q	Q	Q	Q	Q	Strength
	1	1	1	1	1	1	1	1	
	M	M	M	M	M	M	M	M	
	1	2	3	4	5	6	7	8	
Autonomy	✓								
Relevance									
Soundness									
Feasibility									
Maturation									
Interest									
Efficacy									
<b>Completeness</b>									

Table 2 was used to plot the assessments utilized in the SLMs. This table determined the formative and summative assessments indicated in the self-learning modules.

**Table 2.** Assessment Matrix

Modules (Week No.)	Formative	Summative
First Quarter	✓ *Gawain 1 *Gawain 2	✓ *Performance Task
- Module 1		
Second Quarter		
- Module 1		
Third Quarter		
- Module 1		
Fourth Quarter		
- Module 1		

### 3.7 Data Analysis

The textual data generated from the predetermined textual and color codes were analyzed using Deductive Content Analysis (DCA) of the generated textual data from the SLMS offered in four quarters. DCA analyzes text-based data using predetermined codes to calculate frequencies (Vears & Gillam, 2022; Stempler, 2001). The predetermined codes in this study are the seven criteria in content selection. Frequency counts are done if these seven criteria are found in every SLM developed from the first to fourth quarters in Asian Studies Social Studies Grade seven.

**Table 3.** Analysis Matrix for Quarters 1-4

Quarter	Criteria	Code	Occurrence	Code
	Autonomy	A	Criteria are found	
	Relevance	R	Criteria are not found	
	Soundness	S		
	Feasibility	F		

---

Maturation	M
Interest	I
Efficacy	E

---

*Legend for Textual Codes: A for Autonomy; R for relevance; S for soundness; F for feasibility; M for maturation; I for interest; E for efficacy*

*Legend for Color Codes: Green for Criteria is found, and Orange for Criteria is not found*

### 3.8 Ethical Considerations

The study did not involve using respondents because it relied on analyzing the complete set of modules for the four quarters matched with the MELCS from the DepEd. The only ethical consideration in the study is the permission for the teachers to have these LMS subjected to criteria analysis for content selection and evaluation. No consent was required to use the MELCs for social studies because these are made available for the public domain and published on the DepEd website. These MELCs were highly valued in the study.

## 4. Results and Discussion

### 4.1 Applications of the Content Selection Criteria

Table 4 presents the visual illustration of the color-coded seven content selection criteria found in the self-learning modules for social studies grade seven. Marked in green are the criteria utilized in the 32 SLMs analyzed in the study, while the boxes marked in orange were the criteria not found or used in the SLMs, and every quarter had the average of the eight SLMS. Table 4 shows the prevalence of the respective criteria within the 32 SLMS. The seven content selection criteria in the rightmost columns reflected the frequency counts and percentages. In comparison, the lowermost rows showed the frequency count and the percentages completeness of the 32 SLMS concerning the seven criteria. Nine SLMS observed the seven criteria for content selections: Q1M1, Q2M3, Q2M4, Q2M6, Q2M7, Q3M3, Q3M8, Q4M5, and Q4M8. Only one (Q1M1) out of eight is complete for the first quarter. Four out (Q2M3, Q2M4, Q2M6, and Q2M7) of eight are complete for the second quarter. Only two (Q3M8 and Q3M8) out of eight are complete for the third quarter. Only two (Q4M5 and Q4M8) out of eight are complete for the fourth quarter.



According to Table 4, nine out of 32 SLMS (28.13%) utilized all seven content selection criteria, with 3.13% for the first quarter, 12.5% for the second quarter, and 6.25% for the third and fourth quarters, respectively. This result means that 71.87% of the 32 SLMs reflect one to four deficiencies in utilizing the criteria for content selection, especially in relevance and efficacy with higher deficiencies, interest, and soundness with minor flaws.

All 32 modules utilized autonomy and maturation with 100% distribution, as shown in Fig. 1a. In terms of autonomy, the finding nuanced the implication that the writers of the SLMS have observed the teaching and learning budget efficiently in terms of the use of time, effort, and material within each of the four quarters. Each SLM is written based on the weekly learning competency that DepEd requires. Regarding maturation, the SLMs are appropriate to the learning backgrounds of the learners, including their learning styles and modalities.

This finding implies that students can navigate these modules autonomously and are fixed upon the mandated MELCs. Maturation also catered to the fact that these modules were based on the competencies of MELCs as their main background. This finding means that the SLMs are appropriate to the age and maturation of the learners, with a sufficient distribution of soundness and feasibility at 85.5%. Hence, module writers consider the accuracy and the authenticity of the selected contents and skills used. Realizing the learning competencies in Asian Studies are viable and relate to the curriculum's capability and sustainability based on resources and time. On the other hand, relevance (53.1%) and efficacy (50.00%) are moderately distributed among the 32 SLMs.

As the quarter progresses, there is a decreasing relevance and efficacy of the SLMs used by the writers. In terms of relevance, its application in the learning competencies is moderately emphasized by the module writers, as shown in the learning activities that lacked sufficient distribution of the use of open-ended questions and an open learning environment that allows learners to value the lessons, giving more emphasis to a content orientation such as the memorization of facts, typical in the tradition of history teaching.

Regarding efficacy, the SLMs are inadequate in practically applying the learning competencies to the students' real-life situations. This finding is evident with the lack of contextualization and localization of the learning competencies, leading the students to be overwhelmed by

the traditional content orientation of the subject. At the outset, one of the essential reasons for this is the spiral complexity of the competencies that makes it more difficult for the module writers to reckon with, leaving their content selection uninteresting to the learners.

Figure 1b depicts the seven content selection criteria distribution across the four quarters in Asian Studies for Social Studies grade seven. As the quarter progresses, these seven criteria show some erratic distributions with the sufficient allocation of autonomy, maturation, soundness, and feasibility. While efficacy and relevance showed a moderate to adequate distribution, it is undeniable that the writers did not consistently look into the seven criteria when they wrote the SLMs for the entire quarter. There are possible factors attributed to this finding. First, not all writers in SLMs have full knowledge of these seven criteria. Second, lack of knowledge on the spiral progression curriculum in social studies in basic education allows an increasing complexity of the learning competencies to be used in the writing of the SLMs because if the writers had adequate knowledge of this, there could be a rising trend of these seven criteria or an almost very sufficient distribution of all these seven criteria across the four quarters.

