



BAGANI: THE DEVELOPED NATIONALISM-ORIENTED MODULE IN PAG-AARAL NG KASAYSAYAN AT LIPUNANG PILIPINO

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ABSTRACT

Pag-aaral ng Kasaysayan at Lipunang Pilipino (PKLP). A quantitative development research design guided by the ADDIE framework was employed, with pretest and posttest procedures to measure effectiveness. Data were collected from forty-three Grade 11 students of South City Homes Academy in Biñan City, Laguna, fifteen subject experts in Social Studies and Philippine History, and five validators of the test instruments through purposive sampling. Researcher-constructed questionnaires and test instruments underwent expert validation, achieving a content validity index of 1.00, while data were processed using the Statistical Package for Social Sciences (SPSS). Findings revealed that the *BAGANI* Module obtained Very High ratings in objectives ($\bar{x}=3.78$), directions ($\bar{x}=3.66$), topics ($\bar{x}=3.74$), practical exercises ($\bar{x}=3.59$), and clarity ($\bar{x}=3.71$), and was deemed Highly Acceptable in usefulness ($\bar{x}=3.75$), presentation ($\bar{x}=3.82$), and suitability ($\bar{x}=3.69$). Furthermore, the pretest scores reflected performance below expectations ($\bar{x}=74.65$), while the posttest scores indicated Very Satisfactory performance ($\bar{x}=86.70$). The Paired Sample T-test confirmed a significant difference between pretest and posttest with a t-value of -63.842 ($SD=5.81$, $\bar{x}=-27.05$). Overall, the *BAGANI* Module was validated as an effective instructional resource that strengthens historical awareness, civic responsibility, and pride in Filipino identity among Grade 11 learners. This research was completed in April 2026, School Year 2025–2026.

Keywords: *BAGANI, nationalism-oriented module, Pag-aaral ng Kasaysayan at Lipunang Pilipino*

INTRODUCTION

Education is universally recognized as a foundation for human progress and social cohesion. In the twenty first century, it is regarded not only as a means of transmitting knowledge but also as a transformative process that cultivates values essential for sustainable development. This vision is affirmed in the United Nations Sustainable Development Goals (SDG), which highlight education as a driver of inclusive and resilient societies. Within this framework, SDG 4 on Quality Education emphasizes equitable learning that nurtures both knowledge and values. In parallel, SDG 10 on Reduced Inequalities, SDG 11 on Sustainable Cities and Communities, and SDG 16 on Peace, Justice, and Strong Institutions underscore the importance of strengthening cultural identity, civic responsibility, and democratic integrity.

In the Philippine context, the Department of Education (DepEd) introduced *Pag-aaral ng Kasaysayan at Lipunang Pilipino* (PKLP) in Grade 11 under the Strengthened Senior High School Curriculum. This subject responded to the need for instructional resources that are nationalism oriented, designed to cultivate historical awareness and civic responsibility. However, no validated learner modules were provided, leaving teachers and learners dependent on fragmented references. Scholars have noted that the reduced emphasis on Philippine history contributed to declining historical consciousness among learners (Candelaria, 2023; Ignacio, 2021).

South City Homes Academy in Biñan City, Laguna implemented PKLP as part of the Strengthened Senior High School Curriculum ahead of its nationwide rollout in the following school year. This positioning made the school a significant site for examining both the challenges and opportunities of PKLP implementation. National surveys confirmed that Filipino learners often recalled global events more readily than national milestones, with one study reporting that only 42 percent of junior high school students demonstrated strong historical recall, while the majority showed moderate to low levels of consciousness (Candelaria, 2023). Teachers faced parallel difficulties. Ceremonia Cerda (2024) documented that nearly 70 percent of senior high school teachers struggled with fostering nationalism, citing the absence of validated instructional materials as a major barrier. These findings illustrated that both learners and teachers encountered significant challenges in cultivating historical awareness and nationalism within PKLP.

The importance of nationalism in education is profound because it strengthens civic responsibility, cultural pride, and unity among diverse communities. The 1987 Philippine Constitution, Article XIV, Section 3, mandates that the educational system must inculcate patriotism and nationalism and foster love of humanity. This constitutional directive affirms that schools are not only centers of academic learning but also instruments of nation building. Aligned with this constitutional vision and reflecting the current direction of Philippine education, the Senior High School Curriculum has integrated the *Pag-aaral ng Kasaysayan at Lipunang Pilipino* subject to ensure that learners are systematically exposed to lessons that cultivate historical consciousness and national identity. When students develop a strong sense of nationalism, they are more likely to cultivate critical awareness, respect for Filipino heritage, and a deep sense of

collective responsibility. Such outcomes produce learners who are academically competent and socially committed, citizens who value national milestones, participate actively in civic life, and contribute meaningfully to the development of the country. Situating the study in South City Homes Academy therefore provided a concrete context for addressing this gap while contributing to the wider discourse on nationalism-oriented resources in PKLP. The core values of South City Homes Academy, which include service to God and country, commitment, humility, and altruism, embodied the spirit of nationalism and collective responsibility that PKLP sought to advance.

In response to these challenges, this research developed the Building A Generation Anchored in National Identity (*BAGANI*) Module, a resource designed to strengthen historical consciousness and civic responsibility among Grade 11 learners. The acronym *BAGANI* encapsulated its purpose of anchoring students firmly in national identity. Drawing inspiration from the indigenous concept of *BAGANI* as a warrior protector, the module reinterpreted this role in the modern classroom by positioning learners as defenders of nationhood. By embedding nationalism at the core of PKLP instruction, the module provided not only historical knowledge but also the values necessary for active and responsible citizenship. This innovation bridged the gap between policy directives and classroom realities by providing a validated PKLP resource rooted in nationalism. Ultimately, the *BAGANI* Module has cultivated learners who are academically competent, socially responsible, and deeply anchored in Filipino identity.

Research Objectives

This study was conducted to develop and validate a nationalism-oriented learner module in *Pag-aaral ng Kasaysayan at Lipunang Pilipino* for Grade 11. In detail, the following were the determined purposes of this study:

1. Design and develop a *nationalism-oriented module* in *Pag aaral ng Kasaysayan at Lipunang Pilipino*.
2. Establish the content validity and acceptability of the designed *nationalism-oriented module* in *Pag aaral ng Kasaysayan at Lipunang Pilipino*.
3. Determine the pretest and posttest results of the Grade 11 students in the designed *nationalism-oriented module* in the subject *Pag aaral ng Kasaysayan at Lipunang Pilipino*.

