

Analysis of Creation and Evaluation of Contextualized Manuscript in Filipino 7 Under the Matatag Curriculum

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Abstract- This study focuses on the creation and evaluation of a contextualized manuscript for Filipino 7, specifically aligned with the new MATATAG Curriculum at the Iloilo Science and Technology University-Laboratory School for the 2024-2025 academic year. The primary objective was to develop a teaching resource that bridges the gap between the prescribed national competencies and the localized cultural and linguistic needs of students in the region. By integrating local traditions, familiar settings, and regional nuances, the manuscript aims to make the learning of the Filipino language more relevant, engaging, and effective for Grade 7 learners. The researcher utilized a descriptive-developmental research design, following the systematic ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. The process began with an analysis of unmet competencies in Filipino 7, followed by the design and production of the manuscript. To ensure quality and adherence to educational standards, the material was subjected to a rigorous evaluation process by five experts specializing in language, literature, and curriculum development. These evaluators used a standardized assessment tool to measure the manuscript's appropriateness, accuracy, and pedagogical value. The findings revealed a general weighted mean of 4.51, which is interpreted as "Highly Appropriate/Excellent." The evaluators highly commended the manuscript for its accuracy of information and its success in contextualization, noting that it provides a localized lens through which students can better grasp complex linguistic concepts. The study concludes that the manuscript is a valid and effective instructional tool. It is recommended for classroom use and serves as a model for future efforts in developing contextualized learning materials across other subject areas under the MATATAG framework.

I. INTRODUCTION

In the modern landscape of Philippine education, the shift toward the MATATAG Curriculum emphasizes the importance of making learning materials more responsive to the needs of the community and the individual learner. The Department of Education has consistently advocated for contextualization and localization to ensure that the curriculum is not only

nationalistic but also grounded in the lived experiences of the students. However, there remains a persistent challenge in Grade 7 Filipino classrooms where general textbooks often lack the cultural nuances and local settings that help students connect deeply with the language and its literature.

This research is anchored on the principle that language learning is most effective when it is situated within a familiar environment. By developing a contextualized manuscript, the study seeks to address the pedagogical gap where students struggle to relate to abstract examples or distant cultural references found in standard modules. The legal framework of the 1987 Philippine Constitution and Republic Act No. 12027 further support this initiative, as they mandate the State to provide quality education and encourage the use of appropriate instructional materials that reflect the local identity of the Filipino people.

The creation of this manuscript is a proactive response to the evolving demands of the education system. It serves as a bridge between the competencies required by the MATATAG Curriculum and the cultural heritage of the learners in Iloilo. By evaluating the manuscript through expert validation, the researcher ensures that the material is not only culturally rich but also academically sound and technically accurate. Ultimately, this study aims to provide a localized resource that fosters a greater appreciation for the Filipino language while improving the overall academic performance and cultural consciousness of Grade 7 students.

II. METHODOLOGY

This study aims to develop and evaluate a contextualized manuscript in Filipino 7 that integrates local culture and language to enhance the learning experience under the MATATAG Curriculum, focusing on the content, accuracy, and pedagogical alignment of the material. A mixed methodology was

used in the present study. Qualitative and quantitative (Creswell, 2009) is an approach based on the assumption that any research is capable of collecting different types of data that will provide the opportunity for a proper understanding of the problem and to see the different angles or perspectives that will be the result of the study. A questionnaire was used to collect data for data analysis.

Location

This study will be conducted at the Iloilo Science and Technology University (ISAT U) - Laboratory School.

Area

The area where the research will be conducted is within the secondary education department of the Laboratory School, specifically focusing on the Filipino 7 classes that are implementing the initial stages of the MATATAG Curriculum.

Participants

The participants will be made up of five (5) expert evaluators in the fields of Filipino Language, Literature, and Curriculum Development, alongside selected Grade 7 students and teachers who provide initial feedback on the manuscript's usability and relevance.