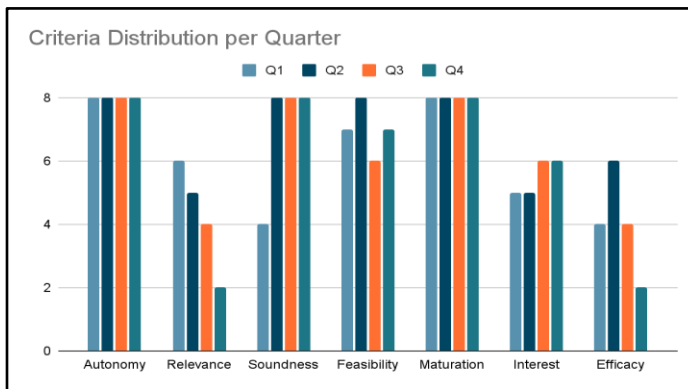


Figure 1a. Bar Graph for Content Selection

Third, the degree of complexity of the spiral progression affects the module writers' preparation to use these seven criteria. Fourth, some criteria were relatable for the writers to integrate, while the rest were difficult to discern and apply in their writing contexts.

**Table 5.** Application for the criteria for content selection for the first quarter

CRITERIA	Particular Parts/Specifics	Findings
<b>QUARTER 1</b>		
MELC: Naipapaliwanag ang konsepto ng Asya tungo sa paghahating – heograpiko: Silangang Asya, Timog-Silangang Asya, Timog Asya, Kanlurang Asya, Hilagang Asya/Gitnang Asya. Week No.1		
Relevance	<i>Layunin</i>	Lacks affective domain.
Soundness	<i>Sukat ng lupain ng kontinente</i>	Data on land areas are not updated.
Maturation	<i>Gawain 3 Kulayan Mo!</i>	Coloring activity is a relatively easy activity for grade 7.
Interest	<i>II. Ano ang Dapat Malaman?</i>	No pictures of the geographical features.
MELC: Napapahalagahan ang ugnayan ng tao at kapaligiran sa paghubog ng kabihasnang Asyano. Week No.: 2		
Autonomy	<i>Salik ng heograpiya</i>	Missing information on climate in Asia.
Relevance	<i>Layunin</i>	No psychomotor domain
Soundness	<i>III. Ano ang natutunan mo? Panuto</i>	<i>Muna</i> , instead of "mo na" (typographical) Improper use of punctuation marks.
Maturation	<i>II. Ano ang Dapat Malaman?</i>	The content is congested.
Interest	<i>Mga Karagdagang Gawain</i> <i>II. Ano ang Dapat Malaman?</i>	It lacks a performance type of task. The answers to the activity given are too prominent. Contextualization is not applied.

Efficacy *Mga Karagdagang Gawain* No real-life activities.

MELC: Nailalarawan ang mga yamang likas sa Asya.

Week No.3

Feasibility *Gawain 1-3* Tasks are not time-bound.

Relevance *Layunin* There is too much focus on the cognitive domain.

Soundness *Panuto (Ano ang natutunan?)* Uses "nang" instead of ng.

Item no. 3

The jumbled answers lack the letter "d," which can confuse the students when they answer it.

Interest *Activities* Relatively easy

Efficacy *II. Ano ang Dapat Malaman? & Mga Karagdagang Gawain* No contextualization  
There are more knowledge-based activities.

MELC: Nasusuri ang yamang likas at ang mga implikasyon ng kapaligirang pisikal sa pamumuhay ng mga Asyano noon at ngayon.

Weeks No.4-5

Soundness *Bubble diagram Gawain 1. Gawain 4.* No punctuation marks.  
“Isulat” instead of isulat.  
Visible spacing of words. The instruction is unclear.

Interest *Gawain 3.* Easy activity.

*II. Ano ang Dapat Malaman?* Lacks of visual presentation of the concepts presented.

Efficacy *Gawain 4* There is no instruction on output placement and explanation.

MELC: Naipapahayag ang kahalagahan ng pangangalaga sa timbang na kalagayang ekolohiko ng rehiyon.

Week No.: 6

Soundness *Layunin* No punctuation marks.



---

	<i>I. Ano ang Nangyari</i>	Misalignment of the sentences.
	<i>Gawain 1. Pag isipan mo</i>	Small puzzle.
Feasibility	<i>II. Ano ang Dapat Malaman?</i>	Lengthy content.

---

MELC: Nasusuri ang komposisyon ng populasyon at kahalagahan ng yamang tao sa Asya sa pagpapaunlad ng kabuhayan at lipunan sa kasalukuyang panahon.  
Week No.7-8

---

Relevance	<i>Layumin</i>	No psychomotor domain
Soundness	<i>Talabanayan sa content</i>	No year for data. Repeated tables.
	India and China content	The numbers of the population are not updated.
	<i>II. Ano ang dapat malaman?</i>	Some of the concepts of the content are bold, and some are not. The world population is not updated.
Interest	<i>Mga Karagdagang Gawain</i>	No performance task; too easy activities
	<i>II. Ano ang Dapat Malaman?</i>	Insufficient visual presentation.
Efficacy	<i>II. Ano ang Dapat Malaman? &amp; Mga Karagdagang Gawain</i>	No contextualization, focused on content for knowledge.

---

Table 5 analyzes the eight learning competencies for the first quarter. It was observed that for MELC 1 on “Naipapaliwanag ang konsepto ng Asya tungo sa paghahating – heograpiko: Silangang Asya, Timog-Silangang Asya, Timog Asya, Kanlurang Asya, Hilagang Asya/Gitnang Asya,” four of the criteria showed deficiencies in how these were used in the writing of the SLM for Week 1. In the framing of the learning objectives, it lacked the affective domain. This situation affected its relevance. Regarding the land area of the continent of Asia, the data is not updated, affecting its soundness. Coloring activity is relatively easy for Grade 7, which did not fit the learners' maturation level. There are

no pictures of the geographical features of Asia that could affect learner interest.

For Week 2 MELC on “Napapahalagahan ang ugnayan ng tao at kapaligiran sa paghubog ng kabihasnang Asyano,” six criteria showed deficiencies such as autonomy, relevance, soundness, maturation, interest, and efficacy. Missing information on the climate of Asia on the topic factors of geography affected the writing of the SLMs' autonomy. No psychomotor objective was included in the list of objectives that affected its relevance. Errors in terms of spelling and improper use of punctuation affected its soundness. The content is congested, which could affect learner maturation. SLMs lacked performance tasks that involved the learners' interest. There was no contextualization of the lessons. Learning activities are not realistic, which affects the efficacy of the material.

