TEACHING FILIPINO CORE VALUES IN THE PHILIPPINE CLASSROOM

by:
Daisy S. Cortez
JRS Teacher III, Lamao National High School

One of the vital features of the K-12 program through its spiral curriculum is the integration of values education across disciplines. This is to give prime consideration to the importance of values in the educative development of students in basic education. Thus, schools could not remain value-neutral and still call themselves as “educational” institutions (Hill, 2002). Likewise, it highlights the uncompromised essence of values to the holistic formation of each student. But the main concern is the kind of values that teachers should teach to the students. Furthermore, the prime concerns are how to teach students the true essence of Filipino values that will be influential and will be their foundation in the future.

Filipino values hover into the core values that the Department of Education is embracing. These are “makatao, maka-Diyos, maka-kalikasan and maka-bansa”. These are the foundation of values of each Filipino student need to understand. On the same manner, teachers may integrate on their lesson by drawing connection to the present topic to the core values that is needed to be emphasized. The reality lies on the question about the Filipino understanding of the core values. Likewise, the application of Filipinos on their daily lives.

Filipinos are “makatao”. They are naturally altruist. They mind others and if there is an opportunity of showing it, they will not think twice on acting what the circumstance is offering them. To teach students to be “makatao” is to teach them to have the preferential option to the least and neglected citizens in the society. These are the poor, needy, orphans, old, and who does not have any capability of having good life. This values covers first to the family, school, local community and the world. Being
“makatao” is to value life. Students are taught such so as to expel any form of household violence like abortion, euthanasia, bullying, war and alike.

Further, “makatao” is to be generous. It is selfless service and giving to others especially to the needy. It is not simply giving alms to the mendicants but thinking on how to help them to alleviate their lives. Therefore, teaching students to be “makatao” is teaching them how to be generous in their little way. Generosity is not only focused on what material things to give but also on the service that somebody can provide without asking anything in return.

Filipinos are known to be religious and God-fearing. It is manifested through to the Filipino word “bahala na”. In a positive point of view, it means putting reliance to power of “Bathala” or God himself. This values can be exhibited through actions. This cannot just be revealed through scrupulous praying or hypocritical attendance on churches and religious activities that are so superficial and emotive. This can be shown through good action in everyday activity following what his or her religiosity is dictating. It can be in a form of refraining from doing immoral, unethical, and negative action. Thus, it is following the ones “good conscience” disregarding all erroneous and self-gratifying actions. Teaching and inculcating the values of “maka-Diyos” will help students to be good human beings and citizens.

To teach students to be religious is not to become scrupulous in prayer but on the personal relationship with God. It is putting in everything they do in light and in wisdom of the Supreme Being. Teachers are encouraged to teach students not to blame God for all the misfortunes that happening but rather looking at the bright side why things are happening. Likewise, to face challenges courageously as if these are just part of life and part of being human. Moreover, being religious is to show others that what they believe should transcend to their everyday lives.
The core values of being “maka-kalikasan” is a practical way of showing concern and respect to the environment. Philippines, having abundant natural resources is entrusted with many beautiful sceneries that are ought to be safeguarded and preserved. However, due to neglect and irresponsibility, it has resulted to unmeasurable destruction that lead to human catastrophe. Teaching students to be “maka-kalikasan” is educating them to love and respect nature. It can be through simple proper segregation of garbage in school and at home. It can be practiced through recycle, reuse and reduce. Lastly, they can participate in environmental volunteerism like coastal and community cleaning.

Love of one’s country cannot be disregarded. It converges love of nature and love of others. Connection lies on consequential relation that if one is “makabayan”, he or she will safeguard its resources. Further, he or she will do anything to preserve its natural resources. On the same manner, if one is “makabayan”, he or she will also love his or her countrymen as components of the society he or she is living. It parallels with love of God for if one loves his Supreme Being; he or she will love his “bayan”. Therefore, students are expected to imbibed patriotism and nationalism as manifestation of being “makabayan”. They are advised to love their country like the love of a son or daughter to his or her mother. It can be shown by contributing something for the benefit and welfare of the society. Likewise, they shall develop loyalty and pride as a Filipino. Hence, no matter what happened, they will be still proud that they are Filipinos.

It is the main task of a Filipino teacher to teach Filipino values to each Filipino students. Moreover, there is a need to understand that values is not just an overnight lecture that students can easily acquire. It is an experiential and habitual practice that needs an empirical connection to the person who is teaching it and to the students being given the instruction. It is a challenge for teachers be an example of these values to the students. Through actions, students may have clear and vivid experience on how to
become “makatao, maka-Diyos, maka-kalikasan and maka-bansa”. Furthermore, effectively teaching values to children demand that teachers should first narrow the scope of what is expected to the students and focus on efforts (Weigle, 2017).

Strive and persevere in building the students’ values!

References:
