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BULAY: THE DEVELOPED FILIPINO VALUES INTEGRATED MODULE IN INTRODUCTION TO THE PHILOSOPHY OF THE HUMAN PERSON

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ABSTRACT

This study developed and validated BULAY, a Filipino values-integrated module for the *Introduction to the Philosophy of the Human Person (IPHP)* course at Angelo L. Loyola Senior High School in the City of Carmona, Cavite. It was crafted through the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to address the lack of culturally relevant resources for Grade 12 students, especially given DepEd's emphasis on values education (RA 11476) and SDG 4 goals. Grounded in Vygotsky's social constructivism, which highlights learning through interaction, and Kohlberg's moral development theory, which traces the shift from conventional to post-conventional reasoning, BULAY focused on four second-quarter IPHP topics: intersubjectivity, the human person as oriented toward death, freedom of the human person, and the human person in society. Filipino values such as *kapwa* (shared identity), *bayanihan* (communal unity), *paggalang* (respect), and *pagtatambayayong* (mutual sheltering) were embedded to ensure *ethical awareness* and philosophical reflection connected to students' lived experiences. Validation by 15 Social Studies teachers and IPHP experts yielded high ratings (M=3.85–3.92, "Highly Valid") for objectives, content, exercises, and cultural integration, alongside very high acceptability (M=3.73–3.88, "Highly Acceptable") for clarity, usefulness, presentation, and suitability. Pilot testing with 46 STEM-strand students showed remarkable gains: the 45-item pretest mean of 69.42 ("Did Not Meet Expectations," 93.48% below 75%) rose to a posttest mean of 90.94 ("Outstanding," 65.22% scoring 90–100%), with a paired samples t-test confirming significant improvement ($t=-20.53$, $p<.001$). Findings affirm BULAY's effectiveness in bridging global philosophy with Filipino values for holistic ethical formation, with implications for DepEd adoption, teacher upskilling, and curriculum localization, while recommendations urge broader rollout, digital adaptations, and longitudinal impact studies. The study was completed in November 2025 during the School Year 2025–2026.

Keywords: *BULAY module, Filipino Values Integration, Introduction to the Philosophy of the Human Person, Values-based Education, Ethical Awareness*

INTRODUCTION

The integration of ethical awareness and values education has emerged as a paramount concern within contemporary global education systems. Across diverse academic disciplines, there is a growing imperative to incorporate moral and philosophical perspectives to foster the development of responsible and socially conscious individuals. Ethical development is increasingly recognized as an intrinsic component of the learning process, yet moral dilemmas and ethical uncertainties persist, particularly in societies where rapid technological advancements and globalization destabilize traditional ethical foundations (UNESCO, 2023).

In the context of Philippine basic education, the Department of Education (DepEd) has long recognized the importance of values integration in education. The Introduction to the Philosophy of the Human Person course was designed to cultivate students' critical thinking abilities and ethical consciousness, but teaching resources often lacked contextual relevance, limiting engagement with Filipino students whose values are shaped by historical and societal influences (Monterola & Basilan, 2023). At the regional level, CALABARZON's economic and cultural diversity presents unique challenges, as urbanization, disparities, and social conflicts create ethical gray areas that demand stronger values education. Locally, Angelo L. Loyola Senior High School in Carmona, Cavite faces similar hurdles, underscoring the need for culturally grounded learning materials that connect philosophical concepts to Filipino students lived experiences.

These educational constraints are consistent with the objectives of Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, particularly vulnerable groups such as impoverished children, rural learners, people with disabilities, indigenous peoples, and refugees. Education is widely acknowledged as a transformative force, functioning as an essential component of socioeconomic mobility, a foundation for eliminating inequities across varied communities, and a supporter of other SDGs; nonetheless, millions of people remain out of school, and many fail to reach basic competence criteria. UNICEF emphasizes equity and inclusion by supporting governments to improve school quality and monitoring child development through Indicator 4.2.1, while UNESCO highlights the need for stronger national benchmarks and accountability (UNICEF, 2025; UNESCO, 2025).