For Week 3 MELC on “Nailalarawan ang mga yamang likas sa Asya,” four criteria had deficiencies: feasibility, relevance, interest, and efficacy. It is found that learning tasks are not time-bound and sacrifice feasibility. Learning objectives are too focused on a cognitive domain that shortchanged relevance in the psychomotor and affective domains. The correct usage of some Filipino words and the jumbled answers in one of the learning activities affected the soundness of the SLMs. Learning activities are relatively easy for grade seven learners, attributed to the lack of interest—knowledge-based activities with no indication of contextualization on the material's efficacy.

For weeks 4 to 5 MELC on “Nasusuri ang yamang likas at ang mga implikasyon ng kapaligirang pisikal sa pamumuhay ng mga Asyano noon at ngayon,” it indicates lapses in soundness, interest, and efficacy. No punctuation marks, spacing, proper spelling of some words, and unclear directions affected the soundness of the SLMs. These deficiencies indicate that no efficient review was conducted before the material was used. Learning activities were relatively easy, and the lack of visual presentation of the concepts affected the learner's interest in the material. No instruction was indicated in the output placement and explanation provided in one of the learning activities that sacrificed the material's efficacy.

For week 6 MELC on “Naipapahayag ang kahalagahan ng pangangalaga sa timbang na kalagayang ekolohiko ng rehiyon,” gaps on soundness and feasibility were identified. The SLMs for this week lacked soundness attributed to the misalignment of sentences, the lack of punctuation marks, and the given puzzle in the activity being unfriendly

to the users. Feasibility is sacrificed because of a very long reading content for the week.

For weeks 7-8 MELC on “Nasusuri ang komposisyon ng populasyon at kahalagahan ng yamang tao sa Asya sa pagpapaunlad ng kabuhayan at lipunan sa kasalukuyang panahon,” gaps on relevance, soundness, interest, and efficacy were also noted. The lack of the psychomotor domain in the learning objectives affects its relevance. Insufficient data, repeated tables, lack of updates on the population of India and China, etc., are a few of the setbacks in terms of the soundness of the material. No contextualization, performance tasks, too easy activities, and insufficient visual presentation are loopholes in the efficacy and interest criteria.

**Table 6.** Application for the criteria for content selection for the second quarter

QUARTER 2		
MELC: Natatalakay ang konsepto ng kabihasan at ang mga katangian nito. Week No.1		
Relevance	Layunin	No psychomotor domain
Interest	II. <i>Ano ang Dapat Malaman?</i>  <i>Gawain 1 &amp; 3 &amp; 4</i>	No illustrations or graphics.  The pictures chosen are outdated.
Efficacy	II. <i>Ano ang Dapat Malaman? &amp; Mga Karagdagan Gawain</i>	No contextualization; knowledge-based activities
MELC: Napaghahambing ang mga sinaunang kabihasan sa Asya (Sumer, Indus, at Tsina). Week No.2		
Relevance	<i>Layunin</i>	No psychomotor domain
Interest	II. <i>Ano ang Dapat Malaman?</i>	Lacks pictures regarding the topics presented.  The jumbled letters type of test is repeated.

	<i>Pag isipan Natin 1 (Panuto</i>	
	<i>B) Pag isipan Natin 2</i>	
Efficacy	<i>II. Ano ang Dapat Malaman? &amp; III. Ano ang Natutunan mo?</i>	No contextualization; knowledge-based activities.
<hr/>		
MELC: Napaghahambing ang mga sinaunang kabihasan sa Asya (Sumer, Indus, Tsina). Week No. 3		
<hr/>		
Relevance	<i>Layunin</i>	No psychomotor domain
<hr/>		
MELC: Natataya ang impluwensiya ng mga kaisipang Asyano sa kalagayang panlipunan at kultura sa Asya. Week No.4		
<hr/>		
MELC: Napapahalagahan ang mga kaisipang Asyano na nagbigay-daan sa paghubog ng sinaunang kabihasan sa Asya at sa pagbuo ng pagkakakilanlang Asyano. Week No.5		
<hr/>		
Relevance	<i>Layunin</i>	No psychomotor domain
Maturation	<i>Gawain 1</i>	The coloring activity is not for grade 7.
Interest	<i>II. Ano ang Dapat Malaman?</i>	Outdated and insufficient pictures.
<hr/>		
MELC: Nasusuri ang kalagayan at bahaging ginampanan ng kababaihan mula sa sinaunang kabihasan at ikalabing-anim na siglo. Week No.6		
<hr/>		
Relevance	<i>Layunin</i>	No psychomotor domain
Soundness	<i>Mga Tanyag na Kababaihang Asyano at ang Kanilang mga Ambag</i>	6. Meenaalexander - this should be “Meena Alexander”
Interest	<i>Mga Karagdagang Gawain</i>	Lack of engaging activities

Efficacy	<i>Mga Karagdagang Gawain</i>	Lacks further utilization of the content that the students can use in life.
MELC: Nasusuri ang kalagayan at bahaging ginampanan ng kababaihan mula sa sinaunang kabihasanan at ikalabing-anim na siglo. Week No.7		
Interest	<i>II. Ano ang Dapat Malaman?</i>	Lacks pictures
MELC: Napapahalagahan ang mga kontribusyon ng mga sinaunang lipunan at komunidad sa Asya. Week No. 8		
Relevance	<i>Layunin</i>	No psychomotor domain
Soundness	<i>Gawain D. Panuto</i>	Wrong grammar, it would be better if “Ilagay ang tsek sa tabi ng pangalan ng bagay. Pagkatapos ay sagutan ang mga katanungan..”
Feasibility	<i>II. Ano ang Dapat Malaman?</i>	Lengthy civilization notes
Interest	<i>II. Ano ang Dapat Malaman?</i>	Lacks pictures.

Table 6 presents the eight learning competencies for the second quarter. For week 1 MELC on “Natalakay ang konsepto ng kabihasanan at ang mga katangian nito” and week 2 MELC on “Napaghahambing ang mga sinaunang kabihasanan sa Asya (Sumer, Indus, at Tsina),” both of these learning competencies sacrificed relevance, interest, and efficacy. For relevance, the learning objectives lacked a psychomotor domain. For interest, content and learning activities need visual presentations like graphs, tables, and pictures. For efficacy, learning activities lack contextualization and repetition of jumbled letters type of test.

