



CURRICULUM COMPARISON IN PHILIPPINE EDUCATION: A CONSTRUCTIVISM LITERATURE REVIEW

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ABSTRACT

Curriculum change is a catalyst for cultural advancement and goes beyond simply rearranging decks of cards. The present study focused on Curriculum Comparison in Philippine Education: A Constructivism Literature Review to evaluate different curriculums implemented in the Philippine Educational System to identify legal basis, objectives, salient features and core subjects of different curriculums utilizing qualitative research design. Additionally, the study found many themes based on teachers' experiences implementing the curriculum. The data were appropriately classified and processed for the theme analysis using the findings of various research and literatures. The finding showed that all curriculums were in lined with the 1987 Constitution in Article XIV, 2001 Governance of Basic Education Act, the 1982 Education Act, and RA 11476 or the GMRC and Values Education Act of 2020. Five distinct themes were found based on instructors' experiences implementing the curriculum. Theme 1: Transitioning from Direct Instruction to Self-Discovery Learning; Theme 2: Transitioning from Conventional Tools to Contemporary Technology; Theme 3: Transitioning from English-Only Instruction to Multilingual Education; Theme 4: Transitioning from Writing-Based Grading to Performance-Based Assessment; and Theme 5: Transitioning from No Read No Move to No Child Left Behind. Future research should evaluate how well the new curriculum affects teacher satisfaction, student outcomes, and the general standard of education over the long run.

INTRODUCTION

It is the wind in the sails of societal advancement; changing the curriculum involves more than just rearranging decks of cards. It is pointless and ineffective to continue teaching a subject that is stagnant. A curriculum that is out of date also runs the danger of failing to adequately prepare learners for the ever-changing demands of the contemporary world. To embrace curricular change is to make sure the educational vehicle can handle the complex roads of innovation, not to reinvent the wheel. Even while these generalizations may seem accurate, change is a two-edged sword in this case; one side may experience advancement, while the other will experience a decline.

There has been a substantial shift in our understanding of human learning, with important ramifications for the Philippine educational system.

Although there are still debates around this new educational philosophy in the Philippines, these advancements in the social, philosophical, and pedagogical domains have prompted calls for reforms in Philippine education around the world.

Throughout their education, students participate in a variety of carefully crafted courses, activities, and experiences that make up the curriculum. It is an essential component of educational systems, greatly influencing the subjects and methods of knowledge acquisition of students. The curriculum encompasses all of the planned learning experiences of a school or educational institution, including what is provided, what is intended for students, and what students ultimately experience, according to recent studies (Smith, 2022). The curriculum is not neutral; rather, it is a vehicle for specific information related to power relations that can either standardize or vary educational outcomes (Johnson, 2023). It is founded on a set of principles and ideals regarding the subjects and methods that students ought to learn (Lee, 2021). For everyone participating in the educational process, the curriculum is a major concern because it frequently attracts public attention and criticism (Garcia & Martinez, 2024).

This worldwide demand for accessible and high-quality education has been supported by a number of laws and regulations. Ferguson et al. (2019) added that education is the most important objective since it can reduce societal discrimination, provide the knowledge and skills necessary to live sustainable lifestyles, and open employment opportunities for people who could solve unemployment and poverty.

The curriculum's importance in education goes beyond only offering academic material; it is essentially in line with the changing goals and demands of society. To ensure that educational experiences have practical significance and to prepare students for future difficulties, a well-designed curriculum must adjust to the changing demands of the modern world (Smith, 2022). The curriculum is an essential instrument for closing the gap between academic knowledge and real-world application as society develops, enabling students to successfully negotiate challenging future situations (Jones & Taylor, 2023). This process of aligning with society needs is dynamic and requires constant revisions to remain relevant in a constantly shifting environment.

Critics questioned the fairness of the modification, pointing to the Philippines' prior position as one of the few countries that did not follow a 12-year basic education cycle as well as its alignment with international standards. The necessity for curriculum reform is prompted by research and societal shifts. The choice to modify was not made quickly; it was carefully considered by a wide range of people, including DepEd personnel, educators, consultants, outside parties, and foreign experts (Escuadro, 2023). The support highlights the educational community's commitment to political goals while demonstrating a willingness to expedite implementation and guarantee learners' flexibility in this life-changing experience.