However, the limited availability of modules that deliberately incorporate values education has constrained the effectiveness of courses in fostering moral reasoning. DepEd itself acknowledged inefficiencies in resource provision, noting that the process of delivering textbooks and teachers' manuals historically took an average of three years, leading to reliance on ad hoc materials such as Self-Learning Modules (SLMs), especially during the pandemic (DepEd, 2025). Against this backdrop, this study aimed to develop a Filipino Values Integrated Module for Introduction to the Philosophy of the Human

Person that incorporates Filipino philosophical thought and to validate its effectiveness and adaptability through evaluation.

Research Objectives

This study aimed to develop a Filipino Values Integrated Module for Introduction to the Philosophy of the Human Person. The module was expected to help address the need of instructional materials that sought to promote values development and ethical behavior through philosophy among students in the Carmona, Cavite. The following objectives were carefully pursued:

1. Design and develop a Filipino values integrated module tailored for the subject Introduction to the Philosophy of the Human Person.

2. Establish the content validity and acceptability of the designed Filipino values integrated module instructional materials for the subject Introduction to the Philosophy of the Human Person.

3. Determine the pretest and posttest results of the Grade 12 students in the designed Filipino values integrated module instructional materials in the subject Introduction to the Philosophy of the Human Person.

METHODOLOGY

The study employed a quantitative approach and utilized a Descriptive Developmental research design to determine the validation and reinforcement of the development, as well as to evaluate a Filipino values–integrated module in the subject *Introduction to the Philosophy of the Human Person*. Furthermore, the Design and Development Research Method was applied to systematically create and refine the instructional material.

The research was conducted at Angelo L. Loyola Senior High School (ALLSHS) under the Division of Cavite and involved Grade 12 students from the STEM strand, specifically one section composed of forty-six (46) learners. To ensure a rigorous validation process, the study included fifteen (15) internal and external expert validators or interraters from various educational institutions, who assessed the content, structure, and relevance of the developed instructional module.

Two instruments were utilized: a researcher-designed pretest and posttest administered to the learners, and a questionnaire adapted from Unico's (2022) work entitled "The Developed Contextualized Instructional Materials in Grade 9 Economics" to assess the validity and acceptability of the module. In addition, a researcher-made pretest and posttest, validated by five experts including the research adviser, the institution's research director, a statistician, and subject matter experts, were administered during the second quarter to determine the significant difference between pretest and posttest scores of the student respondents. Validation followed Lawshe's Content Validity Ratio

(CVR) and the adopted Content Validity Index (CVI), which yielded a CVI of 1.00. Reliability was confirmed with a Cronbach's alpha of 0.851.

To gather the necessary data, a formal request was submitted to the Office of the Schools Division Superintendent of Cavite, and permission to conduct the study was granted. Copies of the approval letter were distributed to school heads and principals, and hard-copy questionnaires were administered to the respondents. The collected data were tabulated, analyzed, and interpreted with the assistance of a statistician, after which the final manuscript was prepared. Interraters evaluated the module, and a questionnaire designed to assess its validity and acceptability was sent to fifteen evaluators. Statistical analysis was performed using the Statistical Package for Social Sciences (SPSS). Frequency, percentage, Likert scale, standard deviation, and simple mean were employed to assess the validity and acceptability of the Bulay: Development and Validation of a Filipino Values Integrated Module in *Introduction to the Philosophy of the Human Person* and to analyze the pretest and posttest results of the students. A paired t-test was conducted to determine whether a significant difference existed between the pretest and posttest performance of the Grade 12 IPHP learners.

In compliance with R.A. 10173, also known as the Data Privacy Act of 2012, participants' personal information was safeguarded to ensure the security and confidentiality of their data. Only study-related information was collected, and no private details were disclosed.