For week 3 MELC on “Napaghahambing ang mga sinaunang kabihasanan sa Asya (Sumer, Indus, Tsina)” like that of weeks 1 and 2 was also lacking a psychomotor domain in the formulation of the learning objectives that affected its relevance. The only learning

competency that applied the seven criteria is Week 4 MELC “Natataya ang impluwensiya ng mga kaisipang Asyano sa kalagayang panlipunan at kultura sa Asya.” Relevance, maturation, and interest were sacrificed in the construction of the SLMs for Week 5 MELC “Napapahalagahan ang mga kaisipang Asyano na nagbigay-daan sa paghubog ng sinaunang kabihasan sa Asya at sa pagbuo ng pagkakakilanlang Asyano.” Like in the previous competencies of the week, it is consistent that lack of psychomotor domain remained the perennial gap for relevance. Coloring activity is unfit for grade seven students’ level of maturation, and outdated and insufficient visuals affect their interest toward the subject.

For weeks 6 to 7 MELC on “Nasusuri ang kalagayan at bahaging ginampanan ng kababaihan mula sa sinaunang at ikalabing-anim na siglo” relevance, soundness, interest, and efficacy were found deficient in SLM for the week. Relevance is affected by the imbalanced construction of learning objectives. Soundness is affected by some wrongly spelled words in the content. Interest and efficacy are affected by non-engaging learning tasks, lack of contextualization in the learning process, and lack of visualization of the lessons.

For week 8 MELC on “Napapahalagahan ang mga kontribusyon ng mga sinaunang lipunan at komunidad sa Asya,” relevance was affected by no psychomotor domain listed in the learning objectives. Soundness was found problematic because of incorrect grammar use. Feasibility was affected by very lengthy notes on Asian civilizations. Similar to other MELCS, the lack of the use of pictures and other visuals affected the learner interest criterion of the material.

**Table 7.** Application for the criteria for content selection for the third quarter

---

### QUARTER 3

---

**MELC:** Nasusuri ang mga dahilan, paraan at epekto ng kolonyalismo at imperyalismo ng mga Kanluranin sa unang yugto (ika-16 at ika-17 siglo) pagdating nila sa Timog at Kanlurang Asya.

**Week No. 1**

---

Relevance	<i>Layunin Mga Karagdagang Gawain</i>	Assessments focus on the cognitive and affective domains and none on the psychomotor domain.
-----------	---	--

Soundness	<i>II. Ano ang Dapat Malaman</i>	Typographical errors
Interest	<i>II. Ano ang Dapat Malaman</i>	The content doesn't have any images.
Efficacy	<i>Mga Karagdagang Gawain</i>	The learners cannot practically utilize the content, skills, and disposition.

---

**MELC:** Nasusuri ang mga dahilan, paraan at epekto ng kolonyalismo at imperyalismo ng mga Kanluranin sa unang yugto (ika-16 at ika-17 siglo) pagdating nila sa Timog at Kanlurang Asya.  
**Week No. 2**

Relevance	<i>Layunin Mga Karagdagang Gawain</i>	Assessments focus on the cognitive and affective domains and none on the psychomotor domain.
Interest	<i>II. Ano ang Dapat Malaman</i>	There are no images
Efficacy	<i>Mga Karagdagang Gawain</i>	The learners cannot practically utilize the content, skills, and disposition.

---

**MELC:** Nasusuri ang mga salik, pangyayaring at kahalagahan ng nasyonalismo sa pagbuo ng mga bansa sa Timog at Kanlurang Asya  
**Week No. 3**

Interest	<i>II. Ano ang Dapat Malaman</i>	There are no images.
----------	----------------------------------	----------------------

---

**MELC:** Natatalakay ang karanasan at implikasyon ng ang digmaang pandaidig sa kasaysayan ng mga bansang Asyano; at \*Nasusuri ang kaugnayan ng iba't ibang ideolohiya sa pag-usbong ng nasyonalismo at kilusang nasyonalista  
**Week No. 4**

Relevance	<i>Layunin Mga Karagdagang Gawain</i>	Assessments focus on the cognitive and affective domains and none on the psychomotor domain.
Feasibility	<i>II. Ano ang Dapat Malaman</i>	The time allocation is not enough.

Interest	<i>II. Ano ang Dapat Malaman</i>	There are no images.
Efficacy	<i>Mga Karagdagang Gawain</i>	The learners cannot practically utilize the content, skills, and disposition.

**MELC:** Nasusuri ang karanasan at bahaging ginampanan ng mga kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at karapatang pampulitika

**Week No.5**

Relevance	<i>Layunin Mga Karagdagang Gawain</i>	The objective only focuses on the cognitive domain. There should be at least objectives for the affective and psychomotor domains.
Interest	<i>II. Ano ang Dapat Malaman</i>	There are no images.
Efficacy	<i>Mga Karagdagang Gawain</i>	The learners cannot practically utilize the content, skills, and disposition.

**MELC:** Napahahalagahan ang bahaging ginampanan ng nasyonalismo sa pagbibigay wakas sa imperyalismo sa Timog at Kanlurang Asya; Natataya ang bahaging ginampanan ng relihiyon sa iba't ibang aspekto ng pamumuhay

**Week No.6**

Interest	<i>II. Ano ang Dapat Malaman</i>	The content is too long, and there are no images. Some important words are not emphasized.
----------	----------------------------------	--

**MELC:** Nasusuri ang mga anyo, tugon at epekto sa neo-koloniyalismo sa Timog at Kanlurang Asya

**Week No. 7**

Feasibility	Content	The content is too long, and time allocation might not be enough.
Interest	<i>II. Ano ang Dapat Malaman</i>	The content is too long, and there are no images.