Method of Conducting the Study:

A. Collection of data

This study is an attempt to study and analyze the competencies in Filipino 7 as a basis for creating a contextualized manuscript that will be used to enrich language instruction and make classroom discussions more meaningful for students. The researcher will collect the specific learning competencies and local cultural elements popularized in the Iloilo region, which are familiar to the minds of young students, to be used as a basis for the development of the manuscript. The researcher will use guided questionnaires and evaluation rubrics to obtain information from the experts. The name, designation, and years of experience of the evaluators will be entered here. The guidance will also include questions such as: What is the level of appropriateness of the contextualized manuscript in terms of content and

accuracy? After this is done, the data will be subject to the following:

B. Analysis

The contextualized manuscript's content will be analyzed based on theme, linguistic accuracy, and cultural significance. In this research, the analysis theory that will be used is based on the ADDIE Model of instructional design. Based on this theory, the development is a systematic process of looking at the learner's needs and creating an unbiased effort to provide the best teaching material tailored to those needs. In this study, the manuscript will be analyzed based on the formalistic approach, an approach that focuses on the structure, factors, and elements of the lessons and the theme or subject of the work, as well as the sensibility of the correlation of words, language structure, and cultural values that the researcher attached to the Core Values of the Department of Education. This is godly, humane, national, and environmental. A moralistic artistic approach that describes the order, beauty, and dignity of the person as a member of society and carefully involves literature as an instrument for social change. Therefore, the cultural context and pedagogical flow of the lessons cannot be contradicted. The structuralist approach is also used, which holds that language and learning materials shape social consciousness.

C. Providing Interpretation/Interpretation

The researcher will interpret the evaluation scores of the manuscript based on themes of content validity, accuracy of information, and assessment effectiveness. The researcher took the following steps in carrying out this study: First, the researcher identified the competencies in Filipino 7 that were not fully attained by students based on diagnostic tests and curriculum guides. From these, the researcher developed the lessons for the manuscript. The researcher created an evaluation questionnaire to find out the level of appropriateness of the manuscript. Wherein;

5 – Highly Appropriate (Excellent)

4 - Very Appropriate (Very Good)

3- Appropriate (Good)

2- Slightly Appropriate (Fair)

1- Not Appropriate (Poor)

Second, the judges assessed the accuracy of the checklist based on the questionnaire created by the researcher. Third, the researcher analyzed the jurors' responses to the checklist and its reliability. Fourth, the researcher reviewed the MATATAG Curriculum guides to obtain the total list of competencies required for the Grade 7 level. Fifth, the researcher consulted with content experts who were not involved in the final evaluation but had the same characterization as the future participants to allow for a preliminary review of the manuscript. After that, the researcher had three experts evaluate the outcome of the pilot review. Sixth, the researcher submitted the manuscript to five (5) expert evaluators to carry out the formal evaluation. After approval, the researcher contacted each expert to facilitate the distribution and collection of the evaluation rubrics. Seventh, after the rubrics were collected, we began to explore the outcome of the evaluation and which aspects of the contextualized manuscript were considered the strongest.

Research Instrument

The instrument used to collect the data needed by the researcher was a researcher-made evaluation rubric that passed the validation and reliability processes. The researcher created a questionnaire consisting of two parts. The first part contains the personal information of the expert evaluators. The second part contains the criteria for the manuscript—content, format, presentation, accuracy, and assessment—where the extent of their appropriateness needs to be determined. The researcher presented the draft of the questionnaire to his advisor for other suggestions and recommendations for the development of the instrument to be used. Afterward, the researcher revised the research instrument and submitted it to three judges for validation.