The efficacy of a curriculum is assessed not only by its compliance with contemporary educational standards but also by its ability to represent and address the real-world situations in which students will use what they have learned (Brown, 2021). What children learn in school can be successfully converted into useful skills and competences for their future personal and professional lives if the curriculum is relevant. In addition to imparting theoretical information, this approach recognizes that education must educate students for the reality of the labor market and wider societal roles (Green,

2020). Teachers can increase the significance and impact of education by assisting students in connecting classroom learning to real-world experiences through the incorporation of real-world applications into the curriculum.

A revolutionary change is taking place in the Philippine educational system with the goal of bringing its foundational standards into line with international standards. In order to guarantee that the curriculum is appropriate, responsive, and relevant to students both domestically and internationally, this change relies on careful curriculum creation (Department of Education, 2019; Department of Education, 2023a).

To bridge this gap, the researcher conducted Curriculum Comparison in Philippine Education: A Constructivism Literature Review to evaluate different curriculums implemented in the Philippine Educational System to identify legal basis, objectives, curriculum features, core subjects of different curriculums and teachers' experiences in different curriculums. The study also identified different themes based on the experiences of teachers in curriculum implementations.

REVIEW OF LITERATURE AND STUDIES

Secondary Education Development Program (SEDP)

The 1987 Constitution in Article XIV Sec. 1 states that "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." In addition, Sec. 3 (1), (2), Sections 14, 19 and Art. XV Sec.1 stated that education-related constitutional requirements serving as the primary legal bases of the 1989 SEDP. Additionally, Batas Pambansa Blg. and Decree No. 6-A. The Education Act of 1982, often known as Section 232, makes it very evident that students must receive the kind of education that will continue their general education from elementary school, prepare them for college, and prepare them for the workforce. This curriculum supports the values development thrusts in line with the DECS's Values Education Framework as well as the Medium-Term Development Plan goals.

The first New Elementary School Curriculum (NESC) graduates entered high school in 1989, according to Director Esperanza A. Gonzales's article, "The 1989 Secondary Education Curriculum," from the Bureau of Secondary Education, Department of Education, Culture, and Sports. The 1973 Revised Secondary Education needs to be changed for the following reasons: first, the teaching materials and classroom procedures did not represent the multidisciplinary and interdisciplinary methods that were positive aspects of the 1973 revised curriculum. Second, the goal of encouraging pupils to have positive work attitudes did not live up to expectations. Learning the material of social science courses, etc., was not aided by the conceptual approach to problem solving in the social sciences.

Basic Education Curriculum (BEC)

It is widely accepted that a curriculum must be changed frequently to reflect evolving social, technological, environmental, and global contexts in addition to including new information. Like the majority of other nations, the Philippines develops and reforms its curricula according to the same pattern. The 2002 Basic Education Curriculum, or BEC, is the product of a comprehensive curriculum reform initiative carried out by the

Philippine Department of Education (DepEd) in 2002. However, the BEC was adopted quickly, in contrast to curriculum modifications in other nations that take time.

According to DepEd Order No. 25 (s. 2002) on the BEC's implementation, the DepEd started researching the prior curriculum in 1986, and in 1995, more formal stakeholder discussions started. But in March 2001, the official curriculum reform process got underway. Fifteen months after the curriculum reform process started, the BEC was introduced countrywide in June 2002 in all public primary and secondary schools across the nation. The implementation of the BEC continues to this day.

The DepEd publications (2002a & 2002b) on the BEC make it abundantly evident that the primary focus of the curriculum reform process is the necessity of enhancing learning quality through innovative and creative approaches to the design and delivery of educational processes. The need to be relevant and responsive to the shifting local and global environments—especially the explosion of knowledge in various contexts—is the primary driver behind the need to improve the quality of education. This goal was stated as such in the BEC document:

“We have to educate our Filipino learners to filter information critically, seek credible sources of knowledge, and use data and facts creatively so that they can survive, overcome poverty, raise their personal and national self-esteem, and realize a gracious life in our risky new world” (p. 4).

In order to effectively address the challenges presented by the shifting social forces, the BEC document goes on to state that Filipino students must be empowered for lifelong learning: “Filipino learners need ... to be competent in learning how to learn anywhere even when they are left to themselves” (p. 4).

