

Fundamentals of Arnis Self-Learning Module: Experts' Validation and Learners' Feedback

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Abstract

Arnis is a national sport, and learning about it is an excellent way to foster patriotism among students and teachers. Further, Arnis should remain an essential subject/lesson taught among Filipino learners despite the pandemic. The study examined how experts validated the researcher-made Arnis module and how learners could use and provide feedback successfully. The study employed a descriptive design and included three (3) experts in Physical Education, Languages, and Learning Resource Development and twenty (20) grade 7 learner-users. Findings revealed that the module met the content, language, layout, and design validity standards. The learners' feedback included the following: (1) appropriate activity selection, (2) clear and useful illustrations, (3) new knowledge acquired, (4) organized lessons, and (5) difficulty in performance task assessment. Additionally, the module highlights feature that motivate learners to learn and guide learners to become independent, which is one of the Self-Learning Modules' objectives. The module is consistent with the Physical Education curriculum guide and the Department of Education's Most Essential Learning Competencies. It complies with the mandate of Republic Act 9850 and the Department's core values, which include "*Makabansa*," which promotes patriotism among students. Physical Education teachers are strongly encouraged to utilize the developed module for Grade 7 Physical Education.

Keywords: Validation, Feedback, Arnis, Self-Learning Modules, Physical Education, Philippines

Introduction

One of the Department of Education (DepEd) goals is to promote and develop holistically developed globally competitive learners. Physical Education is a critical component of its holistic growth program. As the Philippine Constitution mandates, the state shall promote physical education and sports programs in order to develop healthy and alert citizens. Additionally, pursuant to Republic Act 5708 (The School Physical Education and Sports Development Act of 1969), the Department of Education shall implement an

integrated physical education and sports development program in all schools throughout the Philippines, including a program on general physical fitness for all elementary and secondary school students. The daily calisthenics routine and a separate daily period in the school physical education program must be followed (The Corpus Juris, 1969).

"Move to Learn, learn to Move" is a concept that underpins the Department of Education's K-12 Basic Education Program (Department of Education, 2012). As proposed in 2012, K-12 curricula aim to develop learners' 21st-century skills. Arnis is one of the sports taught in P.E. Arnis was originally used for self-defense before becoming incorporated into Filipino sports. The sport gained popularity after former President Gloria Macapagal Arroyo signed Republic Act 9850 in 2009, which included it in the DepEd's curriculum to be taught and learned by students.

Although physical education is included in the academic discipline, there have been difficulties with implementation. One of the difficulties is the scarcity of teachers who specialize in physical education. Consequently, P.E. subjects are taught by teachers who are not specialists in P.E. Another difficulty encountered when teaching physical education, mainly the Arnis sport, is the scarcity of available references in the field. Despite technological advancements, high-quality textbooks have remained an indispensable tool for educating students (Education Bureau, 2009; Oates, 2014). Textbooks provide students with information about the topics they will be taking and serve as a learning and instruction guide (Gomez, 2019).

To ensure that education continues in the face of the COVID-19 pandemic, the Department of Education must develop and make available self-learning modules (SLMs). According to the most recent data from the Department of Education, 3, 885, 427 students selected a modular approach as their preferred mode of instruction over others offered under the 'new normal' of this country's education system (Malipot, 2020). Educational modules are a subset of instructional materials that have been shown to educate, motivate, and promote adolescents' participation in physical activity (Lau et al., 2019). Thus, incorporating modules into the teaching and learning of physical education would be an excellent method of imparting knowledge. Students learn at their own pace and are responsible for their own education when they use the modules (Torrefranca, 2017; Columbano, 2019). Because the modular approach emphasizes self-learning, the modules that are developed and made available to learners must be of high quality.

The researchers recognize Arnis as a national sport and believe that teaching it effectively instills patriotism in both students and teachers. Additionally, the researcher believes that Arnis should remain an essential subject/lesson taught to Filipino learners despite the pandemic. Arnis is the Philippines' recognized national sport, and R.A. 9850 requires the Department of Education to incorporate Arnis into the curriculum.