METHODOLOGY

The research utilized quantitative methods through a design and development study. It was quantitative in the sense that it emphasized accurate measurements and statistical analysis of data gathered from the students through pretests and posttests. This centered on gathering quantifiable evidence and using it to determine the effectiveness of the *nationalism-oriented module* in *Pag-aaral ng Kasaysayan at*

Lipunang Pilipino (PKLP). Specifically, it identified the significant difference between the pretest and posttest scores of the students after exposure to the developed instructional material.

This research was conducted in South City Homes Academy Inc. (SCHAI) in Biñan City, Laguna, a private educational institution offering programs from kindergarten to senior high school. The Senior High School Department focused on the strands of Accountancy, Business, and Management, Humanities and Social Sciences, and Science, Technology, Engineering, and Mathematics, guided by the mantra “Committed to God and Service.” The school was chosen as the research locale because it was the only institution in Biñan City pilot-testing the Strengthened Senior High School Curriculum, making it a strategic site for the study. Its pioneering role in curriculum implementation and alignment with the objectives of the research further justified its selection.

The population for this study included Grade 11 students and Social Studies experts. Using purposive sampling, the first group consisted of forty-three Grade 11 students from two sections, Academic A with twenty-three students and Academic B with twenty students, enrolled in PKLP. They served as respondents for the administration of the researcher-made pretest and posttest. The second group consisted of five subject matter experts in History and Social Sciences, who validated the test instruments. The third group included fifteen Social Studies teachers from selected public and private schools, who evaluated the module in terms of content accuracy, cultural relevance, clarity of objectives, and instructional soundness.

The respondents of this study were the forty-three Grade 11 students from South City Homes Academy, divided into Academic A with twenty-three students and Academic B with twenty students. In addition, fifteen Social Studies experts from Biñan Integrated National High School, Jacobo G. Gonzales Memorial Integrated National High School, Southville 5A Elementary School, and the University of Perpetual Help System participated in validating the module.

The pretest was first developed to ensure the effectiveness and relevance of the data collection instrument for this study. To achieve this, a researcher-made test was utilized as the primary tool for gathering data. The test was carefully constructed to align with the learning competencies for PKLP Fourth Quarter, as prescribed in the Strengthened Senior High School Curriculum. Items were classified under Historical Understanding, Civic Responsibility, and Nationalism to ensure comprehensive coverage. Scoring strictly followed the updated Department of Education grading scale under Memorandum No. 048, series of 2025, while learner achievement was interpreted using DepEd’s official Senior High School grading scale under DepEd Order No. 8, series of 2015, and DepEd Memorandum No. 074, series of 2025.

To ensure validity, the forty-five item pretest and posttest were reviewed by five Social Studies professors, yielding a Content Validity Index of 1.00. For the *BAGANI* module, validation was conducted using a fifty-one-item instrument adapted from

Aniciete, with fifteen interraters employing a four-point Likert scale. Cronbach's Alpha scores of 0.851 for validity and 0.846 for acceptability confirmed strong reliability. Consolidated ratings and qualitative feedback further refined the instruments and module.

RESULTS

Table 1.1

Lesson Objectives of the BAGANI Module Based on the Pag-aaral ng Kasaysayan at Lipunang Pilipino Content Standards

Kasanayang Pampagkatuto (Learning Competencies)	Nilalaman (Content)	Layunin Ng Pagkatuto (Learning Objectives)
Natatalakay ang mga kaisipang kaugnay sa pagkamamamayan.	Aralin I - Konsepto, Katuturan at Kahalagahan ng Pagkamamamayan.	-Nasusuri ang kahalagahan ng pagkamamamayan bilang bahagi ng nasyonalismo at pambansang pagkakakilanlan. Nakapaglalahad ng sariling pananaw hinggil sa kahulugan ng pagkamamamayan na nakabatay sa pagpapahalaga sa nasyonalismo Nakalilikha ng simbolo na nagpapakita ng kahalagahan ng aktibong pakikilahok bilang mamamayan.
Nasusuri ang pangkalahatang karapatan at tungkulin ng mamamayan sa pagtatamo ng pambansang kaunlaran	Aralin II - Mga Pangkalahatang Karapatan at Tungkulin ng Mamamayan sa Pagtatamo ng Pambansang Kaunlaran - Matalinong Pagboto Pagsasabuhay ng Halagahing Demokratiko - Pakikilahok sa mga Isyu at Usaping Panlipunan at Pampamayanan	-Nakapagpapaliwanag kung paano nakatutulong ang pakikiisa at sama-samang pagkilos sa pagtatamo ng likas-kayang pambansang kaunlaran Naipapahayag ang malasakit sa kapwa at bayan sa pamamagitan ng pag-unawa sa diwa ng bayanihan at pakikiisa. Nakabubuo ng malikhaing mungkahi o inisyatiba para sa proyektong panlipunan na

	- Paglunsad o Pagsisimula ng Inisyatiba at Proyeklong Panlipunan	nakatuon sa ikabubuti ng komunidad.
• Nakapagsasagawa ng mga hakbang ng pakikiisa tungo sa pambansang kaunlaran	Aralin III - Ambag at Tunguhin ng Kabataang Mamamayan sa Pagtatamo ng Likas-Kayang Pag-unlad	- Nakapagpapaliwanag ng mga konkretong paraan kung paano nakatutulong ang kabataan sa pangangalaga ng likás na yaman at sa pagtatamo ng pangmatagalang kaunlaran ng komunidad.
• Napahahalagahan ang bahagi ng bawat mamamayan sa pagtatamo ng pambansang kaunlaran		- Napahahalagahan ang ambag ng bawat mamamayan, lalo na ng kabataan, sa pagtatamo ng likas-kayang pag-unlad ng bansa -Nakapagbibigay ng malikhaing plano o inisyatiba ng kabataan para sa pangmatagalang kaunlaran ng komunidad.