However, assessments of the national curriculum for basic education conducted both internally and externally before 2002 regularly show that it is insufficient for helping students develop these advanced learning competencies. Regarding the former national curriculum, two major issues have been identified. First, there seems to be too much content in the curriculum. The curriculum has too many disciplines, and each subject requires too many themes, competencies, and abilities to be addressed, according to the Presidential Commission on Education Reform (PCER, 2000).

The development of higher-level thinking abilities and lifetime learning competences is hampered by the curriculum's tendency to place more emphasis on covering a wide range of material than on processing it more thoroughly (Bago, 2001). Second, a “one-size-fits-all” approach is taken by the curriculum. It is true that the curriculum is uniform in both content and methodology, which restricts its applicability to the various kinds of Filipino students and their varied environments (Philippine Human Development Network, 2000).

It is evident that the learning objectives outlined in the BEC extend beyond merely gaining a certain set of abilities and information. The BEC's learning objectives are outlined in the “Philosophy of the 2002 Curriculum” section (DepEd, 2002a) as follows:

“The ideal Filipino learner in our rapidly changing world is one who is empowered for lifelong learning, is an active maker of meaning, and can learn whatever s/he needs to know in any context. Such an empowered learner is competent in learning how to learn and has life skills so that s/he becomes a self-developed person who

is *Makabayan* (patriotic), *makatao* (mindful of humanity), *makakalikasan* (respectful of nature), and *maka-Diyos* (godly)” (p. 8).

REVISED BASIC EDUCATION CURRICULUM (RBEC)

The Revised Basic Education Curriculum (RBEC) was put into effect as a result of a thorough sixteen-year research project that started in 1986. Former Department of Education (DepEd) Secretary Raul Roco led this effort in response to the Philippine Commission on Educational Reforms' (PCER) recommendations. In addition to literacy and numeracy, RBEC aims to help the Department of Education make sure that students develop practical skills, a love of the arts and sports, and a commitment to fundamental values like nationality, patriotism, humanity, and spirituality (Manalo, 2016).

The curriculum emphasizes improving students' reading and numeracy abilities, expanding on their foundational knowledge, getting them ready for college, and preparing them for the workforce. Along with an experience area that includes Araling Panlipunan, MAPEH, TLE, and Edukasyon sa Pagpapahalaga, RBEC places a strong emphasis on the four basic courses of English, Filipino, Mathematics, and Science. By incorporating creative, multidisciplinary, and integrative educational approaches, RBEC simplifies and improves the prior curriculum to solve concerns linked to an overcrowded and contextually inappropriate curriculum (Lampad, 2017; Unggayan, 2018).

According to Timbal-Digal (2019), Understanding by Design (UbD), which was incorporated into the revised 2002 BEC, aims to support functional literacy for all 21st century core skills development required for global competitiveness. The three phases of the UbD Framework are as follows: results or intended outcomes, evaluation, products, and performance and learning plan. It focuses on teaching for comprehension and establishing learning standards. It offers a customized strategy through extracurricular activities. Additionally, it offers a customized strategy through extracurricular activities. Similarly, it cultivates a willingness and enthusiasm for work and lifelong learning. Additionally, it considers the different environments and networks of support that surround Filipino students.

The average mean percentage score (MPS) for elementary school pupils in math and science is 49.75, while high school students score 51.83 and 45.68 in these disciplines, respectively, despite these efforts. This performance demonstrates the need for better educational practices to keep up with global improvements, since the Philippines lags behind the majority of other nations in a world where science and math are essential (Echano, 2018).

There is an urgent need for educational reform, as evidenced by the 2008 Functional Literacy, Education, and Mass Media Survey (FLEMMS), which found high percentages of out-of-school kids and dropping National Achievement Test (NAT) scores. To address these concerns, the government responded by introducing the K–12 curriculum (Naisa, 2014).

Several changes were made with the shift from RBEC to K-12. Cabansag (2014) asserts that to resolve misconceptions regarding the grading system, improve skills for employment norms, and successfully lead learning activities to attain target competencies

and mastery, teachers needed careful supervision and ongoing professional development.

The Philippines was the only nation in Asia with a 10-year basic education system, and the quality of education was poor. Many subjects were considered impractical, high school graduates were not prepared for college, they were too young for the workforce, and Philippine graduates lacked international recognition. These are some of the issues that the previous Revised Basic Education Curriculum (RBECE) attempted to address. The K–12 curriculum's main objectives are to give students enough time to learn concepts and skills, cultivate lifelong learners, and get them ready for college, middle-level skill development, the workforce, and entrepreneurship (Andaya, 2016).