Objectives of the Study

The researcher-made arnis modules were developed to educate and cultivate the knowledge and skills of learners, particularly those in Grade 7. In the context of this paper, the researchers aim to determine the following: (1) experts rating in the module in terms of content, language used, layout and design; and (2) learner's feedbacks of the arnis module.

Methodology

The descriptive research design was used in this study. During the course of this type of research, the participants' experiences were comprehensively described (Lambert & Lambert, 2012). The evaluation, conducted by professionals with expertise in Physical Education, Languages, and Learning Resource Development, yielded descriptive data. The descriptive data were gathered and then revalidated using the learners' comments and suggestions about the trial edition of the Arnis module. Learners were chosen from one of El Salvador City's public schools. The data were organized and summarized. Apart from descriptive research, this study employed a design and development research approach to establish an empirical foundation for the Arnis module's development. Notably, the researchers used some concepts in the ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation.

Expert validators are critical in evaluating the Arnis module's trial edition. The expert validator in physical education holds a Master of Arts in Education with a concentration in physical education and currently teaches at the school where the study was conducted. The expert validator is an English master teacher who is now the head of the English department at the school. Meanwhile, the expert validator in Learning Resource Development for the layout and design is DepEd El Salvador City Division personnel, who have been trained in evaluating and developing instructional materials.

Twenty seventh-grade students from one of El Salvador's public secondary schools participated in the study. Purposively selected participants met the following criteria: (1) they had to confirm their participation in the study; (2) they had to submit parental consent; (3) they had to complete the Physical Activity Readiness Questionnaire; and (4) they had to be physically fit. Permission was obtained from the school head prior to conducting the pilot testing. Additionally, the researchers obtained informed and parental consent from the participants regarding the conduct of the study.

According to the Department of Education's Learning Resources (LR), the module must be evaluated in three (3) areas: content, format (print, illustrations/design), and language. The validators validated the trial edition of the Arnis module using a questionnaire that was adopted from the Evaluation Tools for Content, Language, and Layout developed by the Department of Education. The evaluation data were compiled and used to inform the revision of the Arnis module.

Along with the expert validators, learners who participated in the pilot test contributed significantly to this study. Their feedback and suggestions for the Arnis module, as well as their pilot testing experiences, were gathered and recorded. The study concentrated on comments and suggestions regarding the module's content and organization, the methods used in the module, the module's effect on learning, the module's assessment, the module's illustrations, and the module's widespread use. Apart from comments and suggestions about the aforementioned aspects, learners were asked what they liked (strong points) and disliked (weak points) about the module and provided justifications. A telephone interview was conducted, and themes were derived from learners' feedback on the module through thematic analysis. The learners' solicited comments served as a guide for revising and improving the module.

The purpose of this study was to ascertain the nature of pilot testing the researchers' trial edition of the Module on Fundamentals of Arnis for Physical Education. While data collection continues, critical data analysis has been conducted concurrently. The collected and analyzed data are learners' comments and suggestions, survey results, and observations. Additionally, this study includes phases such as critical analysis, design, and development of a trial edition that adheres to the DepED's content standards and competencies and data collection during the module's implementation, particularly in terms of content, format, and language. To improve the module, written and observational comments and suggestions were gathered. Thus, the overall design of this study is characterized by concurrent data collection and analysis.

The data were coherently organized according to who was collected and described. The expert's data was organized using the criteria outlined in the Adopted Evaluation Tools. These include the module's content, layout, and language. Meanwhile, data collected from learners focused on the module's content and organization, its use, the module's effect on the quality of learning, the module's assessment method, and the module's illustrations.

Results and Discussion

The development of the fundamentals of the Arnis Module confronted the gaps and challenges that pushed this study's result. The central gap addressed by the module is the absence of Arnis content in the DepEd-developed modules. Aside from Arnis being a National sport, it is a more practical option to perform Grade 7 learners compared to other sports such as badminton. It can be performed at home; hence, the present pandemic would no longer require learners to go out of their houses. Aside from addressing the lack of resources on this topic, the module on Arnis also addressed the challenge of PE teachers who are not trained or well-versed about Arnis but who have to teach the sports as it is required to be part of the curriculum per RA 9850.