Table 1.2
Sections and Descriptions of the of the BAGANI Module in Pag-aaral ng Kasaysayan at Lipunang Pilipino

Section	Description
Paunang Salita	States the purpose and theme of the module.
Panimula	Introduces the lesson and links it to prior learning.
Layunin ng Pagkatuto	Lists the objectives learners are expected to achieve.
Panimulang Gawain	Provides an activity to engage learners at the start.
Tuklasin ang Kaalaman	Presents the main content and key concepts of the lesson.
Gawain	Offers tasks for practice and application of learning.
Isaisip	Summarizes the essential points to remember.
Pagyamanin	Gives enrichment activities for deeper understanding.
Pagtataya	Provides assessment to measure learning outcomes.
Mga Sanggunian	Lists the references and sources used.

Talaan ng Sagot	Contains the answer key for checking responses.
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Table 2.1.1

Content Validity Level of BAGANI Module in Pag-aaral ng Kasaysayan at Lipunang Pilipino in terms of Objectives

Indicators	$\bar{X}$	VI
1. Relevant to the PKLP topics	3.93	HV
2. Specific and clearly stated	3.67	HV
3. Measurable	4.00	HV
4. Attainable	4.00	HV
5. Result-oriented	4.00	HV
6. Time-bound	3.93	HV
General Assessment	3.92	HV
Standard Deviation	0.103	

Legend: 3.25-4.00 Highly Valid (HV) 2.50-3.24 Valid (V)
1.75-2.49 Slightly Valid (SV) 1.00-1.74 Not Valid (NV)

Table 2.1.2

Content Validity Level of BAGANI Module in Pag-aaral ng Kasaysayan at Lipunang Pilipino in terms of Concept

Indicators	$\bar{X}$	VI
1. Gives insights and ideas as to what the activity is all about.	3.67	HV
2. Provides background of concepts and information about the topic to be solved.	3.73	HV
3. Attracts the attention of learners.	3.87	HV
4. Arouses the interest of learners to solve the exercises.	3.87	HV
5. Achieves the objectives of the module.	3.87	HV
General Assessment	3.80	HV
Standard Deviation	0.231	

Legend: 3.25-4.00 Highly Valid (HV) 2.50-3.24 Valid (V)
1.75-2.49 Slightly Valid (SV) 1.00-1.74 Not Valid (NV)

Table 2.1.2

Content Validity Level of BAGANI Module in Pag-aaral ng Kasaysayan at Lipunang Pilipino in terms of Concept

Indicators	$\bar{X}$	VI
1. Gives insights and ideas as to what the activity is all about.	3.67	HV

2. Provides background of concepts and information about the topic to be solved.	3.73	HV
3. Attracts the attention of learners.	3.87	HV
4. Arouses the interest of learners to solve the exercises.	3.87	HV
5. Achieves the objectives of the module.	3.87	HV
General Assessment	3.80	HV
Standard Deviation	0.231	

Legend: 3.25-4.00 Highly Valid (HV) 2.50-3.24 Valid (V)
1.75-2.49 Slightly Valid (SV) 1.00-1.74 Not Valid (NV)

Table 2.1.3
Content Validity Level of BAGANI Module in Pag-aaral ng Kasaysayan at Lipunang Pilipino in terms of Topics

Indicators	$\bar{X}$	VI
1. Sequenced according to learning competency	3.80	HV
2. Logically presented	3.93	HV
3. Address the needs of learners	3.93	HV
General Assessment	3.89	HV
Standard Deviation	0.263	

Legend: 3.25-4.00 Highly Valid (HV) 2.50-3.24 Valid (V)
1.75-2.49 Slightly Valid (SV) 1.00-1.74 Not Valid (NV)

Table 2.1.4
Content Validity Level of BAGANI Module in Pag-aaral ng Kasaysayan at Lipunang Pilipino in terms of Directions

Indicators	$\bar{X}$	VI
1. Simple and clear	3.80	HV
2. Easy to follow	3.80	HV
3. Properly sequenced	3.93	HV
4. Can be done independently	3.93	HV
General Assessment	3.87	HV
Standard Deviation	0.287	

Legend: 3.25-4.00 Highly Valid (HV) 2.50-3.24 Valid (V)
1.75-2.49 Slightly Valid (SV) 1.00-1.74 Not Valid (NV)

Table 2.1.5

Content Validity of BAGANI Module in Pag-aaral ng Kasaysayan at Lipunang Pilipino in terms of Exercises

Indicators	$\bar{X}$	VI
1. Relevant to the objectives	3.87	HV
2. Appropriate to the abilities of learners	3.87	HV
3. Adequate to the language, knowledge, and skills of learners	3.73	HV
4. Sufficient to determine mastery level of learners	3.73	HV
5. Enhances the comprehension and reading skills of learners	4.00	HV
General Assessment	3.84	HV
Standard Deviation	0.209	

Legend: 3.25-4.00 Highly Valid (HV) 2.50-3.24 Valid (V)
1.75-2.49 Slightly Valid (SV) 1.00-1.74 Not Valid (NV)

Table 2.1.6

Content Validity Level of BAGANI Module in Pag-aaral ng Kasaysayan at Lipunang Pilipino in terms of Reflection

Indicators	$\bar{X}$	VI
1. Motivates learners to express their learning experience	3.80	HV
2. Gives insights to teacher if the learners need remediation or enrichment	3.67	HV
3. Encourages the development of innovative and contextualized ways of assessing the understanding of learners about nationalism	3.73	HV
General Assessment	3.73	HV
Standard Deviation	0.303	

Legend: 3.25-4.00 Highly Valid (HV) 2.50-3.24 Valid (V)
1.75-2.49 Slightly Valid (SV) 1.00-1.74 Not Valid (NV)

Table 2.2.1

Acceptability Level of BAGANI Module in Pag-aaral ng Kasaysayan at Lipunang Pilipino in terms of Functionality

Indicators	$\bar{X}$	VI
1. Module is free of typographical, printing, and formatting errors	3.00	HA
2. Module is self- instructed.	3.93	HA
3. The module uses graphics and visual design to enhance the ability of learners to understand the content	3.93	HA
4. Module serves its purpose.	4.00	HA
5. The module is accessible and easy for learners to use	3.93	HA

General Assessment	3.76	HA
Standard Deviation	0.209	
Legend: 3.25-4.00 Highly Acceptable (HA) 2.50-3.24 Acceptable (A)		
1.75-2.49 Slightly Acceptable (SA) 1.00-1.74 Not Acceptable (NA)		