---

**MELC:** Napapahalagahan ang mga kontribusyon ng Timog at Kanlurang Asya sa kulturang Asyano  
**Week No. 8**

---

Interest	<i>II. Ano ang Dapat Malaman</i>	There are no images.
----------	----------------------------------	----------------------

---

Table 7 illustrated the eight learning competencies for the third quarter. For weeks 1 to 2 MELC on “Nasusuri ang mga dahilan, paraan at epekto ng kolonyalismo at imperyalismo ng mga Kanluranin sa unang yugto (ika-16 at ika-17 siglo) pagdating nila sa Timog at Kanlurang Asya,” relevance was affected by the imbalance assessments of the three domains of learning. Interest was affected by lack of visualization of the lessons, which was also found the same in week 3 MELC on “Nasusuri ang mga salik, pangyayaring at kahalagahan ng nasyonalismo sa pagbuo ng mga bansa sa Timog at Kanlurang Asya.” Efficacy was short changed by the lack of contextualized and practical activities that relate to real life situations of the learners. There are typographical errors that reduced soundness of the material.

Still on relevance, interest, and efficacy, week 4 MELC on “Nasusuri ang mga salik, pangyayaring at kahalagahan ng nasyonalismo sa pagbuo ng mga bansa sa Timog at Kanlurang Asya” and week 5 MELC on “Nasusuri ang karanasan at bahaging ginampanan ng mga kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at karapatang pampulitika” had shown similar gaps on these aforementioned criteria. The deficiency in relevance was observed in the imbalance representation of the three domains in formulating learning objectives and their corresponding assessment tools. Still insufficient is the lack of visual presentation of topics with these two learning competencies, which reduced interest. Furthermore, the lack of practical and contextual learning activities that affect the material's efficacy and the short time allocation that minimizes the feasibility of implementing MELC for week four is also noted. Deficiency in the utilization of interest was also seen in Weeks 6 to 8, especially in the content portion of the lesson, where the notes are lengthy and lack the visual images presentation. Some essential words within a few of the sentences and paragraphs are missing.

Table 8 presents the eight learning competencies for the fourth quarter. Weeks 1 and 2 on MELC “Nasusuri ang mga dahilan, paraan at

epekto ng kolonyalismo at imperyalismo ng mga Kanluranin sa unang yugto (ika-16 at ika-17 siglo) pagdating nila sa Silangan at Timog Silangang Asya” had deficiencies in relevance and efficacy. On the learning objectives, week 1 lacked the psychomotor and affective domains, while week 2 lacked the psychomotor domain. A common deficiency is noted in these two competencies; it showed that efficacy is sacrificed due to its lopsided focus on content, skills, and disposition.

Common to weeks 1 and 2, week 3 on MELC “Nasusuri ang mga dahilan, paraan at epekto ng kolonyalismo at imperyalismo ng mga Kanluranin sa unang yugto (ika-16 at ika-17 siglo) pagdating nila sa Silangan at Timog Silangang Asya” and week 4 on MELC “Natatalakay ang karanasan at implikasyon ng ang digmaang pandaigdig sa kasaysayan ng mga bansang Asyano; Nasusuri ang kaugnayan ng iba’t ibang ideolohiya sa pag-usbong ng nasyonalismo at kilusang nasyonalista” still showed problems on relevance and efficacy. Relevance was sacrificed when there was no assessment for affective domain. In term of efficacy, it remained consistent with weeks 1 and 2. Feasibility is sacrificed with the lengthy distribution of the lesson content in weeks 3 and 4. These situations sacrificed interest by lack of visualization through the use of pictures, tables, and charts that remained consistent in the previous competencies too.

**Table 8.** Application for the criteria for content selection for the fourth quarter

---

#### QUARTER 4

---

**MELC:** Nasusuri ang mga dahilan, paraan at epekto ng kolonyalismo at imperyalismo ng mga Kanluranin sa unang yugto (ika-16 at ika-17 siglo) pagdating nila sa Silangan at Timog Silangang Asya

**Week No. 1**

---

Relevance	<i>Layunin Mga Karagdagang Gawain</i>	Assessments focus on the cognitive and psychomotor domains and none on the affective domain.
Efficacy	<i>Mga Karagdagang Gawain</i>	The learners cannot practically utilize the content, skills, and disposition.

---

**MELC:** Nasusuri ang mga dahilan, paraan at epekto ng kolonyalismo at imperyalismo ng mga Kanluranin sa unang yugto (ika-16 at ika-17 siglo) pagdating nila sa Silangan at Timog Silangang Asya

**Week No.2**

Relevance	<i>Layunin and Gawain</i>	Assessments focus on the cognitive domain only and none on the psychomotor and affective domains.
Efficacy	<i>Mga Karagdagang Gawain</i>	The learners cannot practically utilize the content, skills, and disposition.

**MELC:** Nasusuri ang mga salik, pangyayaring at kahalagahan ng nasyonalismo sa pagbuo ng mga bansa sa Silangan at Timog Silangang Asya

**Week No.3**

Relevance	<i>Layunin Karagdagang Gawain</i>	Assessments focus on the cognitive and psychomotor domains and none on the affective domain.
Feasibility	<i>II. Ano ang Dapat Malaman?</i>	The learning content is too long, and the time allotment is insufficient.
Interest	<i>II. Ano ang Dapat Malaman?</i>	It is too lengthy, and there are no examples or images.
Efficacy	<i>Mga Karagdagang Gawain</i>	The learners cannot practically utilize the content, skills, and disposition.

**MELC:** Natatalakay ang karanasan at implikasyon ng ang digmaang pandaidig sa kasaysayan ng mga bansang Asyano; Nasusuri ang kaugnayan ng iba't ibang ideolohiya sa pag-usbong ng nasyonalismo at kilusang nasyonalista

**Week No. 4**

Relevance	<i>Layunin Karagdagang Gawain</i>	Assessments focus on the cognitive and psychomotor domains and none on the affective domain.
Feasibility	<i>II. Ano ang Dapat Malaman?</i>	Lengthy Content
Interest	<i>II. Ano ang Dapat Malaman?</i>	Too lengthy

Efficacy	<i>Mga Karagdagang Gawain</i>	The learners cannot practically utilize the content, skills, and disposition.
----------	-------------------------------	---

---

**MELC:** Nasusuri ang karanasan at bahaging ginampanan ng mga kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at karapatang pampolitika  
**Week No. 5**

---

**MELC:** Napahahalagahan ang bahaging ginampanan ng nasyonalismo sa pagbibigay wakas sa imperyalismo sa Silangan at Timog-Silangang Asya; Natataya ang bahaging ginampanan ng relihiyon sa iba't ibang aspekto ng pamumuhay  
**Week No. 6**

Content selection criteria	Layunin Karagdagang Gawain	Assessments focus on the cognitive and psychomotor domains and none on the affective domain.
----------------------------	----------------------------------	--