RESULTS

Table 1. Final List of Learning Objectives and Topics of BULAY Filipino Values Integrated Module

Lesson	Learning Competencies	Topics
Intersubjectivity	1. Realize that intersubjectivity requires accepting differences and not to imposing on others. 2. Appreciate the talents of persons with disabilities and those from the underprivileged sectors of society and their contributions to society 3. Explain that authentic dialogue means accepting others even if they are different from themselves 4. Perform activities that demonstrate the talents of	• What is Intersubjectivity? • How do we as human persons relate with others? • Accepting relationships • Appreciating talents and contributions of diverse groups • Authentic dialogue • Cooperation and community support

	persons with disabilities and those from the underprivileged sectors of society. 5. Understand Filipino values such as *kapwa*, *loob*, and *pagtinabangay* in building respectful and supportive relationships.	
The Human Person in Society	1. Recognize how individuals form societies and how individuals are transformed by societies. 2. Compare different forms of societies and individualities (eg. Agrarian, industrial and virtual). 3. Explain how human relations are transformed by social systems. 4. Evaluate the transformation of human relationships by social systems and how societies transform individual human beings 5. Explain how bayanihan, *sakop*, and *pagtatambayayong* shape the link between individuality and social context.	• Understanding individuality in social contexts individuality • What are the different forms of society? Human person in society
Human Persons as Oriented Towards Their Impending Death	1. Enumerate the objectives he/she really wants to achieve and to define the projects he/she really wants to do in his/her life 2. Explain the meaning of life (where will all this lead to). 3. Reflect on the meaning of his/her own life.	• Human awareness of mortality • Finding meaning through life objectives and personal projects • Heidegger and his notion towards death

4. Reflect on *pamana*, *ginhawa*, and *baybay* to explore how Filipino values shape views on life, death, and legacy.	Filipino views on well-being, death, and heritage

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Table 2.1 Content Validity Level of Values Integrated Module tailored for the Subject Introduction to the Philosophy of the Human Person in terms of Objectives

Indicators	$\bar{X}$	VI
1. Relevant to the topics in IPHP	3.87	HV
2. Specific and clearly Stated	4.00	HV
3. Measurable, attainable and result-oriented	3.93	HV
4. Well-planned, formulated, and organized	3.80	HV
5. Time bound	3.80	HV
General Assessment	**3.88**	**HV**
SD	**0.21**	

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 Content Validity Level of Filipino Values Integrated Module tailored for the Subject Introduction to the Philosophy of the Human Person in terms of Directions

Indicators	$\bar{X}$	VI
1. Simple and clear	3.93	HV
2. Easy to follow	3.93	HV
3. Properly sequenced	3.93	HV
4. Can be done independently	3.60	HV
General Assessment	**3.85**	**HV**

SD	**0.26**

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 2.3 Content Validity Level of Filipino Values Integrated Module tailored for the Subject Introduction to the Philosophy of the Human Person in terms of Topics

Indicators	$\bar{X}$	**VI**
1. Sequenced according to curriculum	4.00	HV
2. Logically presented	4.00	HV
3. Address the learners' needs	3.93	HV
4. With background and concepts	3.73	HV
General Assessment	**3.92**	**HV**
SD	**0.12**	

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 2.4 ***Content Validity Level of Filipino Values Integrated Module tailored for the Subject Introduction to the Philosophy of the Human Person in terms of Practical Exercises***

Indicators	$\bar{X}$	**VI**
1. Inconsonance with the objectives	3.80	HV
2. Appropriate to learners' abilities	3.87	HV
3. Adequate to enhance learners' comprehension and reading skills	3.80	HV
4. Sufficient to determine the mastery level of learners	3.93	HV
. Stimulate higher order thinking skills	3.87	HV
General Assessment	**3.85**	**HV**
SD	**0.22**	

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 2.5 ***Acceptability Level of Filipino Values Integrated Module tailored for the Subject Introduction to the Philosophy of the Human Person in terms of Clarity***

Indicators	$\bar{X}$	**VI**
1. Information is clear and simple	4.00	HA
2. Language use is clear and easy to understand	4.00	HA
3. The concepts for each activity are re-arranged logically and ensure that there is no duplication	3.73	HA
4. Information suits learners' interest.	3.80	HA
General Assessment	**3.88**	**HA**
SD	**0.16**	

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 2.6 Acceptability Level of Filipino Values Integrated Module tailored for the Subject Introduction to the Philosophy of the Human Person in terms of Usefulness

Indicators	$\bar{X}$	VI
1. The materials prepares the learners to think logically and critically	3.93	HA
2. The concepts in the material are simple and comprehensible	3.93	HA
3. The material helps the students master the topics at their own pace	3.87	HA
4. The material provides opportunity for the development	3.87	HA
5. The learning contents provide adequate information on the topics presented	3.80	HA
6. The material motivates learners to become actively involved in the learning activities	3.73	HA