Table 2.2.2

Acceptability Level of BAGANI Module in Pag-aaral ng Kasaysayan at Lipunang Pilipino in terms of Accuracy

Indicators	$\bar{X}$	VI
1. Module contains correct information about the topic.	3.93	HA
2. Module provides learners the best choices for their answers.	3.93	HA
3. Choices reflect a certain degree of similarity in meaning but have distinct syntactic uses.	3.93	HA
General Assessment	3.93	HA
Standard Deviation	0.181	
Legend: 3.25-4.00 Highly Acceptable (HA) 2.50-3.24 Acceptable (A)		
1.75-2.49 Slightly Acceptable (SA) 1.00-1.74 Not Acceptable (NA)		

Table 2.2.3

Acceptability Level of BAGANI Module in Pag-aaral ng Kasaysayan at Lipunang Pilipino in terms of Suitability

Indicators	$\bar{X}$	VI
1. Activities consider the varying attitudes and capabilities of the learner.	3.67	HA
2. Activities are appropriate to the subject matter.	4.00	HA
3. Activities are relevant, interesting, and self-motivating to the learner.	3.93	HA
4. Use of enrichment activity is adaptable to classes with large number of learners	3.87	HA
5. Language of the module is within the vocabulary range of the target learners	3.73	HA
General Assessment	3.84	HA
Standard Deviation	0.244	
Legend: 3.25-4.00 Highly Acceptable (HA) 2.50-3.24 Acceptable (A)		
1.75-2.49 Slightly Acceptable (SA) 1.00-1.74 Not Acceptable (NA)		

Table 2.2.4

Acceptability of BAGANI Module in Pag-aaral ng Kasaysayan at Lipunang Pilipino in terms of Usability

Indicators	$\bar{X}$	VI
1. Material prepares the learners to think logically and critically.	3.93	HA
2. Concepts in the material are simple and comprehensible.	3.93	HA
3. Material enhances the comprehension and reading skills of learners	3.93	HA
4. Material provides opportunity for the development of language skills.	3.93	HA
5. Learning contents provide adequate information on the topics presented.	3.93	HA
6. Material encourages the learners to become actively Involved in intellectual activities.	3.93	HA
7. Activities seek to relate new concepts from previous learning.	3.93	HA
8. As a whole, activities are teachable.	3.93	HA
General Assessment	3.93	HA
Standard Deviation	0.249	

Legend: 3.25-4.00 Highly Acceptable (HA) 2.50-3.24 Acceptable (A)
1.75-2.49 Slightly Acceptable (SA) 1.00-1.74 Not Acceptable (NA)

Table 2.2.5

Acceptability Level of BAGANI Module in Pag-aaral ng Kasaysayan at Lipunang Pilipino in terms of Efficiency

Indicators	$\bar{X}$	VI
1. The module provides clear instructions at appropriate stages of learning	3.87	HA
2. The module effectively integrates relevant learning materials to support the understanding of the lesson content of the learners	3.93	HA
3. The module presents lessons and activities in a logical sequence that allows completion within the allotted time	3.87	HA
General Assessment	3.89	HA
Standard Deviation	0.263	

Legend: 3.25-4.00 Highly Acceptable (HA) 2.50-3.24 Acceptable (A)
1.75-2.49 Slightly Acceptable (SA) 1.00-1.74 Not Acceptable (NA)

Table 3.1
Pretest Scores of Grade 11 Students in Pag-aaral ng Kasaysayan at Lipunang Pilipino

Indicators	Frequency	Percent
Outstanding	4	9.30
Very Satisfactory	12	27.91
Satisfactory	12	27.91
Fairly Satisfactory	7	16.28
Did not Meet Expectations	8	18.60
Total	43	100.00
Average	81.95	
Standard Deviation	6.35	

Legend: 90-100 Outstanding 85-89 Very Satisfactory
80-84 Satisfactory 75-79 Fairly Satisfactory
74 below Did not Meet Expectations

Table 3.2
Posttest Scores of Grade 11 Students in Pag aaral ng Kasaysayan at Lipunang Pilipino

Indicators	Frequency	Percent
Outstanding	18	41.86
Very Satisfactory	11	25.58
Satisfactory	9	20.93
Fairly Satisfactory	4	9.30
Did not Meet Expectations	1	2.33
Total	43	100.00
Average	87.67	
Standard Deviation	5.72	

Legend: 90-100 Outstanding 85-89 Very Satisfactory
80-84 Satisfactory 75-79 Fairly Satisfactory
74 below Did not Meet Expectations

Table 3.3

Test of Significant Difference between the Pretest and Posttest Scores of Grade 11 Students

Indicators	Test	Paired Differences				Remarks	Decision
		Mean	SD	T	P value		
<i>Nationalism-oriented module</i>	Pre & Post	- 5.72	2.75	-13.66	.000	Significant	Reject Ho

DISCUSSION

This study developed *nationalism-oriented module* in *Pag-aaral ng Kasaysayan at Lipunang Pilipino*.

Research Objective Number 1. Design and develop a *nationalism-oriented module* in *Pag-aaral ng Kasaysayan at Lipunang Pilipino*.

An initial observation revealed limited enthusiasm among learners when engaging with PKLP. This condition prompted the development of the *BAGANI* Module, a nationalism-oriented resource designed to strengthen historical consciousness and civic responsibility. Its creation followed a systematic process guided by the ADDIE framework: analysis of PKLP standards, design of objectives and activities, development of contextualized lessons, validation by experts, and pilot implementation with Grade 11 learners.

The module was intended to embed nationalism in every lesson, ensuring cultural relevance while supporting differentiated instruction. By integrating contextualized activities and assessments, it aimed to foster motivation, comprehension, and retention. This section presents the results of the design and development phase, establishing the foundation for subsequent validation and evaluation of module effectiveness.

The **Objectives of the *BAGANI* Module** were aligned with the curriculum guide of PKLP under the strengthened Senior High School curriculum. In this curriculum, the Most Essential Learning Competencies (MELCs) introduced during the pandemic were no longer listed separately, as confirmed in DepEd Curriculum Guides (Strengthened SHS, 2024–2025 revisions). The framework reverted to presenting the complete set of content standards and competencies, consistent with the original K to 12 policy guidelines.