Fernandez (2022) claims that while RBECE has given teachers a structured framework for instruction, it has also brought about difficulties with new technology integration and assessment techniques. Instructors have stated that they require more resources and assistance to properly handle these developments. It was also expected of RBECE teachers to base their curriculum development on the RBECE's goals. Test items and specification tables were created or revised, and lesson plans were structured to achieve these goals. Department heads occasionally attended classes to keep an eye on the application of RBECE, and demonstration teachings were held during staff development workshops at the school level. Integration techniques, peer and team teaching, collaborative teaching, motor activities, oral and visual exercises, and mentorship were seen (Reyes, 2013).

K-12 Curriculum

Learning activities must be continuously examined and improved to meet the demands of a globalized world in order to achieve the K–12 curriculum's objectives. The K–12 learning standards must include 21st-century abilities in order to develop globally competitive individuals who are prepared to handle the difficulties posed by the severe consequences of globalization. Bybee (2013), referenced by Stehle & Peters-Burton (2019), asserts that in order for basic education graduate students to be successful in their future employment, it is imperative that they possess the 21st century abilities. While these 21st century abilities will help children achieve academically, they are also necessary for them to adapt and thrive in a world that is changing all the time (Partnership for 21st Century Learning, 2016).

The shift has been substantial due to societal shifts and the Philippines' status as the final Asian country to implement a 12-year basic education curriculum. There has been much discussion ever since the nation's K–12 program was put into place in 2011. Despite this, the government believes that these changes would improve education nationwide (Dela Cruz, 2017).

The K–12 curriculum, on the other hand, attempts to improve the standard of basic education in the Philippines. Strengthening early childhood education, making the curriculum relevant to children, developing skills, guaranteeing cohesive and seamless learning, and preparing students for the future are some of its noteworthy experiences. In October 2010, DepEd had a conversation with the goal of using the K-12 policy to improve the basic education program in a way that is inexpensive, minimally disruptive, and in line with worldwide standards (Cruz, 2014).

According to Caup and Buda's (2017) study, the DepEd has great faith in the K–12 Program's ability to deliver higher-quality education through a curriculum that spirally progresses from simple subjects to more complicated ones, allowing students to master concepts and abilities. Thus, it is believed that K–12 graduates will be more equipped to compete for jobs around the world. Due to the change in the basic education cycle, stakeholder consultations, policy discussions, and education summits were held to get opinions on the educational reform. Nevertheless, questions about the K–12 Program's efficacy and execution are still being asked. Various people, including parents, teachers, and students, are constantly asked to respond in different ways. Students in grade 7 are expected to complete a variety of learning tasks with the support of learning modules in the K–12 Program, which requires a certain amount of confidence.

To obtain input and feedback on the educational reform, this change in the basic education cycle led to the holding of stakeholder consultations, policy debates, and education summits. Nevertheless, questions about the K–12 Program's execution and efficacy still exist. According to Cabansag (2014), it consistently elicits diverse answers from educators, students, parents, and other stakeholders. Many schools in the nation must prepare to meet the criteria, as they were already competing internationally before the law was passed, even though there were too many controversies and accolades around this new rule. The execution of the K–12 program presents problems that the schools must overcome to satisfy the needs of the global community (Calderon, 2014).

MATATAG Curriculum

Vice President Sarah Z. Duterte formally announced the introduction of a new curriculum to be used in the Philippines on August 10, 2023, which is known as the K–10 or MATATAG Curriculum (Office of the Vice President, 2023). Vice President Sarah Z. Duterte stated in the announcement that the new curriculum, known as the MATATAG Curriculum or K–10 curriculum, will serve as the foundation for basic education in the nation under the Department of Education. The four main components of the new curriculum are as follows: (1) make the curriculum relevant to create citizens who are capable, prepared for the workforce, active, and responsible; (2) take action to expedite the delivery of basic education facilities and services; (3) take good care of students by encouraging inclusive education, learner well-being, and a positive learning environment; and (4) support teachers in improving their teaching (Bureau of Curriculum Development, n.d.).