7. The material stimulates the learners to intellectual activities which help them master the least learned competencies	3.80	HA
8. The activities seek to relate new concepts from previous learning	3.67	HA
General Assessment	3.83	HA
SD	0.20	

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 2.7 ***Acceptability Level of Filipino Values Integrated Module tailored for the Subject Introduction to the Philosophy of the Human Person in terms of Presentation***

Indicators	$\bar{X}$	**VI**
1. The topics are presented in logical and sequential order	3.93	HA
2. The direction is concise readable, and easy to follow	3.80	HA
3. The topics fit the learners' needs	3.87	HA
4. The presentation of each lesson is attractive and interesting	3.80	HA
General Assessment	**3.85**	**HA**
SD	**0.16**	

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 2.8 Acceptability Level of Filipino Values Integrated Module tailored for the Subject Introduction to the Philosophy of the Human Person in terms of Suitability

Indicators	$\bar{X}$	**VI**
1. Activities consider the varying attitudes and capabilities	3.67	HA
2. Activities are appropriate to the subject matter	3.80	HA
3. Activities are relevant, interesting, and self-motivating to the learners	3.87	HA

4. Enrichment activities cater the different learning needs of learners	3.60	HA
5. Language of the program is within the vocabulary range of learners	3.73	HA
General Assessment	**3.73**	**HA**
Standard Deviation	**0.30**	

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 Results of Grade 12 Students in the Filipino Values Integrated Module for Introduction to the Philosophy of the Human Person

Grade	Indicators	F	%
90 - 100	Outstanding	0	0.00%
85 - 89	Very Satisfactory	0	0.00%
80 - 84	Satisfactory	0	0.00%
75 - 79	Fairly Satisfactory	3	6.52%
74 and below	Did not meet Expectations	43	93.48%
	Total	**46**	**100.00%**
	SD	**3.29**	
	Average	**69.42**	

Table 3.2 Posttest Results of Grade 12 Students in the Filipino Values Integrated Module for Introduction to the Philosophy of the Human Person

Grade	Indicators	F	%
90 - 100	Outstanding	30	65.22%
85 - 89	Very Satisfactory	5	10.87%
80 - 84	Satisfactory	9	19.57%

75 - 79	Fairly Satisfactory	2	4.35%
74 and below	Did not meet Expectations	0	0.00%
	Total	**46**	**100.00%**
	SD	**6.41**	
	Average	**90.94**	

Table 3.3 Test of Significant Difference between the Pretest and Posttest of Filipino Values Integrated Module tailored for the subject Introduction to the Philosophy of the Human Person.

		Paired Differences					
Indicators	**Test**	Mean	SD	t	P value	**Remarks**	**Decision**
Introduction to the Philosophy of the Human Person	Pre & Post	- 21.52	7.11	-20.53	.000	Significant	Reject Ho

DISCUSSION

The study developed and validate a Filipino Values Integrated Module in Introduction to the Philosophy of the Human Person

Research Objective 1. Design and develop a Filipino Values Integrated Module tailored for the subject Introduction to the Philosophy of the Human Person.

The Filipino Values Integrated Module, titled BULAY, was specifically developed for the core subject *Introduction to the Philosophy of the Human Person*. Its primary objective is to deepen students' understanding of philosophical concepts through the integration of culturally grounded Filipino values. The module included structured lessons, interactive activities, and formative assessments such as quizzes to reinforce learning outcomes.

To enhance accessibility and engagement, the module featured customized visual layouts, varied activity formats, and multimedia-compatible designs, all created using

Canva's free educational subscription platform and Microsoft Word. Instructional content and contextual alignment are guided by the Department of Education's Curriculum Guide, ensuring that all components adhere to the prescribed Learning Competencies for *Introduction to the Philosophy of the Human Person*.

In support of *values-based* education, Republic Act No. 11476, also known as the GMRC and Values Education Act, was enacted to reinforce the integration of Good Manners and Right Conduct (GMRC) and Values Education within the K to 12 curricula. This legislation affirmed the vital role of education in shaping students' moral, ethical, and civic responsibilities, ensuring that values formation was systematically embedded in their academic journey (Congress of the Philippines, 2020).