The objectives emphasized citizenship, rights, and responsibilities, covering three major lessons: the concept and importance of citizenship, the democratic practices and social participation of citizens, and the role of youth in sustainable development. They were formulated to help learners gain knowledge and apply values of responsible citizenship. The objectives also stressed analytical skills, creative outputs, and active participation such as creating symbols of citizenship, proposing community initiatives, and expressing the role of youth in national progress. This alignment showed that the module combined knowledge, skills, and values to promote historical awareness and national identity.

Furthermore, the *BAGANI* Module objectives were intentionally crafted to integrate knowledge acquisition with values formation, ensuring that learning outcomes extend beyond cognitive mastery. Ultimately, these objectives established the *BAGANI* Module as a validated instructional resource that advances historical consciousness, nationalism, and civic responsibility among senior high school learners.

The **Sections and Descriptions of the *BAGANI* Module** were systematically structured to guide learners through the instructional process. The *Paunang Salita* and *Panimula* established the purpose and connected lessons to prior knowledge, while the *Layunin ng Pagkatuto* specified the expected outcomes. Activities such as *Panimulang Gawain*, *Tuklasin ang Kaalaman*, and *Gawain Isaisip* provided opportunities for engagement, exploration, and practice. The *Pagyamanin* section deepened understanding through enrichment tasks, followed by *Pagtataya* which measured mastery of competencies. Supporting elements such as references and answer keys ensured transparency and accessibility. This structure reflected a logical flow from introduction to assessment, making the module comprehensive, learner-centered, and aligned with curriculum standards.

Research Objective Number 2. Establish the content validity and acceptability of the designed *nationalism-oriented module* in *Pag-aaral ng Kasaysayan at Lipunang Pilipino*.

In terms of **Objectives**, the *BAGANI* Module obtained a mean rating of 3.92, interpreted as **Highly Valid**. The indicators “measurable,” “attainable,” and “result-oriented” received the highest scores (4.00), reflecting strong alignment with instructional standards and learner outcomes. Meanwhile, the indicator “specific and clearly stated” had the lowest score (3.67), but it still met the threshold for *Highly Valid*. The very small standard deviation (0.103) showed that the evaluation results were consistent, indicating strong agreement in the appraisal of the module objectives.

This means that the objectives of the *nationalism-oriented module* are well-structured and closely aligned with PKLP competencies. The focus on measurability and attainability ensures that learning outcomes are concrete and achievable, while the slightly lower score on specificity suggests that the phrasing of objectives can be refined further. Overall, the results confirm that the objectives provide a strong foundation for embedding nationalism into instruction.

Schenk (2024) emphasized that learning objectives should follow the SMART framework, which stood for Specific, Measurable, Attainable, Relevant, and Time-bound, to ensure effective teaching and learning. Navarrete et al. (2023) also highlighted that instructional materials must be aligned with learning objectives and existing course content. These perspectives supported the evaluation results, showing that the objectives were not only valid but also consistent with established principles of curriculum design.

In terms of **Concept** (3.80), the *nationalism-oriented module* was rated **Highly Valid**. The indicators “attracts the attention of learners,” “arouses the interest of learners to solve the exercises,” and “achieves the objectives of the module” all received the highest score (3.87), showing that the module was effective in capturing learner engagement and aligning with instructional goals. The indicator “gives insights and ideas as to what the activity is all about” had the lowest score (3.67), but it still fell under the *Highly Valid* category. The difference in scores, reflected in the standard deviation (0.231), showed moderate consistency, meaning there was general agreement on the conceptual soundness of the module.

This result indicates that conceptual design integrates clarity, relevance, and learner motivation. The strong ratings on engagement-related indicators highlight the ability of the module to stimulate interest and sustain attention, while the slightly lower score on providing insights suggests that introductory explanations can be refined further to strengthen conceptual framing. Overall, the findings affirm that the conceptual foundation is reliable in supporting the integration of nationalism into PKLP instruction.

In support of this, Bello et al. (2023) emphasized that instructional modules must provide sufficient background information to guide learners effectively. Likewise, Villanueva and Tan (2025) noted that well-structured concepts increase learner motivation and comprehension. These perspectives validated the strength of the *nationalism-oriented module* in presenting ideas that were both engaging and pedagogically sound. Moreover, the integration of these principles ensured that instructional delivery remained consistent with the broader goals of civic education.

In terms of **Topics** (3.89), the *nationalism-oriented module* was rated **Highly Valid**. The indicators “logically presented” and “address the needs of learners” both received the highest score (3.93), showing that the content was organized clearly and responsive to learner requirements. The indicator “sequenced according to learning competency” had the lowest score (3.80), but it still fell under the *Highly Valid* category. The difference in scores, reflected in the standard deviation (0.263), showed moderate consistency, meaning there was general agreement on the appropriateness of the topics.

This result indicates that the topics are systematically arranged and educationally sound. The strong ratings on logical presentation and learner-centeredness highlight the ability of the module to deliver content that is accessible and relevant. The slightly lower score on sequencing suggests that further refinement in aligning topics with competencies could improve instructional flow. Overall, the findings confirm that the topical structure effectively supports the integration of nationalism into PKLP instruction.

To strengthen this point, Manuel (2022) emphasized that instructional materials must be sequenced according to competencies to ensure progressive learning. In addition, Reyes (2023) explained that logical presentation of topics enhances comprehension and learner engagement. These perspectives validated the strength of the *nationalism-oriented module* in presenting topics that are coherent, relevant, and supportive of meaningful learning outcomes.

In terms of **Directions** (3.87), the *nationalism-oriented module* was rated **Highly Valid**. The indicators “properly sequenced” and “can be done independently” received the highest score (3.93), showing that the instructions were organized in a logical order and could be accomplished without heavy reliance on teacher guidance. The indicators “simple and clear” and “easy to follow” had the lowest score (3.80), but they still fall under the *Highly Valid* category. The standard deviation (0.287) indicated moderate consistency in the scores, showing general agreement on the clarity and usability of the directions.

This result indicates that the directions are effective in guiding learners through the activities. The strong ratings on sequencing and independence highlight the capacity of the module to support self-directed learning, while the slightly lower scores on simplicity and clarity suggest that minor refinements in wording could further improve accessibility. Overall, the findings confirm that the directions are reliable and contribute to the effectiveness of the module in embedding nationalism into PKLP instruction.