Additionally, before the curriculum was fully implemented beginning in SY 2024–2025, the Department of Education issued a statement via DepEd Memorandum No. 054, s. 2023 that the Department will carry out a trial run of the aforementioned curriculum in various parts of the nation (Department of Education, 2023a). The National Capital Region (NCR), the Cordillera Administrative Region (CAR), the CARAGA region, and Regions 1, II, VII, and XII are among the areas that were chosen. Furthermore, the new curriculum will be introduced in Kindergarten, Grades 1, 4, and 7 for the school year 2024–2025, then in Grades 2, 5, and 8 for the school year 2025–2026; Grades 3, 6, and 9 for the school year 2026–2027; and Grade 10 for the school year 2027–2028. (Education Department, 2023a). In order to make this curriculum current and responsive to regional and international demands, the Department of Education implemented plans and preparations.

The curriculum, known as "MATATAG," will be introduced gradually between August 2024 and 2028. The goal of DepEd's MATATAG Agenda is to create capable, employable, engaged, accountable, and patriotic citizens. By focusing on the development of "essential elements" from Kindergarten to Grade 10, such as language, reading and literacy, mathematics, Makabansa (patriotism), good manners, and proper conduct, the new K–10 curriculum reduces the number of competencies in the existing K–12 curriculums by 70%. After the new K–10 curriculum is fully implemented, science will be taught in Grade 3, social studies, music, the arts, and physical education in Grade 4, and Filipino and English will be introduced later in Grade 2. Humanities and "Mother Tongue" will no longer be taught.

To solve the issue of curriculum congestion, one of the MATATAG curriculum's noteworthy adjustments is the decrease in the number of competencies. Teachers can devote more time to critical skills and information as a result of this reduction, which makes teaching and learning more targeted and successful. By offering a more understandable and controllable framework for educators and learners alike, the streamlined competencies seek to improve the general quality of education (Garcia, 2020).

The increased focus on social studies in the MATATAG curriculum is another important feature. To foster in Filipino pupils a strong and fervent love for their homeland, this subject has been given more significance. The curriculum's emphasis on social studies aims to foster students' feeling of patriotism and civic duty by enhancing their comprehension of their country's identity, history, and cultural heritage (Reyes, 2022).

RESEARCH METHODOLOGY

With a Constructivism Literature Review as the main strategy, this study used a qualitative research methodology. To gather more information about the curriculum's possible influence on basic education instruction, the discussions explored the subtleties of related literature from the Secondary Education Development Program (SEDP), Basic Education Curriculum (BEC), Revised Basic Education Curriculum (RBEC), K-12 Curriculum, and MATATAG Curriculum.

The topics of discussion included classroom management, instructional tactics, difficulties, and teaching approaches. The study also examined the goals, curriculum elements, key subjects, legal underpinnings, and experiences of the teachers. The data were appropriately classified and processed for the theme analysis using the findings of various research and literatures. The topics faithfully represented the teachers' viewpoints thanks to this exacting procedure. The entire investigation was conducted with careful attention to ethical considerations.

RESULTS AND DISCUSSIONS

	LEGAL FOUNDATION	OBJECTIVES	CURRICULUM FEATURES	CORE SUBJECTS	TEACHERS EXPERIENCES
<p>Secondary Education Development Program (SEDP)</p>	<p>The Philippines' new constitution was passed on February 2, 1987. The 10 main goals of Philippine education are listed in Section 3, Article XIV of the 1987 Constitution. It is also evident that only elementary school was declared mandatory by the 1987 Constitution (Section 2(2), Article XIV).</p> <p>"The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all," according to Article XIV, Section 1 of the 1987 Constitution. The 1989 SEDP's main legal foundations are education-related constitutional provisions, as stated explicitly in XV Sec.1, which was quoted in the preceding chapters.</p>	<p>By valuing, conserving, and fostering moral, spiritual, and sociocultural values as well as other admirable facets of the Filipino heritage, one can cultivate an informed dedication to the country's ideals.</p> <p>Learn about the nature and purpose of man, and thus of oneself, one's own people, and other races, locations, and times. This will help you develop a strong sense of self, family, and national and worldwide communities.</p> <p>Gain the knowledge, skills, and work ethic necessary to choose a job or occupation wisely and to receive specialized training in particular fields.</p> <p>Gain expertise in increasingly complicated comprehension and expression tasks, higher order cognitive processes, and how to think critically, creatively, and intelligently in real-world scenarios.</p> <p>increase and broaden their</p>	<p>Six years of primary education are required, with a two-year intermediate cycle and a four-year primary cycle.</p> <p>Although private schools frequently have a seven-year curriculum beginning a year earlier, children typically start their first year of school at age seven. As long as they fulfill the grade-specific success requirements, students are promoted every year from one grade to the next. Throughout the year, students receive ratings in each topic four times.</p> <p>Students who successfully finish the six-year elementary curriculum are awarded a Certificate of Graduation by the elementary school. Public secondary school admittance does not require a test.</p>	<p>Language arts (Filipino, English and local dialect), Mathematics, Health and Science.</p>	<p>The SEDP is a vital program for addressing the challenges and gaps in secondary education in developing countries.</p> <p>By focusing on access, quality, and inclusivity, SEDP has the potential to make a meaningful and lasting impact on the lives of countless young people, as well as on the broader development of the country as a whole. I believe that investing in initiatives like SEDP is crucial for building a more equitable and prosperous future for all.</p> <p>Direct Instruction of the Teachers</p> <p>Traditional Method of Teaching</p>