Research Objective 2. Establish the content validity and acceptability of the designed Filipino Values Integrated Module Instructional Materials for the subject Introduction to the Philosophy of the Human Person.

The content validity level of the Filipino values–integrated module tailored for the subject *Introduction to the Philosophy of the Human Person* in terms of Objectives was assessed as **Highly Valid**, as indicated by the general mean score of **3.47**. Among the specific criteria, the objective of being time-bound yielded the highest mean score of **3.73**, which was interpreted as **Highly Valid**. Conversely, the objectives of being measurable, attainable, and result-oriented obtained the lowest mean score of **3.13**, which was interpreted as **Valid**. The standard deviation was computed at **0.21**, reflecting the consistency of responses.

It implies that the objectives of Filipino values integrated module tailored for the subject *Introduction to the Philosophy of the Human Person* are clearly time-structured and manageable. The objectives of the module have clear, realistic deadlines or timeframes. This is a significant strength, suggesting that the amount of content and the expected tasks can be completed efficiently within a given class period or unit of study, enhancing practical usability for both teachers and students.

Educators emphasized that theoretical instruction alone did not effectively engage students nor foster the real-life application of values. Instead, they advocated for authentic, context-based learning experiences (Kilag et al., 2023).

The content validity level of the Filipino values–integrated module tailored for the subject *Introduction to the Philosophy of the Human Person* in terms of directions was assessed as **Highly Valid**, as reflected in the general mean score of **3.85**. All four indicators, namely simple and clear, easy to follow, properly sequenced, and can be done independently, obtained mean ratings ranging from **3.60 to 3.93**, which were interpreted as **Highly Valid**. The overall assessment yielded a standard deviation of **0.26**.

The findings indicated that the module's directions were clear, well-structured, and effective in guiding learners, consistent with Valiente and Andeng (2025), who emphasized the importance of sequential instructions in modular contexts. The *BULAY*

module's highly valid directions also showed homogeneous responses, confirming consistency in the evaluators' judgments.

The content validity of the Filipino values–integrated module tailored for the subject *Introduction to the Philosophy of the Human Person* in terms of Topics was assessed as **Highly Valid**, as indicated by the general mean score of **3.92**. The four indicators, namely sequenced according to the curriculum, logically presented, responsive to learners' needs, and supported by background and conceptual foundations, received mean ratings ranging from **3.73 to 4.00**, all of which were interpreted as **Highly Valid**. The overall assessment yielded a standard deviation of **0.12** revealed minimal variability.

It infers that the topics of the Filipino values–integrated module, tailored for the subject *Introduction to the Philosophy of the Human Person*, are appropriate, relevant, and aligned with the curriculum standards. The topics are logically organized, address the learners' needs, and are supported by suitable background concepts.

These findings directly aligned with the insights of Irmano et al. (2023), who emphasized the importance of evaluating gaps and overlaps in curriculum design to ensure thematic sufficiency and coherence. Their content analysis identified clusters of well-integrated themes through spiral progression, while also highlighting areas that lacked integration. The *BULAY module*'s strong topical structure addressed this concern by presenting content that was both logically sequenced and pedagogically responsive, thereby contributing to a more balanced and contextually grounded curriculum. This connection reinforced the module's role in bridging theoretical frameworks with practical classroom implementation.

The content validity of the Filipino values–integrated module tailored for the subject *Introduction to the Philosophy of the Human Person* in terms of Practical Exercises was assessed as **Highly Valid**, as indicated by the general composite mean score of **3.85**. Among the indicators, "sufficient to determine the mastery level of learners" received the highest mean score of **3.93**, while "adequate to enhance learners' comprehension and reading skills" obtained the lowest mean score of **3.80**; both were interpreted as **Highly Valid**. The overall assessment yielded a standard deviation of **0.22**, which revealed minimal variability.

This suggests that the practical exercises of the Filipino values integrated module, tailored for the subject *Introduction to the Philosophy of the Human Person*, are sufficient to determine the learners' mastery. The activities effectively support the attainment of learning objectives and promote mastery of the content.