Supporting this, Soriano (2024) emphasized that instructional materials must provide step-by-step guidance to ensure learner autonomy. Furthermore, Camiring Picpican et al. (2025) noted that properly sequenced instructions improve comprehension and reduce confusion during classroom implementation. These perspectives validated the strength of the *nationalism-oriented module* in offering directions that were both practical and pedagogically sound.

In terms of **Exercises** (3.84), the *nationalism-oriented module* was rated **Highly Valid**. The indicator “enhances the comprehension and reading skills of learners” received the highest score (4.00), highlighting the effectiveness of the activities in strengthening literacy and understanding. The indicators “adequate to the language, knowledge, and skills of learners” and “sufficient to determine mastery level of learners” had the lowest score (3.73), but they still fall under the *Highly Valid* category. The standard deviation (0.209) indicates relatively consistent responses, showing agreement on the appropriateness of the exercises.

This result indicates that the exercises are well-designed to reinforce learning objectives and support learner development. The strong rating on comprehension shows that the activities are effective in deepening understanding, while the slightly lower scores on adequacy and mastery suggest that further refinement could improve alignment with diverse learner abilities. These findings highlight the importance of continuous improvement to ensure that instructional materials remain responsive to varied learning needs. At the same time, the overall reliability of the exercises demonstrates their capacity to sustain engagement and promote mastery. Thus, the evaluation confirms that the module contributes meaningfully to the goals of PKLP instruction.

To further support this, Dohinog et al. (2025) emphasized that contextualized activities improve retention and performance, making learning more relevant to the context of learners. Similarly, Montejo et al. (2025) explained that validated exercises increase learner motivation and participation, ensuring that activities were both credible and engaging. These perspectives underscored the strength of the *nationalism-oriented module* in offering exercises that aligned with sound pedagogy while addressing diverse learner needs. By situating activities within meaningful contexts, the module enhanced comprehension and encouraged active participation. Ultimately, this approach fostered values formation and sustained mastery consistent with PKLP objectives.

In terms of **Reflection** (3.73), the *nationalism-oriented module* was rated **Highly Valid**. The indicator “motivates learners to express their learning experience” received the highest score (3.80), showing that the module effectively encourages students to articulate their insights. The indicator “gives insights to teacher if the learners need remediation or enrichment” had the lowest score (3.67), but it still fell under the *Highly Valid* category. The difference in scores, reflected by a standard deviation of 0.303, showed moderate variability, meaning there were some differences in how the reflective components were perceived, yet overall agreement remained on their usefulness.

This result indicates that the reflective activities are effective in promoting learner self-expression and in providing teachers with meaningful feedback on student progress. The slightly lower score on remediation and enrichment suggests that further refinement could strengthen the module’s capacity to guide teachers in tailoring interventions. Overall, the findings affirm that the reflection component contributes significantly to the broader goal of fostering nationalism and civic responsibility.

As emphasized by Espiritu (2023), reflection enabled learners to connect personal experiences with civic values. In addition, Awao and Roperez (2024) explained that contextualized reflection activities enhanced historical consciousness and deepened understanding of national identity. Together, these perspectives highlighted reflection as a vital tool that bridges personal growth with the cultivation of national consciousness.

In terms of **Functionality** (3.76), the *nationalism-oriented module* was rated **Highly Acceptable**. The indicator “module serves its purpose” received the highest score (4.00), confirming that the module effectively fulfills its instructional role. The indicator “module is free of typographical, printing, and formatting errors” had the lowest score (3.00), interpreted as *Highly Acceptable*, which suggested that minor technical refinements are needed. The difference in scores, with a standard deviation (0.209), showed relatively consistent responses, indicating agreement among validators on the usability and design of the module.

This result indicates that the module is highly functional, particularly in terms of accessibility, self-instruction, and visual design. The strong ratings on graphics and ease of use highlight its ability to support independent learning and enhance comprehension. The lower score on formatting accuracy suggests that improvements in technical presentation could further strengthen its overall quality. Despite this, the findings confirm that the module is reliable and effective in supporting PKLP instruction.

To emphasize this point, Tan and Villanueva (2025) noted that modules must be free of technical errors to ensure smooth classroom implementation. Likewise, Soriano (2024) explained that accessibility and self-instruction are critical features of effective learning resources. These perspectives validate the strength of the *nationalism-oriented module* in terms of functionality, while also pointing to areas for refinement in technical accuracy.

In terms of **Accuracy** (3.93), the *nationalism-oriented module* was rated **Highly Acceptable**. All indicators received equal scores (3.93), showing that the module consistently presents correct information, provides appropriate answer choices, and ensures that options are distinct yet comparable in conceptual scope. The difference in scores, with a standard deviation of 0.181, showed strong agreement, meaning there was a high level of consistency in the validators' evaluation.

This result indicates that the module is dependable in terms of factual correctness and assessment design. The uniform ratings across all indicators highlight its strength in maintaining accuracy and fairness, ensuring that learners are guided by reliable content and well-constructed exercises. Overall, the findings confirm that accuracy is one of the most notable qualities of the module, reinforcing its credibility as a resource for PKLP instruction. In addition, the consistency of validator ratings demonstrates that the module meets expected standards of reliability. This reliability further assures teachers that the material can be confidently used in classroom instruction.

Building on this, Reyes (2023) emphasized that precise information was essential for building learner confidence and comprehension. Furthermore, Villanueva and Tan (2025) explained that assessment items must be carefully designed to reflect clarity and fairness. These perspectives validated the strength of the *nationalism-oriented module* in terms of accuracy, ensuring that learners engaged with content that was both trustworthy and pedagogically sound. Beyond this, the integration of accurate information fostered critical thinking and deeper understanding of civic values.

In terms of **Suitability** (3.84), the *nationalism-oriented module* was rated **Highly Acceptable**. The indicator "activities are appropriate to the subject matter" received the highest score (4.00), confirming that the content is well-matched to the discipline of PKLP. The indicator "activities consider the varying attitudes and capabilities of the learner" had the lowest score (3.67), but it still falls under the *Highly Acceptable* category. The difference in scores, with a standard deviation of 0.244, showed moderate consistency, meaning there was general agreement on the adaptability and relevance of the activities.