Instrument Accuracy

The questionnaire checklist created by the researcher was submitted for review and modification by a panel of judges who are experts in the field of research, curriculum development, and the Filipino subject. The validity of the instrument used was determined using

the percentage of agreement by the judges. The judges carefully analyzed each item to see if it was appropriate, inappropriate, or needed revision. An item with two judges agreeing that it was appropriate was considered valid. These items will remain and be included in the final version of the instrument. Items recommended for revision are revised and incorporated into the final draft, or they may be deleted. The overall percentage of honesty that was determined was .90%, meaning that the instrument used was valid. The researcher revised the item with comments, suggestions, and recommendations from the judges, which were included in the final version of the instrument. In general, an instrument is accepted as reliable if it possesses a reliability coefficient of 0.70 or higher. The questionnaire was conducted for reliability on teachers from the university who did not participate as evaluators but possessed the same characteristics as the target respondent. The data gathered from the pilot test were coded, and the reliability of the questionnaire was determined using Cronbach's alpha. The coefficient obtained in the pilot test was high ($r = 0.91$). It means that the questionnaire is acceptable and realistic. Validated instruments found to be reliable or acceptable were finally revised and replicated for administration to target participants.

III. RESULT

The evaluation of the contextualized manuscript for Filipino 7 yielded a general weighted mean of 4.51, which translates to a descriptive interpretation of "Highly Appropriate." This indicates that the material is excellently designed and meets the high standards required for instructional materials in the MATATAG Curriculum. The experts agreed that the manuscript effectively combines pedagogical requirements with localized content, making it a viable tool for classroom instruction.

In terms of "Accuracy of Information," the manuscript received its highest rating of 4.80. This highlights that the material is free from conceptual, factual, and grammatical errors. The evaluators noted that the use of local language and cultural references did not compromise the academic integrity of the Filipino subjects but rather clarified them for the learners. This high score ensures that the manuscript is a reliable source of knowledge for both students and teachers.

The "Content" and "Assessment" categories also received high marks, with scores of 4.63 and 4.50, respectively. The content was praised for being inclusive and unbiased, reflecting the core values of the Department of Education. The assessments were found to be well-aligned with the learning objectives, providing diverse activities that challenge the students while remaining grounded in the local context. These results confirm that the manuscript is balanced in its approach to teaching and testing.

Qualitative feedback from the evaluators emphasized the manuscript's "Success in Contextualization." They observed that by using familiar Ilonggo settings, local legends, and regional daily life scenarios, the manuscript significantly lowers the affective filter of the students, making them more comfortable and eager to participate in lessons. Minor suggestions were provided regarding the visual layout and image resolution, which the researcher addressed in the final revision to further enhance the material's aesthetic and functional quality.

IV. RECOMMENDATION

Based on the positive results of the study, it is strongly recommended that Filipino 7 teachers at ISAT U and other local schools adopt this contextualized manuscript as a primary or supplementary teaching resource. Teachers should leverage the localized examples provided in the material to facilitate more interactive and relatable discussions. By doing so, they can better fulfill the objectives of the MATATAG Curriculum, which seeks to make education more relevant to the student's immediate environment.

School administrators and curriculum planners should encourage and provide support for the development of similar contextualized materials in other grade levels and subject areas. This can be achieved through conducting workshops and seminars on instructional design and localization techniques. Providing teachers with the time and resources to create their own manuscripts will ensure that the curriculum remains dynamic and deeply rooted in the local community's culture and heritage.

For the Department of Education (DepEd) and regional offices, it is recommended to use this study as a benchmark for evaluating the effectiveness of the MATATAG Curriculum's localization component. The findings of this research suggest that when materials are contextualized, they meet higher standards of appropriateness and accuracy in the eyes of experts. Policymakers should consider integrating more localized content into the national learning resources to bridge the gap between regional identities and national educational goals.

Finally, future researchers are encouraged to conduct follow-up studies to measure the actual impact of the manuscript on student performance and engagement over a full academic year. Experimental studies could be designed to compare the learning outcomes of students using this contextualized manuscript versus those using standard national modules. Further research could also explore the integration of technology, such as digital or interactive versions of this manuscript, to align with the needs of 21st-century learners.

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