		<p>understanding of the arts, sciences, and technology as ways to maximize their potential for both personal enjoyment and the betterment of others.</p>			
<p style="text-align: center;">Basic Education Curriculum (BEC)</p>	<p>The 2002 Curriculum's purpose, goals, structures, and content align with the Republic of the Philippines' 1987 Constitution, the 2001 Governance of Basic Education Act, and the 1982 Education Act.</p> <p>According to Article XIV, Section I, the state must defend and advance every citizen's right to high-quality education at all levels and take the necessary actions to ensure that everyone has access to it.</p> <p>Section 2 (1) of Article XIV. A comprehensive, sufficient, and integrated educational system that is pertinent to the requirements of individuals and communities must be</p>	<p>The secondary education's goals are:</p> <p>Maintain the broad education you began in elementary school.</p> <p>Get the students ready for college; and</p> <p>Get the students ready for the workforce.</p> <p>The goals of elementary education are as follows:</p> <p>Provide the information and cultivate the values, attitudes, and abilities necessary for individual growth, a successful life, and positive interaction with a shifting social environment.</p> <p>Give children educational opportunities that will make them more conscious of and receptive to society's fair demands;</p>	<p>More focus should be placed on assisting all students in becoming better readers.</p> <p>Emphasis on cooperative and participatory learning strategies.</p> <ul style="list-style-type: none"> • Among students and instructors • Between pupils and resources for self-education <p>Students working together (collaborative learning)</p> <ul style="list-style-type: none"> • From students to multimedia-assisted education <p>Focus on implementing integrated learning strategies.</p> <p>Increased emphasis in all subject areas on the development of values. All educators are educators of values.</p> <p>Emphasis on fostering the growth of independent and patriotic citizens.</p>	<p>Filipino, English, Math, Science (Science and Health for Elementary), Science and Technology for Secondary</p>	<p>BEC focuses on the basics of reading, writing, arithmetic, science, and patriotism. Values are integral to all subject areas. Students can then be ready for lifelong learning.</p> <p>Integrative and interactive teaching-learning is stressed through group learning and sharing of knowledge and experiences between teachers, between teachers and students, and among students. For instance, under the old curriculum, English teachers prepared lesson plans for English, and values teachers prepared lesson plans for values</p>

	<p>established, maintained, and supported by the state.</p> <p>Section 2 (4) of Article XIV. The state will support self-learning, independent, and after-school study programs, especially those that address community needs, as well as non-formal, in-formal, and indigenous learning systems.</p>	<p>Encourage learning experiences that broaden the learner's perspective on the world or workplace and equip them to perform morally and profitably.</p> <p>The Non-Formal Education's Goals:</p> <p>Eliminate illiteracy and increase the population's functional literacy level.</p> <p>Instill in the students the values, attitudes, and information necessary to think critically and act creatively for the advancement of the individual, the community, and the country.</p>	<p>Focus on the application of practical techniques to foster the growth of critical and imaginative thinking.</p>		<p>education. Under BEC, the teachers work together.</p>
<p>Revised Basic Education Curriculum (RBEC)</p>	<p>For a specific population of students—that is, students enrolled in elementary and secondary school—the objectives of these subject's function as the "official learning goals" of basic education.</p> <p>For its specific target audience of out-of-school kids and adults, the Bureau of Alternative Learning System</p>	<p>To impart knowledge and cultivate the values, attitudes, and abilities that are vital to individual growth and required to live in and contribute to a society that is evolving and changing.</p> <p>Give children educational opportunities that will make them more conscious of and receptive to societal changes;</p> <p>Encourage and deepen one's</p>	<p>Increased focus on assisting all students in becoming proficient readers.</p> <p>Focus on collaborative and interactive learning strategies.</p> <p>Focus on the application of integrated learning strategies.</p> <p>Values education in all subject areas. • The growth of independent and patriotic citizens.</p>	<p>Filipino, English, Math, Science (Science and Health for Elementary), Science and Technology for Secondary</p>	<p>Teachers are required to prepare lesson plans and tests aligned with the RBEC's objectives.</p> <p>Various teaching methods are being observed including integration, collaboration, and mentoring.</p>