This result indicates that the module is highly suitable for classroom use, particularly in terms of relevance, motivation, and adaptability to diverse learning contexts. The strong ratings on appropriateness and learner engagement highlight its ability to sustain interest and encourage active participation. The slightly lower score on consideration of learner differences suggests that further refinement in differentiation strategies could enhance inclusivity. Overall, the findings confirm that suitability supports the effectiveness of the module in embedding nationalism within PKLP instruction.

To highlight this further, Cruz (2024) emphasized that activities must be aligned with subject matter to ensure meaningful learning. Likewise, Navarro and Santos (2025) explained that adaptability and learner-centeredness are essential for modules intended for large and diverse classes. These perspectives validated the strength of the *nationalism-oriented module* in terms of suitability, ensuring that it remained responsive to both content demands and learner needs.

In terms of **Usability** (3.93), the *nationalism-oriented module* was rated **Highly Acceptable**. All indicators received equal scores (3.93), showing that the module consistently supported logical thinking, comprehension, language development, and active participation. The difference in scores, with a standard deviation of 0.249, showed highly consistent responses, indicating strong agreement among validators on the usability of the module.

This result indicates that the module is highly effective in facilitating independent learning and in providing activities that are both teachable and engaging. The uniform ratings across all indicators highlight its strength in presenting content that is simple, comprehensible, and adaptable to learner needs. Overall, the findings confirm that usability is one of the strongest features of the module, ensuring smooth implementation in PKLP instruction. In addition, the consistent evaluations from validators reinforce the reliability of the module in diverse classroom settings. This reliability assures teachers that the material can be confidently integrated into instruction without compromising quality.

To further emphasize this, Santos (2024) explained that modules must be designed to encourage critical thinking and learner autonomy. In addition, Cruz and Villanueva (2025) noted that materials with clear and comprehensible content fostered active involvement and sustained motivation. These perspectives validated the strength of the *nationalism-oriented module* in terms of usability, ensuring that learners benefited from activities that were both practical and pedagogically sound. Ultimately, this alignment with sound pedagogy enhanced the credibility of PKLP instruction and its role in promoting civic responsibility.

In terms of **Efficiency** (3.89), the *nationalism-oriented module* was rated **Highly Acceptable**. The indicator “effectively integrates relevant learning materials” received the highest score (3.93), showing that the module successfully connects supplementary content to enhance learner understanding. The indicators “provides clear instructions at appropriate stages of learning” and “presents lessons and activities in a logical sequence” both had the lowest score (3.87), but they still fell under the Highly Acceptable category. The difference in scores, with a standard deviation (0.249), shows highly consistent responses, reflecting strong agreement among validators on the usability of the module.

This result indicates that the module is efficient in guiding learners through lessons and activities within the allotted time while ensuring clarity and integration of relevant materials. Overall, the findings confirm that efficiency is a notable strength of the module, supporting its role in effective PKLP instruction.

To reinforce this point, Bautista (2024) explained that modules must provide clear guidance and logical sequencing to maximize learning time. Ramirez and Cruz (2025) emphasized that integrating relevant materials enhances comprehension and ensures that lessons are completed effectively. These perspectives validate the strength of the *nationalism-oriented module* in terms of efficiency, ensuring that learners benefit from a well-structured and time-conscious resource.

Research Objective Number 3. Determine the pretest and posttest results of the Grade 11 students in the designed *nationalism-oriented module* in the subject *Pag-aaral ng Kasaysayan at Lipunang Pilipino*

The students obtained a **pretest** average score of 81.95, which fell under the **Satisfactory** category. There were 4 students or 9.30 percent who were Outstanding, 12 students or 27.91 percent who were Very Satisfactory, 12 students or 27.91 percent who were Satisfactory, 7 students or 16.28 percent who were Fairly Satisfactory, and 8 students or 18.60 percent who did not meet expectations. The scores showed a moderate difference in performance, with a standard deviation (6.35), which meant that most learners performed within the satisfactory range, although some achieved higher levels of success and others encountered difficulties.

This suggests that before the implementation of the *nationalism-oriented module*, learners had a basic understanding of PKLP concepts but still needed support to strengthen their knowledge. The varied distribution of scores highlights the importance of contextualized materials to address gaps in comprehension and engagement. The presence of students who did not meet expectations indicates that traditional methods may not have fully supported diverse learning needs or maintained student interest. In particular, the uneven performance underscores the necessity of innovative strategies that connect lessons to real-life contexts. Such approaches ensure that learners not only grasp concepts but also apply them meaningfully in everyday situations.

According to Domingo (2023), pretests provided a baseline for identifying learner strengths and weaknesses. Santos and Villanueva (2024) explained that pretest results guided teachers in adjusting instruction to address deficiencies and improve mastery. These perspectives affirmed the role of the *nationalism-oriented module* in responding to the initial performance level of learners and in supporting improvement through structured activities. In addition, the systematic use of pretests ensured that instructional decisions were evidence-based rather than arbitrary. This process reinforced the credibility of the module as a tool for promoting equitable learning outcomes across diverse student groups.

The posttest scores of Grade 11 students was 87.67 (Outstanding). There were 18 students or 41.86 percent of the 43 total number of students who performed Outstanding in the posttest, 11 students or 25.58 percent were Very Satisfactory, 9 students or 20.93 percent were Satisfactory, 4 students or 9.30 percent were Fairly Satisfactory, and 1 student or 2.33 percent did not meet expectations. After the posttest, the scores showed a standard deviation (5.72). This indicates that most students had

similar results, reflecting steady and consistent performance, with the majority clustering around the higher performance levels.

The result indicates that most of the students performed well in the posttest after the implementation of the *nationalism-oriented module* in Grade 11 ABM. The module contributed greatly to student performance, as shown by the increase in those who reached Outstanding and the sharp decline in those who did not meet expectations. A small percentage of learners still fell short of the required standard, but overall progress was evident.

According to Cruz (2024), posttests measure the effectiveness of instructional interventions. Villanueva and Santos (2025) explained that posttest results provide evidence of learner progress and validate the impact of contextualized modules. When applied carefully and effectively, contextualized instructional materials such as the *nationalism-oriented module* can enhance the learning experience and lead to higher achievement.