To analyze and address the gaps, the researchers referred to the guide questions suggested by Treser (2015), which considered the learners' various needs and interests and

the textbook's purpose, development constraints, and foundation of its structure and design. Further, the corresponding researcher also considered his observations and experiences and several studies in Arnis relative to the PE curriculum and methods used. The researchers finds all these in formulating the Fundamentals of Arnis for PE Module.

Experts' Validation of the Content

As shown in Table 1, the content expert marked "yes" to all criterion items in the factors of (1) Intellectual Property Rights Compliance, (2) Learning Competencies, and (3) Readability. This means that the module correctly cited the sources used in the fundamentals of Arnis for Physical Education. Further, the module met the appropriate learning competencies for Grade 7 learners. The module used words and text appropriate to the level of learners intended to the users of this module. However, Instructional Design and Organization marked "yes" 10 out of 11 criterion items. It means that the module contributes to achieving specific objectives of the learning area. The activities and lesson were arranged in sequence and organized accordingly in which the module content reinforces, enriches, or leads to the mastery of the learning competencies. In addition, the module may enhance the development of the desirable values and traits such as pride of being a Filipino, love for country, critical and creative thinking, which are the values that the DepEd wanted to acquire by learners. However, the expert-validator observed that motivational strategies such as puzzles and overviews were not presented in the module. Moreover, 5 out of 6 were marked "yes" by the expert validator in the factors of (1) Instructional Quality and (2) Assessment, which the module provides a variety of appropriate assessments and contains accurate and up-to-date information that could help the learners learn more new things in the topic and this module also is free from social content violations. In line with these, the expert validator recommended minor revision only since the module is found compliant to the minimum requirements in all six factors.

Table 1: Expert's validation for content fundamentals of Arnis for Physical education module

Standards/Criteria	Compliance	Interpretation
I. Intellectual Property Rights Compliance	100%	Complied
II. Learning Competencies	100%	Complied
III. Instructional Design and Organization	90.90%	Complied
IV. Instructional Quality	83.30%	Complied
V. Assessment	83.30%	Complied
VI. Readability	100%	Complied

Cutoff compliance- 75%

One of the comments indicated by Expert in the content of the module states, *“the content of the module has met the minimum requirement of the MELC in physical education in grade 7.”* As established earlier in the analysis, the foundation of the development of Fundamentals of Arnis for Physical Education module was based primarily on the content and performance standards as well as the learning competencies described in the Department of Education Curriculum Guide as well as the MELCs.

Another comment states, *“the content was presented and found to be very informative, and I do not have any comment concerning the content of Arnis since the author is credible in this field.”*

However, the Expert suggested that *“In the first part of the module, the Physical Activity Readiness Questionnaire (PAR-Q) must be presented, even though the students have already undergone with this questionnaire in the first quarter. Since it is physical activity, the physical conditions of the learners must be checked quarterly as much as possible”*. Added that *“In the lesson of Anyo and full-full contact of Arnis it would be better if there are illustrations for each event of Arnis because this sport is peculiar to the learners.”*

Lastly, *“aside from the illustrations on how to demonstrate the skills, it could be better if there is a link of video from the internet or youtube to supplement the module considering that there might be learners who cannot understand the content easily thru modules but would better understand after watching supplemental videos from youtube or video.”*

In a nutshell, the content of the Fundamentals of Arnis for Physical Education draft has met the minimum requirement of the Department of Education. This requirement pertains to the content standard, performance standard, and learning competencies set by the Department of Education.

Expert’s Validation of the Language

Expert validator for language cited errors and findings in the module, then suggested recommendation for improvement as shown in table 2. There were few pages where the expert validator in language found errors in grammar, tenses, and appropriate terms. Some were insertion of words to correct the tenses of the grammar, while some were the deletion of words to make it clear and avoid redundancy. There were also words suggested to replace other terms to make it easier for students/readers to understand.