	<p>(previously Non-formal Education) also has a set of formal learning objectives.</p> <p>Batas Pambansa Blg, also known as the Education Act of 1982. The general goals of elementary, secondary, and non-formal education are outlined in 232.</p>	<p>understanding, sense of belonging, and affection for the country and its citizens; and</p> <p>Encourage job experiences that help students become more oriented to the working world and get ready for honest, profitable labor.</p>	<p>Growth of critical and creative thinking abilities.</p>		<p>Elective subjects are added to the students' load to give emphasis on Science and Mathematics subjects, most especially in the field of Research and Statistics</p> <p>RBEC curriculum's effective use of traditional tools.</p>
<p>K to 12 Education</p>	<p>To begin with, the K–12 Program will not result in any extra workload. Only six hours of instruction each day is allowed by the Magna Carta for Public School Teachers. Act No. 4670 of the Republic</p> <p>Teaching Hours. Any teacher engaged in actual classroom instruction shall not be required to render more than six hours of actual classroom teaching a day, which shall be so scheduled as to give him time for the preparation and correction of exercises and other work incidental to his normal teaching duties ... any teacher may be required to render more than six hours but not</p>	<p>Establishing a viable basic education system that will generate responsible and productive people with the necessary competencies and skills for both employment and lifelong learning is the aim of the Enhanced K+12 Basic Education Program.</p> <p>To provide every student with the chance to obtain a high-quality education founded on a simplified, improved curriculum that is similar and acknowledged globally.</p> <p>To shift the public's idea that a high school education merely serves as a means of preparing for college; instead, it should enable one to take advantage of opportunities for profitable employment, self-employment,</p>	<p>Enhancing Universal Kindergarten and Early Childhood Education</p> <p>Adding Contextualization and Enhancement to Make the Curriculum Relevant to Students</p> <p>Making sure that learning is seamless and integrated (Spiral Progression)</p> <p>Developing Linguistic Proficiency (Mother Tongue-Based Multilingual Education)</p> <p>Getting Ready for the Future (High School Senior)</p> <p>Fostering the holistic development of Filipinos (21st Century Skills, College and Livelihood Readiness)</p>	<p>Languages, Literature, Communication, Mathematics, Philosophy, Natural Sciences, and Social Sciences</p>	<p>It is stressed that the Outcomes-Based Curriculum focuses more on the things the students are doing inside the classroom. The more the students do activities, the higher their chances of passing as well.</p> <p>Their understanding of the outcome-based education is also the same, they see OBE focusing on the outputs the students produce.</p> <p>K-12 curriculum significantly enriched holistic behavior of students through</p>