There was a significant difference between the pretest and posttest scores of the students, with a computed t-value of -13.66 (SD = 2.75, $\bar{x}$ = -5.72) and a probability value of .000, which was less than the level of significance at .05. Thus, the null hypothesis was rejected, confirming that the improvement in scores was attributable to the intervention.

The class average rose from 81.95% (pretest) to 87.67% (posttest), reflecting a measurable gain in learner achievement after exposure to the *nationalism-oriented module*. This improvement can be linked to the structured design of the module, which provides clear objectives, nationalism-focused activities, and reflection tasks that reinforced comprehension. The increase, though moderate, is academically meaningful and may be influenced by the limited pilot testing period, which offered students only a short timeframe to engage with the module.

These findings highlighted the effectiveness of nationalism-oriented instruction in addressing learning gaps and supporting academic achievement. Ramirez (2024) emphasized that paired evaluations provide strong evidence of instructional effectiveness, while Cruz and Villanueva (2025) noted that statistically significant improvements validate the reliability of contextualized modules in raising achievement levels. Together, these perspectives affirmed the strength of the *nationalism-oriented module* in producing measurable learning gains and in supporting the integration of nationalism into classroom instruction.

Conclusions

The design and validation of the **Building A Generation Anchored in National Identity (BAGANI) Module** in *Pag-aaral ng Kasaysayan at Lipunang Pilipino* successfully addressed the challenges encountered by Grade 11 learners, particularly their limited enthusiasm and uneven performance in the subject. Anchored on contextualized instruction and values formation, the module was systematically developed through the **ADDIE framework** which included analysis, design, development, validation, and

implementation. This ensured alignment with the strengthened Senior High School curriculum and its complete set of content standards and competencies.

In terms of **content validity and acceptability**, the *BAGANI* Module was rated **Highly Valid and Highly Acceptable** across all dimensions. Expert Social Studies teachers confirmed its strong alignment with curriculum standards, cultural relevance, and pedagogical soundness. The module attained high ratings for objectives, concepts, topics, directions, exercises, reflections, functionality, accuracy, suitability, usability, and efficiency. Minor refinements in phrasing, sequencing, and formatting were recommended to further strengthen classroom delivery.

The **educational impact** of the *BAGANI* Module was evident in the significant improvement in learner performance. The pretest average of **81.95 (Satisfactory)** increased to a posttest average of **87.67 (Very Satisfactory)**. A paired t-test confirmed a statistically significant difference ($t = -13.66, p < .000$), demonstrating the effectiveness of the module in enhancing comprehension, historical consciousness, and civic responsibility. The increase in learners rated Outstanding and the decline in those who did not meet expectations validated the module's role in bridging learning gaps and sustaining motivation.

The **assessment strategies** embedded in the *BAGANI* Module included pretest and posttest evaluations, contextualized activities, and reflective tasks. These proved successful in fostering mastery, critical thinking, and values formation. The strategies were consistent with the structured flow of the module, beginning with Paunang Salita and Panimula, followed by Layunin ng Pagkatuto, Panimulang Gawain, Tuklasin ang Kaalaman, Pagyamanin, Pagtataya, and Reflection. This logical sequence enabled a seamless and learner-centered instructional process.

Feedback from validators and stakeholders was highly positive. Teachers recognized the *BAGANI* Module's potential to enhance PKLP instruction by embedding nationalism into everyday lessons, while administrators acknowledged its adaptability for diverse classroom contexts. Learners demonstrated improved engagement, comprehension, and civic awareness, confirming the module's relevance and practical use in real educational settings.

Overall, the study demonstrated that teaching with the *BAGANI* Module provided an effective and creative means of imparting historical consciousness, nationalism, and civic responsibility among senior high school learners. Beyond serving as a tool for delivering content, the module offered a solution to contemporary educational challenges such as disengagement, uneven comprehension, and limited contextualization. These findings affirmed its credibility as a defense-ready instructional resource that strengthens both academic achievement and national identity.

Recommendations

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

For Teachers and Instructional Designers

Teachers are encouraged to incorporate the *BAGANI* Module as a supplementary resource in teaching *Pag-aaral ng Kasaysayan at Lipunang Pilipino*. By weaving nationalism-oriented lessons into classroom activities, educators can foster deeper historical awareness, civic responsibility, and pride in Filipino identity. The module's structured sequence of lessons and contextualized exercises provides opportunities for learner engagement and values formation.

For School Administrators and Curriculum Planners

School leaders and curriculum planners are advised to expand the pilot testing of the *BAGANI* Module to cover the entire PKLP curriculum from the first to the fourth quarter. This wider application will allow for more comprehensive validation of its effectiveness and provide opportunities to refine lessons across all units. Administrators may also consider producing the module in both printed and interactive digital formats to ensure accessibility for learners with limited resources while maximizing enriched features for schools with technological capacity.

For the Department of Education (DepEd)

The Department of Education may explore the integration of the *BAGANI* Module into PKLP instruction nationwide. This initiative supports the broader goal of strengthening civic education and addressing learner diversity. Refinements in clarity of objectives, sequencing of topics, and technical formatting are recommended to further enhance classroom delivery and ensure fidelity of implementation.

For Future Researchers

Future studies are encouraged to replicate this research in other schools and contexts to confirm the effectiveness of the *BAGANI* Module and to explore its long-term impact on historical consciousness and civic responsibility. Researchers may employ larger samples, different grade levels, or alternative methodological approaches such as mixed-methods designs to broaden applicability and examine sustained influence on learner outcomes.

Compliance with Ethical Standards

The study strictly adhered to the ethical guidelines outlined in the Laguna College of Business and Arts Thesis Writing Manual and the provisions of the Data Privacy Act of 2012. Formal approval was obtained from the school principal of South City Homes Academy, and informed consent was secured from all respondents, including validators, interraters, Social Studies teachers, and students. An orientation was conducted to explain the objectives of the study, and participation was voluntary, with respondents informed of their right to withdraw at any time without coercion. Confidentiality was safeguarded by coding responses and encrypting all data, ensuring privacy throughout the research process. All data collected were used exclusively for academic purposes. AI-assisted tools such as Grammarly, Canva,

Google Scholar, and QuillBot supported design and academic writing, but outputs remained aligned with Department of Education standards and the objectives of the study.

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