This finding aligned with the recommendations of Padoc et al. (2025), whose study Philosophy Unboxed emphasized the need for enhanced engagement strategies in philosophy instruction. They advocated for the integration of interactive discussions, collaborative tools, and multimedia resources such as videos and podcasts to accommodate diverse learning styles and fostered active participation. Additionally, they highlighted the importance of real-world applications, including case studies and ethics-based units, to help students connect philosophical concepts to contemporary issues.

The content acceptability level of the Filipino values integrated module, designed for the subject *Introduction to the Philosophy of the Human Person*, was rated **Highly Acceptable** in terms of clarity, with a general composite mean score of **3.88**. Among the indicators, “information is clear and simple” and “language use is clear and easy to understand” received the highest mean score of **4.00**, reflecting strong agreement among the evaluators. The indicator “information suits learners’ interest” obtained a mean score of **3.80**, while “the concepts for each activity are rearranged logically and ensure that there is no duplication” received the lowest mean score of **3.73**, both of which were still interpreted within the **Highly Acceptable** range. The overall assessment yielded a standard deviation of **0.16** indicating minimal variability.

This indicates that the clarity of Filipino values integrated module, tailored for the subject *Introduction to the Philosophy of the Human Person* are sufficient to determine the learners’ mastery. The information is presented in a simple and organized manner, also the language used is clear and simple for learners understanding.

This corresponded to the findings of Padoc et al. (2025) and Valiente and Andeng (2025), who emphasized the importance of clear, simple, and logically sequenced instructional materials that addressed learners’ interests and mastery levels to enhance comprehension, engagement, and ethical development.

The content acceptability level of the Filipino values–integrated module tailored for the subject *Introduction to the Philosophy of the Human Person* in terms of Usefulness was assessed as **Highly Acceptable**, as shown by the general assessment mean score of **3.83**. The indicators stating that the materials prepared learners to think logically and critically and that the concepts in the material were simple and comprehensible garnered the highest mean score of **3.93**, which was interpreted as **Highly Acceptable**. On the other hand, the indicator stating that the activities sought to relate new concepts to previous learning obtained the lowest mean score of **3.67**, which also fell within the **Highly Acceptable** range. The overall assessment yielded a standard deviation of **0.20**, signifying low variability.

This indicates that the usefulness of Filipino values integrated module, tailored for the subject *Introduction to the Philosophy of the Human Person* are sufficient to determine the learners’ mastery. The module effectively prepares the learners to think logically and critically.

This finding was supported by Reyes (2024), whose study among Grade 8 students in Angono, Rizal, demonstrated that values integration significantly influenced students’ behavior, ethical reasoning, and academic performance. The study revealed a positive relationship between the extent of values integration and learners’ academic achievement, highlighting that well-structured and meaningful *values-based* instruction enhanced both cognitive and moral development. These insights affirmed the usefulness of the *BULAY module* in preparing learners to think critically and logically while reinforcing the importance of values education in promoting holistic learner outcomes.

The content acceptability level of Filipino values integrated module tailored for the subject *Introduction to the Philosophy of the Human Person* in terms of Presentation was **Highly Acceptable** as shown in the general assessment of **3.85**. Among the indicators, "topics are presented in logical and sequential order" obtained the highest mean score of **3.93** with an interpretation of **Highly Acceptable**. Meanwhile, the indicators, "the direction is concise, readable, and easy to follow" and "the presentation of each lesson is attractive and interesting" both received a mean score of **3.80**, while "the topic fit the learners' needs" earned a mean of **3.87**, all of which fall under **Highly Acceptable**. The overall assessment yielded a standard deviation of **0.16**.

It implies that the module enhances student engagement and comprehension, making the module valuable instructional material in teaching *Introduction to the Philosophy of the Human Person*.

This finding aligned with Pingil (2022), who emphasized that to optimize learner engagement, instructional modules must be continuously refined in terms of design and layout, ensuring they are both visually appealing and contextually relevant to the intended learner group.