Further, the expert validator stated that *“After I read the Arnis module, I found out that the module has only a few errors in terms of grammar and usage of terms.”* He then added, *“with regards to language concern, I only made suggestions and recommendations on errors and terms which were very obvious or may cause doubt and misunderstanding to the readers.”*

Table 2: Expert's validation for language on fundamentals of Arnis for physical education module

Page	Brief Description of Errors/ Findings/Observations	Specific Recommendations for Improvement
1	Execute the skills	Name the specific skills
1	Health and skill-related fitness	Give the detail of the test
3	Nature and background	Change the terms into fundamentals
4	Long bladed weapons-sometimes	Insert "and"
4	Only	Delete
4	Tenses	Clarify the underlined statement
4	Tenses	change "is" to "was"
4	Tenses	Insert "that" and "technical"
7	Grammatical error	Insert "about"
7	Replace the word "letter"	Insert "the" and use the word acronym instead of letter
8	Change the word "to"	Change "to" to "on"
9	Uniform for upper	Use "upper uniform"
9	Uniform for lower	Use "lower uniform"
10	Revision of the guide question	Give the relevance of learning arnis base on the perspective of Filipino youth
11	Game Rules	Use the Rules of the Game
24	Tenses	Change "target" to targeted
32	grammatical error in rubrics	delete "a" and insert "s" in lot
32	Replace little energy	Use lethargic performance

Moreover, the validator suggested terms in the module to be changed. He then cited,

"For pages #1 and #3, Change the terms to be more specific".

For Page #7, replace the term as I observed that it used Acronym of ARNIS".

"For page #9 revised the terms and make it precise and clear since it is easy to understand as well as read by the learners if simply words or arrange of words were used".

"For #32, I suggest using another term aside from the term the was used in the rubrics."

The author accepted the suggestion. Accordingly, terms were changed based on

the recommendation of the expert validator.

Few grammatical errors in tenses were also observed. He stated, *"There were sentences that need to be placed or added while there were also words I deleted from the sentences in this module to make it grammatically acceptable."* He added, *"There are also sentences that need to be paraphrased."*

The author accepted the suggestion. Word/s were added on pages 4, 8, 7, and 32 of the module. Further, with his recommendation, some sentences were paraphrased. This is with consideration that the information presented in the module regarding Arnis was not solely sourced from the module's author but was referred to other sources. The expert suggested paraphrasing the original sentence upon transferring the information to the module to avoid plagiarism.

Expert's Validation of the Layout and Design

As shown in Table 3, the expert on layout and design marked "yes" to all criterion items in the factors of (1) Physical Attributes, (2) Design and Layout, and (3) Typographical Organization. The module cover art was appropriate, relevant, and interesting, whereas elements such as grade level area and learning materials are visible in the module. Page numbers are set in lower case roman numerals, centered at the bottom of the page. Further, the Beginning page of the module consistently falls on the right-hand page as well as the pagination is set in Arabic numerals and centered at the bottom of the page. Pages of the modules are placed appropriately. Consistency of elements is present such as main heads, subheads, sections, and subsections. The module was attractive, and then the illustrations were adequate concerning the text and suitable target users.

Furthermore, the size of the letters in the modules is evaluated as appropriate for the target user and easy to read.

However, the expert validator marked "yes" 12 out of 13 in the visuals factor. It means that the illustrations, photographs, and graphs used in the modules are well presented but for colored visuals only but become darker if produced/printed in black-and-white. He then cited.

"The colored visual must be set in light color, especially the background so that it will not appear too dark when reproduced in black-and-white only as how DepEd usually did."

Table 3: Expert's validation for layout and design on fundamentals of Arnis for physical education module

Standards/Criteria	Compliance	Interpretation
I. Physical Attributes	100%	Complied
II. Design and Layout	100%	Complied
III. Typographical Organization	100%	Complied
IV. Visuals	92.30%	Complied
Cutoff compliance- 75%		

Aside from the visual concern of the module, the expert validator asked the question.