These seven criteria show some erratic distributions.	Mga Karagdagang Gawain	The learners cannot practically utilize the content, skills, and disposition.
---	---------------------------	---

---

**MELC:** Nasusuri ang mga anyo, tugon at epekto sa neo-kolonyalismo sa Silangan at Timog-Silangang Asya  
**Week No. 7**

Relevance	Layunin Karagdagang Gawain	Assessments focus on the cognitive and psychomotor domains and none on the affective domain.
-----------	----------------------------------	--

Efficacy	Mga Karagdagang Gawain	The learners cannot practically utilize the content, skills, and disposition.
----------	---------------------------	---

---

**MELC:** Napapahalagahan ang mga kontribusyon ng Silangan at Timog-Silangang Asya sa kulturang Asyano  
**Week No. 8**

Relevance	Layunin Karagdagang Gawain	Assessments focus on the cognitive and psychomotor domains and none on the affective domain.
-----------	----------------------------------	--

Efficacy	Mga Karagdagang Gawain	The learners cannot practically utilize the content, skills, and disposition.
----------	------------------------	---

In week 5 on MELC “Nasusuri ang karanasan at bahaging ginampanan ng mga kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at karapatang pampolitika,” all the seven criteria were distributed properly in the SLM. Like that of weeks 1 and 2, week 6 on MELC “Napahahalagahan ang bahaging ginampanan ng nasyonalismo sa pagbibigay wakas sa imperyalismo sa Silangan at Timog-Silangang Asya; Natataya ang bahaging ginampanan ng relihiyon sa iba’t ibang aspekto ng pamumuhay,” week 7 on MELC “Nasusuri ang mga anyo, tugon at epekto sa neo-koloniyalismo sa Silangan at Timog-Silangang Asya,” and week 8 on MELC “Napapahalagahan ang mga kontribusyon ng Silangan at Timog-Silangang Asya sa kulturang Asyano” had deficiencies in the criteria of relevance and efficacy too.

There was a lopsided formulation of objectives in the cognitive,

and psychomotor domains, and learning activities did not focus on the holistic development of the learners. At the outset, Tables 5-8 provide detailed findings based on the review of the identified SLMs analyzed in the study. These findings provided the salient points for improving the modules using the criteria.

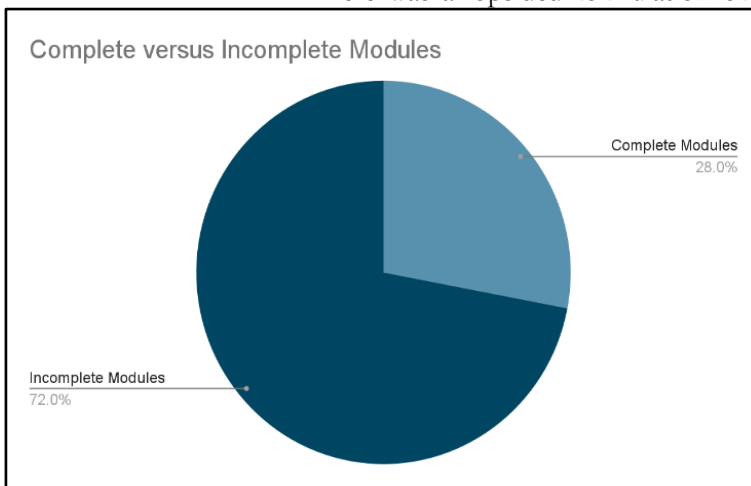


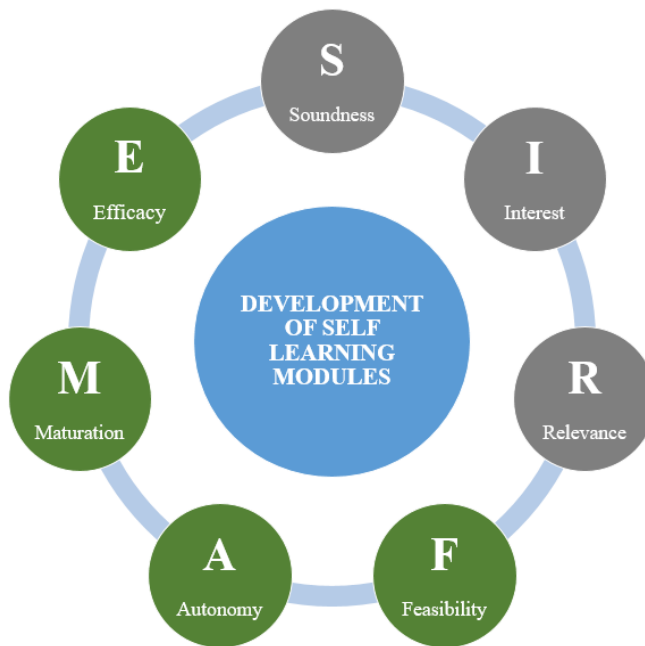
Figure 2. Percentage of Complete Modules based on the Criteria

Figure 2 shows the totality of the 32 SLMs analyzed in the study. Of these 32 SLMs, only nine, constituting 28%, were completed with all the criteria in each SLM. However, the rest of the SLMs still contained these criteria but with minor lapses in some of these seven criteria. This deficiency could be attributed to the lack of consideration of the criteria earlier mentioned. While the rest of the 72% SLMs were found incomplete



for teachers to consider the criteria earlier presented. While Figure 4 depicts the respective criteria, Figure 5 shows an integration of these criteria in a four-step recurring process.