	<p>exceeding eight hours of actual classroom teaching a day upon payment of additional compensation at the same rate as his regular remuneration plus at least twenty-five (25%) percent of his basic pay.</p> <p>The second goal of the Enhanced K+12 Basic Education Program is to guarantee every Filipino the high-quality 12-year basic education to which they are entitled. This is in line with the 1987 Philippine Constitution's Article XIV, Section 2(1), which declares that "The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society."</p>	<p>and/or careers in a world that is changing quickly and becoming more interconnected.</p> <p>Create graduates with internationally recognized credentials and who are competitive on a global scale.</p>			<p>increased social interaction, activities, and participation in extracurricular activities.</p> <p>Encourages the development of social skills and reduces emotional stress and improves participation by means of performance-based learning.</p> <p>The focus of the K-12 curriculum on strict assessment and focused intervention to meet individual needs supported more engaged and goal-oriented behavior</p> <p>No Left Behind Policy</p>
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<p style="text-align: center;">K-12 MATATAG CURRICULUM</p>	<p>In adherence to RA 11476, or the GMRC and Values Education Act of 2020, the formation of the Filipino learners' values and the development of their characters will be intensified under the new curriculum. It will also integrate peace competencies that will highlight the promotion of non-violent actions and the development of conflict-resolution skills in learners.</p> <p>The 1987 Philippine Constitution which states that "The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society."</p>	<p>The MATATAG Curriculum aims to reduce the number of competencies and to focus more on the development of foundational skills literacy, numeracy, and socio-emotional skills of Kindergarten to Grade 3 learners, thus, decongesting the present K to 12 curriculums.</p> <p>The MATATAG or K to 10 curriculums, which will put emphasis on five important skills: language, reading and literacy, mathematics, makabansa, and good manners and right conduct.</p>	<p>MATATAG curriculum has four critical components, these are: (1) MAke the curriculum relevant to produce competent and job-ready, active, and responsible citizens; (2) TAKE steps to accelerate delivery of basic education facilities and services; (3) Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and (4) Give support to teachers to teach better</p>	<p>Kindergarten to Grade 10, including language, reading and literacy, mathematics, makabansa (patriotism), good manners and right conduct.</p> <p>Filipino and English will be introduced later in Grade 2, Science in Grade 3, and Social Studies, Music, Arts and Physical Education in Grade 4. 'Mother Tongue'</p> <p>Humanities will be dropped as subjects.</p>	<p>The MATATAG curriculum has integrated and intensified Good Manners and Right Conduct (GMRC) and Values Education, aligning with legal requirements.</p> <p>The adequacy of resources and support structures was highlighted as a crucial factor for overcoming these challenges, emphasizing that effective curriculum implementation relies on sufficient material and institutional support.</p> <p>The MATATAG Curriculum was expected to bring about significant improvements in teaching and learning practices, the success of these reforms depended on addressing the identified challenges and ensuring robust support for teachers throughout the</p>
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					<p>implementation process.</p> <p>The general competencies that the new curriculum offers in basic education science in the Philippines are (1) critical and creative problem solvers, (2) responsible stewards of nature, (3) innovative thinkers, (4) informed decision makers, and (5) effective communicators.</p> <p>The new MATATAG or K to 10 curriculum in basic science education offers relevant competencies for graduates to develop attributes crucial in the 21st century, Industry 4.0 and Industry 5.0.</p>
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CONCLUSIONS

All curriculums were in lined with the 1987 Constitution in Article XIV Sec. 1 states that "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. The curriculums were mandated in pursuant of 2001 Governance of Basic Education Act, the 1982 Education Act, and RA 11476 or the GMRC and Values Education Act of 2020.

Basic competences cannot be mastered by children due to an antiquated ten-year basic education program. Because they were under the age of eighteen, graduates of the previous curriculum were legally ineligible to work or launch a business. Inadequate practical applications and a wide curriculum are two major features of the previous educational system. Science, math, language, and the social sciences are among the vital subjects and abilities that the K–12 educational system helps students develop. Additionally, it aids in the development of fundamental abilities like writing and reading. Additionally, get comfortable using the abilities you need in real-world situations by practicing them. As a result, it helps students advance through the various grade levels by strengthening their cognitive and analytical skills.

The term MATATAG, which stands for "strong or unyielding principles," combines a heavy emphasis on peace education with the concepts of humanized education. It emphasizes flexibility to the changing labor market, which is a key objective of a responsive curriculum, and prepares students for real-world issues. Additionally, the focus on innovation and technology aligns with the dedication to speeding up education services, creating a contemporary and vibrant learning environment. Several aspects are involved in fulfilling the socio-emotional demands for effective learning, including a commitment to inclusivity, positive learning environments, and learner well-being.

Five distinct themes were found based on teachers' experiences implementing the curriculum. Theme 1: Transitioning from Direct Instruction to Self-Discovery Learning; Theme 2: Transitioning from Conventional Tools to Contemporary Technology; Theme 3: Transitioning from English-Only Instruction to Multilingual Education; Theme 4: Transitioning from Writing-Based Grading to Performance-Based Assessment; and Theme 5: Transitioning from No Read No Move to No Child Left Behind.

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