The content acceptability level of Filipino values integrated module tailored for the subject *Introduction to the Philosophy of the Human Person* in terms of Suitability was **Highly Acceptable** as shown in the general composite assessment of **3.73**. Among the indicators, "activities are relevant, interesting, and self-motivating to the learners" obtained the highest mean score of **3.87** with an interpretation of **Highly Acceptable**. Meanwhile, the indicator, "enrichment activities cater the different learning needs of learners" earned the lowest with the mean of **3.60**, both interpreted as **Highly Acceptable**. The overall assessment yielded a standard deviation of **0.30**, indicating moderate variability.

This implies that the module is pedagogically suitable for the learners' needs, as evidenced by its alignment with key instructional indicators. The activities are designed to accommodate diverse learner attitudes and capabilities, are appropriate to the subject matter, and are relevant, engaging, and intrinsically motivating. Moreover, the enrichment tasks address varied learning needs, and the language used throughout the module remains within the learners' vocabulary range, thereby supporting accessibility and comprehension.

This resonated with the findings of Jalotjot and Fiedalino (2023), who emphasized that contextualized and localized learning approaches, including teacher-developed modules and instructional resources, were vital in education. To foster lifelong learning, materials needed to be relevant and meaningful, encouraging students to recognize the value of what they learned and how it connected to their personal experiences and everyday lives.

Research Objective 3. Determine the pretest and posttest results of the Grade 12 students in the designed Filipino Values Integrated Module Instructional Materials in the subject Introduction to the Philosophy of the Human Person.

The pretest yielded an average of **69.42** interpreted as **Did not meet Expectations.** There were 0 for Outstanding, Very Satisfactory and Satisfactory, 3 (6.52%) Fairly Satisfactory and 43 (93.48%) Did not Meet Expectations. It yielded a standard deviation of **3.29**, which indicated low variability in the scores. Majority of the students **Did not meet the expectations** set by the Department of Education.

Although individual scores varied, the low standard deviation reflected overall consistency in responses, indicating a uniform baseline level of performance among most students. This consistency provided a dependable foundation for assessing the effectiveness of the instructional module.

In response to this need, the ADDIE Model was widely applied in instructional design to strengthen teaching strategies across educational settings. This framework, which comprised five phases: Analyze, Design, Develop, Implement, and Evaluate, offered a systematic approach for educators to improve the quality of teaching and learning. Handrianto et al. (2021) emphasized that the ADDIE Model played a significant role in refining instructional practices, particularly in secondary education, by fostering teacher competencies across multiple domains.

The posttest yielded an average score of **90.94**, which was interpreted as **Outstanding**. There were 30 students rated Outstanding, 5 rated Very Satisfactory, 9 rated Satisfactory, and 2 rated Fairly Satisfactory. It yielded a standard deviation of **6.41**, which indicated moderate to high variability in the scores.

The scores are fairly spread out but not highly scattered. These results imply that a significant number of students met the Outstanding performance standard set by the Department of Education. This indicate that the module contributes to the improvement of students' performance.

This finding was consistent with the conclusions of Ayado and Berame (2022), who emphasized that supplementary materials connected to real-life contexts improved academic performance and foster independent learning. It likewise corresponded with the study of Jalotjot and Fidelino (2023), which established that locally contextualized materials promote lifelong learning.

There was a significant difference in the performance of the students between the pretest and posttest. The probability value obtained was **.000**, which was lower than the **0.05** level of significance, thereby confirming the rejection of the null hypothesis.

It implies that the IPHP supplementary materials are effective. This further suggests that the integration of such materials enhances students' comprehension and mastery of philosophical concepts, thereby supporting improved academic performance. The effectiveness of the supplementary materials also indicates their potential to serve as a model for *values-based* instructional design, reinforcing the importance of contextualized learning resources in promoting both intellectual growth and ethical development.

Supporting this finding, Ayado and Berame (2022) emphasized that the use of supplementary learning materials significantly contributed to improved academic performance. These materials enabled students to focus more effectively on course content by drawing on real-life experiences that enhanced relevance and retention. Furthermore, they promoted independent learning and strengthened reading comprehension. The study also reported a notable increase in scores from pretest to posttest, with the intervention group outperforming those taught through conventional methods. This affirmed that supplementary learning interventions positively impacted student achievement and fostered deeper engagement with instructional content.