SIR FAME stands for each criterion: soundness, interest, relevance, feasibility, autonomy, maturation, and efficacy. This framework is applied within a procedure found in Figure 5 that commences the planning phase where the needs of learners, the motivation to carry out



the goals, and the fittest strategies to achieve the goals are readily considered. The second step in the modular learning cycle is utilizing the SIR FAME model. First is soundness – the accuracy and fitness of SLMs are prioritized. Aspects like spelling, grammar, and other technicalities are emphasized in this criteria. Interest caters to how enticing the module is to the learners and further exemplifies the joy of learning, which

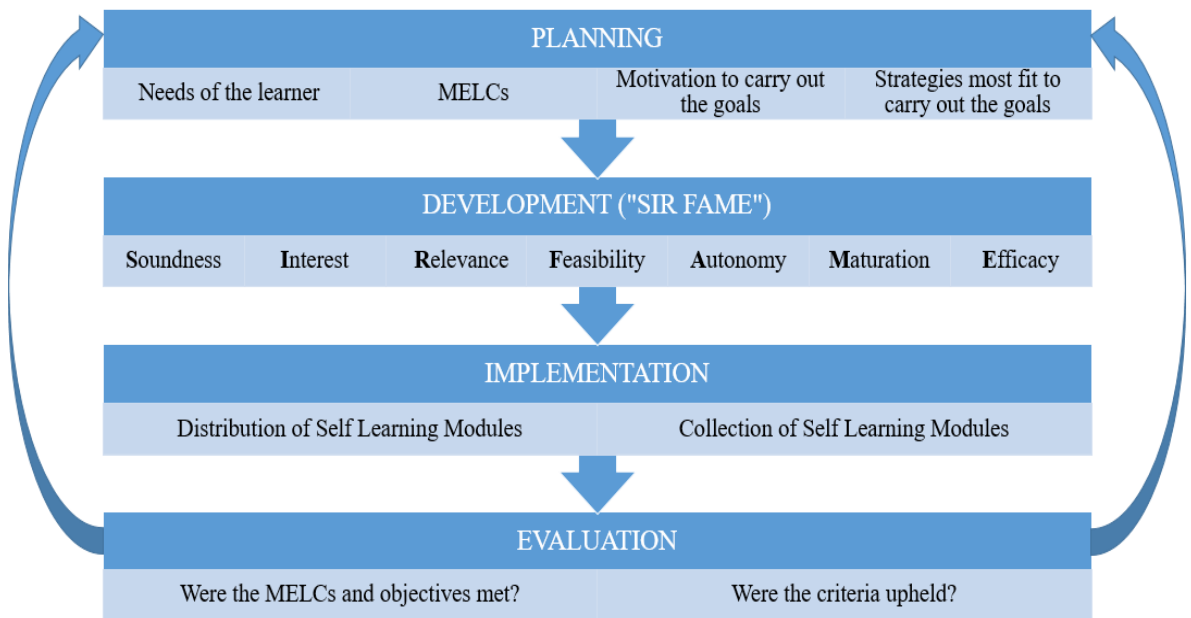
translates to learner enthusiasm in using the SLMs.

*Figure 4. SIR FAME Development Model*

Relevance assures that the SLMs are up to date and can be relatable to the experiences of the learners who are its users. Feasibility can be exemplified when the SLMs are doable based on the limitation of time and other resources. Autonomy caters to the independence of the SLM. Thus, this answers to the completeness of the SLMs without loose ends. Maturation is exemplified when there is a spiral progression in the content and the activities within each SLM. Lastly, efficacy ensures that the SLM positively affects the students' learning despite the distance of their location, the teacher's absence during lockdown, and other allowable

circumstances beyond control. All these criteria are incorporated within the SIR FAME model, which would also be integrated into the more significant process under the development of the modular learning cycle found in Figure 5.

Figure 5 shows the general steps in curriculum planning and the modular learning cycle process. These steps are iterative. The first step is planning, which concerns the conceptualization of the SLMs. The positive aspect of this step is providing the curriculum guide through the MELCs. The primary focus for this step is the MELC itself. The writers of the SLMs take note of the learning objectives or outcomes and the strategies toward achieving these through the modules. This step is embodied during the pre-scheduled conference of the module writers, teachers, and DepEd officials before the beginning of the school year when goals and intentions are clarified—the question, "What ought to be?" should be answered in this step. The second step is development. This step tells where the creation of the content of the SLM is focused. SIR FAME is integrated into this step to guide the writers to develop the SLM holistically. The question, "How should the SLMs be catered to in this step?"



*Figure 5. Steps in the Modular Learning Cycle*



The third step is implementation, where the SLMs are catered to the end-users. This step concerns the SLMs' actual distribution, utilization, and collection after the students, parents, and teachers meet in a shared responsibility to fulfill modular learning. The question, "Were the SLMs utilized to their fullest?" should be satisfied with this step. The last step is evaluation. From the word itself, the writers and the teachers shall revisit the SLMs, whether or not they satisfy their goals. The question, "Were the MELCs and criteria upheld?" This question will be answered in the evaluation phase.

## **5. Conclusion and Recommendations**

In totality, upholding the criteria in writing the SLMs remains the most critical challenge among the module writers. They could not expect to have perfectly completed SLMs within the year's four quarters. The completeness of these modules within the four quarters is only measured in quantity and compliance with its completion. However, analyzing the number of written SLMs within each quarter resulted in lopsided aspects regarding efficacy, relevance, and interest, as these materials are written in a spiral progression. Though they showed dominance in autonomy and maturation as the two most dominant criteria regarding age fit and access to its use, these SLMs contained the necessary criteria despite some insufficiency.

Regarding assessment, formative and summative are utilized throughout the SLMs, distributed evenly across the four quarters with a higher percentage in terms of formative compared to summative assessments. These findings necessitate revising the SLMs using the criteria for content selection seriously. In line with this, the following recommendations are offered for the improvement of SLM writing: (1) revisit all the social studies SLMs written across grade levels using the SIR FAME model; (2) regular evaluation of the SLMs particularly those that are incomplete based on the criteria; and (3) appropriate resources for the planning, development, implementation, and evaluation of SLMs, not only in the local level; but the rest of the other divisions of the county.