"Is there any secured permission from the parents that allow their children to be the model in this module?" he added. "parents' permit is significant since these models in the modules are minors."

Regarding the students who agreed to be the model in the illustrations presented in the modules, the author secured a model contract signed by the model students and their respective parents. Thru the contract, the model students, with their parents, authorized the Photographer and photographer's authorized representative to use and copyright the photographs for an unlimited time free of charge. Furthermore, the agreement is irrevocable, allowing the photographs without future compensation.

"The module met the minimum standards prescribed by the Learning Resource Management Development of DepEd" mentioned by the expert validator.

Overall, the expert validator found the module to be compliant with the minimum requirements in all four factors in evaluating layout and design. Only minimal revision is suggested.

Feedbacks of the Learners to the Arnis Module

The module underwent the process of validation. Furthermore, after the validation and approval of the experts to the module, the researcher/author prepared twenty (20) copies of letter-sized newsprint paper, all in colored print. This serves as a trial edition of the Fundamental of Arnis for Physical Education. Twenty (20) copies of modules were distributed to the Grade 7 learners during the last week of the first quarter in 2020-2021. In the implementation stage, as shown in Table 4 that the following feedbacks were collected from the learner-participants:

Table 4: Learners' feedbacks on fundamentals of Arnis for physical education module

Themes	Frequency	Percentage (%)
Appropriate Usage of Activities and methods	19	95%
Illustrations are clear and useful	20	100%
Learned new things	10	50%
Organized Lessons	15	75%
Difficulty in performance task assessment	7	35%

Appropriate Selection of Activities

Learners described the activities in the Module as fun, interesting, enabling, and practical. This means that activities found in the Module are well-suited to the level of the learners whose interests were ignited upon doing the activities. Further, Students cited,

“Can cope with the activities”.

“Because of other activities, I have fun with the background and game of Arnis”

“able to understand the activities”.

“Able to perform in the activity. There are also other activities where you can share your experiences or feelings while doing the activity.”

In addition, modular distance learning was used by DepEd as an alternative delivery mode of instruction to avoid or minimize the learners in going out from their respective homes, as a result of this minimizing the risk of contamination and infection from COVID-19. Activities in the Module are found practical by the learners since the performance activities can be done or performed at home. Thus, Students mentioned,

“Activities can also be done indoors.”

“But really need a stick for striking but, you can also do the activity without the stick because the activity can also be done even if you don't have a stick just by imagining as long as the striking positions are correct.”

Illustrations are Clear and Useful

The Module is packed with illustrations to supplement the instructions and help learners visualize the information presented in the Module. Per, conveyed by the learners that the illustrations in the Module effectively supplement the information. Thus, learners mentioned that pictures help them understand better, which means that the illustrations in the Module help the learners understand the lesson. Few learners also cited that the picture is beautiful because they are step by step. They added that the illustrations are beautiful because you see how to do it well.

The visual appearance of the illustrations is clear, and it can serve as a model that

students can follow in their performance and demonstration activity. It can guide learners on what to do by serving as a model, particularly in the demonstration. Further, students cited,

“Can understand the strike activities because with the help of pictures that serves as a guide and you can also just imitate the pictures on how to do the strike.”

Lastly, “I like the picture because there are colors unlike the modules we use now the actions are vague.”

Learned New Things

Despite the existence of Republic Act 9850 in which it was mandated that Arnis should be recognized as the national sport in the country, the majority of the learners still lack knowledge about Arnis, and the worst part is, they are still not aware that Arnis is the national sport of the Philippines.

Through this Module, students can explore the fundamentals of the Arnis sport.

Students mentioned that the lessons were excellent because they learned self-defense and national sport, Arnis. They also added that this is the first time to learn Arnis, and *“I learned new information about Arnis.”* It means that learners were able to appreciate the sport based on what they have learned in the topics presented in the Module.