Conclusions

The module titled BULAY (Filipino Values Integrated Module in Introduction to the Philosophy of the Human Person) successfully bridged national curriculum standards with culturally grounded Filipino values to address the learning needs of Grade 12 students. Systematically crafted using the ADDIE model, the module adheres directly to the Department of Education's Learning Competencies and fulfills the statutory objectives of Republic Act No. 11476 (GMRC and Values Education Act).

Evaluator feedback confirmed the high quality of the material, establishing **Highly Valid** content ratings across all baseline criteria: learning objectives, instructional directions, thematic topics, and practical exercises. Additionally, the material achieved **Highly Acceptable** ratings for clarity, usefulness, visual presentation, and overall suitability. These results prove that the module is instructionally sound, age-appropriate, and well-structured, offering clear timeframes and logical sequencing that enable Grade 12 students to navigate tasks independently and achieve content mastery.

The educational impact of the module was clearly demonstrated by a significant improvement in student academic performance. The pretest average score of 69.42 (Did Not Meet Expectations) rose sharply to a posttest average of 90.94 (Outstanding). A paired t-test confirmed this difference to be statistically significant ($t=-20.53$, $p <.000$), proving the module's effectiveness in boosting comprehension and retention through clear, engaging, and focused learning segments.

To secure these learning gains, the material adopted a systematic instructional framework grounded in the ADDIE model, utilizing diagnostic pre-assessments, formative checks, and context-based reflective tasks. This structured approach aligns directly with values-based contextualized learning principles. By anchoring senior high school philosophy in relatable moral contexts, the framework ensures that students do not merely memorize abstract concepts, but internalize them through meaningful, real-life application.

Ultimately, the evaluation demonstrates the clear potential of the BULAY module to transform philosophy instruction in senior high school. Educators acknowledged its capacity to enrich core competencies through culturally grounded activities, while students displayed improved comprehension and sharper analytical skills. This study

highlights that embedding local values into core academic subjects serves as an effective catalyst for both scholastic success and holistic values formation.

Recommendations

For Senior High School Students

Learners are encouraged to actively engage with the BULAY module during Introduction to the Philosophy of the Human Person (IPHP) lessons, applying its reflective activities and Filipino philosophical concepts to real-life situations to build ethical awareness and critical thinking.

For Teachers

The BULAY module should be adopted as a validated instructional material in teaching Introduction to the Philosophy of the Human Person (IPHP), ensuring that values integration is consistently applied in classroom practice.

For School Administrators

Schools are encouraged to utilize the module to enhance student performance and engagement, particularly in fostering ethical awareness and critical thinking through contextualized learning.

For Curriculum Developers

Curriculum developers and administrators should incorporate the module as a model for values-based education, aligning it with national learning competencies and promoting culturally rooted instruction.

For Department of Education

The Department of Education should consider endorsing the module as part of its values-based education initiatives, supporting its integration into senior high school philosophy curricula nationwide.

For Future Researchers

Future studies may expand on this work by testing the BULAY module with larger groups of students across different Senior High School strands (such as HUMSS, ABM, and TVL) and in other school divisions to confirm the generalizability of its effectiveness. Researchers are also encouraged to investigate the long-term impact of Filipino values integration on students' ethical choices and behavior over time, apply this contextualized module framework to other social science subjects and conduct qualitative studies to explore students' personal reflection experiences in greater detail.

Compliance with Ethical Standards

The researcher adhered to the ethical standards outlined in the research manual of Laguna College of Business and Arts (LCBA), as well as the broader ethical principles guiding the research process. Participation in the study were be entirely voluntary for both students and teachers, with informed consent obtained prior to involvement. They were fully briefed on the research objectives to ensure transparency and understanding. In compliance with R.A. 10173, also known as the Data Privacy Act of 2012, participants' personal information was safeguarded, ensuring the security and confidentiality of their data. Only study-related information was gathered, with no private details being disclosed. Additionally, the researcher employed various technological tools to assist in data analysis and presentation. AI-powered platforms such as Microsoft Copilot, Gemini, ChatGPT, Elicit, Perplexity AI and Connected Papers were utilized to enhance research analysis and writing. Meanwhile, Canva and Microsoft Word was used for module design and visual formatting.

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