## References

- Agaton, C.B. & Cueto, L.J. (2021). Learning at home: Parents' lived experiences on distance learning during COVID-19 pandemic in the Philippines. *International Journal of Evaluation and Research in Education*, 10(3), pp. 901-911, DOI: 10.11591/ijere.v10i3.21136.
- Anzaldo, G.D. (2021). Modular distance learning in the new normal education amidst COVID-19. *International Journal of Scientific Advances*, 2(3). DOI:
- Blandón-Gitlin, I., Pezdek, K., Lindsay, D.S. and Hagen, L. (2009). Criteria-based content analysis of true and suggested accounts of events. *Applied Cognitive Psychology*, 23(0), 901-917. <https://doi.org/10.1002/acp.1504>.
- Cajurao, E. C., Mortel, J. C. V., Maglente, M. S. C., Dumaguin, J. R., Paloma, V. V., Rios, C. R., & Rivas, M. A. D. (2023). Modular Distance Learning: Perceived Challenges and Strategies of Secondary Science Teachers in Mandaon District, Masbate, Philippines. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(6), 2023-2037. <https://doi.org/10.11594/ijmaber.04.06.27>
- Dhamija, N. & Kanchan (2014). Effectiveness of self-learning modules on the achievement and retention of undergraduate students in commerce. *Educania Confab*, 3(2). <https://docplayer.net/132589555-Effectiveness-of-self-learning-modules-on-the-achievement-and-retention-of-undergraduate-students-in-commerce.html>
- DepEd Official Gazette (2020). DepEd prepares Self-Learning Modules for education's new normal. Open Data Portal. <https://www.deped.gov.ph/2020/07/02/deped-prepares-self-learning-modules-for-educations-new-normal/>
- Downe-Wamboldt, B. (1992). Content analysis: Method, applications, and issues. *Health Care for Women International*, 13(3), 313-321, DOI: 10.1080/07399339209516006.
- Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K. and Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness, 4(0), p. 1-10. <https://doi.org/10.1177/2158244014522633>
- Gharti, L. (2019) Self-directed learning for learner autonomy: Teachers' and students' perceptions. *Journal of NELTA Gandaki (JoNG)*, 1(0), 62-73.
- Guiamalon, T.S., Alon, S.A., and Camsa, S. (2021). Teachers' issues and concerns on the use of modular learning modality. *International E-Journal of Advances in Social Sciences*, 7(0). <https://dergipark.org.tr/en/download/article-file/1878859>
- Harackiewicz, J. M., Smith, J. L., & Priniski, S. J. (2016). Interest Matters: The importance of promoting interest in education. *Behavioral and Brain Sciences*, 3(2), 220–227. <https://doi.org/10.1177/2372732216655542>

- Inocian, R. (2018). Aesthetic Teaching Pedagogies: A Voice of Experience. *Cambridge Scholars' Publishing*, p.166.
- Irmano, K.J.V., Inocian, R.B., Tabunag, J.A., Compuesto, C.D.M. & Gualiza, W. (2023) The philosophy of the human person curriculum in the Philippines: Basis for COVID-19 Model of Curriculum Revision. *Cogent Education*, 10(1), DOI: 10.1080/2331186X.2023.2216488
- Jayani, P.G. (2021). Teachers' perception on modular distance learning approach at Mindanao State University-Sulu: Its readiness and challenges. *Open Access Indonesia Journal of Social Sciences*, 4 (2).  
<http://journalsocialsciences.com/index.php/oaijs/article/view/71>
- Krippendorff, K. (2004). Content analysis: An introduction to its methodology. *Sage Publications Inc*.
- Locion, J. P., Baclay, P. N. J., Loayon, J. P. I., Guzman, A. G. D., & Nacario, I. M. V. (2022). Through the Viewpoint of Teacher Authors: Experiences of Teachers Writing Self-Learning Modules during the Educational Paradigm Shift. *Best Journal of Innovation in Science, Research and Development*, 1(2), 88–100.  
<http://www.bjisrd.com/index.php/bjisrd/article/view/16>
- Madrazo, A.L., & Dio, R.V. (2020). Contextualized Learning Modules in Bridging Students' Learning Gaps in Calculus with Analytic Geometry through Independent Learning. *Journal on Mathematics Education*, 11(3).  
<http://doi.org/10.22342/jme.11.3.12456.457-476>
- Manzanero, A. L., Scott, M. T., Vallet, R., Aróztegui, J., & Bull, R. (2019). Criteria-based content analysis in true and simulated victims with intellectual disability. *Anuario de Psicología Jurídica*, 29(0), 55-60.  
<https://doi.org/10.5093/apj2019a1>
- McKibben, W.B., Cade, R., Purgason, L.L. & Wahesh, E. (2022) How to conduct a deductive content analysis in counseling research. *Counseling Outcome Research and Evaluation*, 13(2), 156-168,  
DOI: 10.1080/21501378.2020.1846992
- Mishra, L., Gupta, T., Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open*, 1(0).  
<https://doi.org/10.1016/ijedro.2020.100012>
- Nuñez, A.M.Jr., Amada, A.T., Emie A. & Genton, E.A. (2023). Understanding the essence of public elementary school teachers' experiences employing self-learning modules during the COVID-19 pandemic. *EPR4 International Journal of Multidisciplinary Research (IJMR)*, 9(4), 255–272.  
<http://eprajournals.net/index.php/IJMR/article/view/1921>

- Oppus – Mercader, K.L., Abadiano, M.N. (2021). Kaleidoscopic features of home tutorial in modular distance learning: A confession of functional illiterate parents. *Psychology and Education*, 58(2).  
<http://www.psychologyandeducation.net/pae/index.php/pae/article/view/4008>
- Oxford University Press ELT (2013). Learner Autonomy.  
<https://oupeltglobalblog.com/2013/01/29/learner-autonomy/>
- Pe Dangle, Y.R., Sumaoang, J.D. (2020). The implementation of modular distance learning in the Philippine secondary public schools. *ICATE.ORG*.  
<http://www.dpublication.com/wp-content/uploads/2020/11/27-427.pdf>
- Potter, W. J., & Levine-Donnerstein, D. (1999). Rethinking validity and reliability in content analysis. *Journal of Applied Communication Research*, 27(3), 258–284. <https://doi.org/10.1080/00909889909365539>
- Sequeira, A. H. (2012), Self-Learning is the future: A new paradigm for the 21st Century. *Cognition in Mathematics, Science and Technology e-journal*, 0(0).  
<https://ssrn.com/abstract=2111057>  
<http://dx.doi.org/10.2139/ssrn.2111057>
- Stemler, S. (2001). An Overview of Content Analysis. *Practical Assessment, Research & Evaluation*, 1–6.  
<https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1100&context=pare>
- UNESCO (2012). Education for sustainable development sourcebook.  
<https://sustainabledevelopment.un.org/content/documents/926unesco9.pdf>
- Vears, D. F., & Gillam, L. (2022). Inductive content analysis: A guide for beginning qualitative researchers. *Focus on Health Professional Education*, 23(1), 111–127.  
<https://search.informit.org/doi/10.3316/informit.455663644555599>
- Vrij A. & Mann, S. (2006) Criteria-based content analysis: An empirical test of its underlying processes. *Psychology, Crime & Law*, 12(4), 337-349, DOI: 10.1080/10683160500129007