Organized Lessons

The learners conveyed wide-ranging constructive comments, which covered the Module's content, the teaching method used, the use of the Module, the effects of the Module on the quality of students' learning, and the assessment method in the Module. Specifically, the lessons of the Module, Arnis Fundamentals, were described as understandable, well-made, clear, straight to the point, informative and comprehensive. The comment pointed out was that the module lesson was organized as students cited that the content and sequence of topics in the Module are understandable.

Thus, based on the feedbacks of the learners, the lessons in the Module were organized in such a way that topics are inappropriate sequence and could motivate learners to learn and develop independent learning so they can do the Module on their own, hereby supporting the statement of Torre Franca (2017) and Columbano (2019) that in using the modules, students learn at their own pace and are responsible for their learning.

Difficulty in Performance Task Assessment

According to Lau et al. (2019), educational modules are instructional materials that can educate, motivate, and promote participation in physical activity among adolescents. However, learners mentioned that activities are difficult for them, especially those

performance tasks that require them to demonstrate or perform the skill. Instructions in doing the activities were found as a barrier in doing the activities and assessment. Per, students mentioned that,

"Some instructions in doing the skills are difficult to understand."

Added, some activities are difficult to understand.

The learners' comments were accepted by the researcher/author as a basis for revision and basis for improvement of the Module.

Furthermore, it is in congruence with the statement of Gomez (2019) that textbooks give learners an idea of the lessons to be taken, serving as a good guide not just for learning but also for instruction.

The learners' learning intelligence was considered a factor in which learners conveyed difficulties in performing the activities. Participant 2 mentioned that she had a hard time doing the performance activity in the Module compared to the written works. With this, the author considered the multiple intelligences in the revision of activities that all learners should benefit from regardless of their learning styles and intelligence. This stand supports the idea of Gomez (2019) that Physical Education activities in textbooks must not focus on kinetically inclined learners.

Conclusion

The absences of the Arnis module in the field and the lack of knowledge of the learners and teachers in this particular sport were the gaps and challenges that should be responded to in the "Fundamental of Arnis Self Learning Module."

The Module enriches the appropriateness of assessment and methods to develop 21st-century skills. Further, the Module also showcases the features that motivate the learners to learn and serves as a guide to the learners to be independent based on one of the objectives of the Self-Learning Modules. Furthermore, besides the Module's content described as amazing, unique, easy to understand, simple, interesting, and informative, the learners have also lauded the organization of the Arnis topics, visuals, and illustrations, suggested activities, and assessments in the Module. Above all, the Module is aligned with the Physical Education curriculum guide and the Most Essential Learning Competencies prescribed by the Department of Education. Furthermore, it supports the mandate of R.A. 9850 and the Department's core values, which are "Makabansa" that fosters patriotism among learners.

The Fundamentals of Arnis for Physical Education Modules were analyzed, designed, developed, validated, implemented, evaluated, and revised; the outcome has shown that the study's objectives were achieved. As such, P.E. teachers and learners can benefit from this Arnis Module.

Recommendations

As a result of the study's significant results and conclusions, the following recommendations are presented:

1. DepEd could produce modules and resources relative to Arnis lessons per, R.A. 9850 which mandates the Department of Education to include Arnis in the curriculum; it should also be taught and learned by the learners.
2. Arnis must be given utmost priority in teaching physical education in DepEd based on the Department's core values which is "Makabansa" that fosters patriotism among learners. Thus, learning and practicing the country's national sport is considered the best way to show patriotism in the field of P.E.
3. Physical educators may consider attending seminars, workshops, and training related to teaching Arnis in Physical Education;
4. With the threat of the pandemic in the current education system, schools may choose Sports that can be done indoor and only requires minimal space in the performance and execution of skills.
5. Future module developers may use research using the ADDIE model of instructional material development to develop modules and other instructional material projects.
6. A similar type of research may be conducted in other public schools to determine learners' responses from other learning environments.
7. Utilize the revised Arnis module to measure the effectiveness of the developed module in the more significant number of students in Grade 7.

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