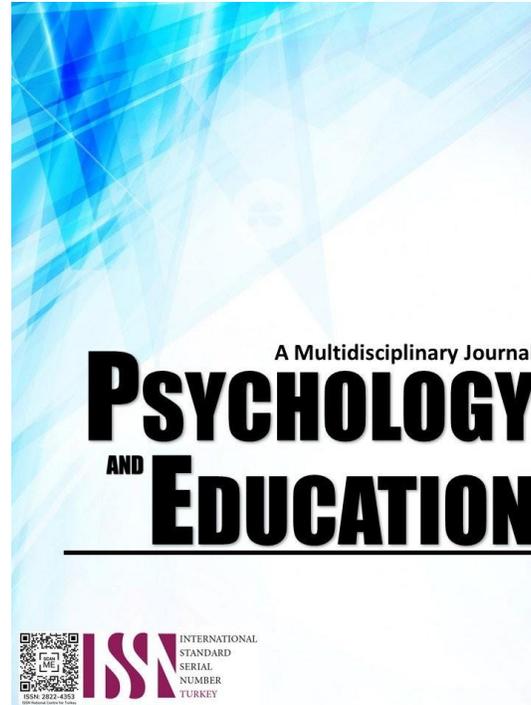


# TRADITIONAL VS. COMICIZED: EFFECTIVE WAYS FOR STUDENTS TO UNDERSTAND NOLI ME TANGERE



## PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 36

Issue 4

Pages: 446-456

Document ID: 2025PEMJ3473

DOI: 10.70838/pemj.360407

Manuscript Accepted: 03-15-2025

## Traditional Vs. Comicized: Effective Ways for Students to Understand Noli Me Tangere

Janine G. Gante,\* Desserie Mae E. Garan, Bernadette F. Ignacio, Kylene E. Mateo, Jernicko P. Roman, Elline G. Tobiaso, Ruzzel C. Santingyaman, Reynalyn L. Javier, John Carl Froi S. Carpo, Shelbert Lloyd S. Duncil, Jhoselle Tus

For affiliations and correspondence, see the last page.

### Abstract

Books play a crucial role in students' learning, serving as both educational tools and sources of inspiration. They provide valuable support in academic studies, helping students develop comprehension and analytical skills. However, barriers such as limited access to diverse reading materials can hinder students' interest in reading, affecting their learning outcomes. This study aimed to determine the effectiveness of traditional and comic-based methods in teaching Noli Me Tangere to students. The research involved forty-two (42) public school students, with data collected and analyzed through comparative methods. The findings revealed that the Noli Me Tangere comic method resulted in a three percent higher score compared to the traditional method. However, the difference between the two approaches was minimal, indicating that both methods were equally effective in facilitating students' understanding of the novel. This suggests that teachers can utilize either traditional or comicized materials in teaching Noli Me Tangere without significantly affecting student learning outcomes. The study highlights the importance of providing diverse instructional materials to cater to different learning preferences, ensuring that students remain engaged and motivated in their literary studies.

**Keywords:** *comicized, traditional, method, learning, Noli Me Tangere*

### Introduction

In modern times, teachers have used many modern methods in teaching literature such as the use of comics as a teaching method for some works. In the use of comics, the aspects necessary to start it are important. According to a study conducted by Candelaria (2022), If comics can be used in teaching, it can give students more ideas to bring historical events closer and make their learning from it more effective.

However, despite the change of method, the continued use of traditional methods by teachers cannot be avoided because this is the customary and customary teaching in the lesson. In teaching literature it is important to have different ways of teaching it to your students, especially in the novels written by Rizal Noli Me Tangere and El Filibusterismo. According to Ilano (2022), the study of novels written by Dr. Jose Rizal is one of those that gave us Filipinos an identity. In addition, the teaching of Noli Me Tangere will wake up the minds of students or young people to be open to what is happening in our society. Also in the study conducted by Largo (2021), Noli Me Tangere is one of the literary works taught in schools that gives awareness and lessons to students. Although it is long to study and read, there are also many lessons to be learned from the novel Noli Me Tangere.

There are also many studies about the impact of comics as a way of teaching literary works in Filipino. According to Ferrer (2019), with each increase in vocabulary knowledge, an individual's interest in reading Filipino Literature Works that contain figurative words also increases. So the researchers want to conduct a study to find out if the use of traditional and comics in the teaching of Noli Me Tangere is effective for students who are in secondary school especially when it comes to their active learning. I want to measure the difference between the two methods to find out what is more effective that teachers can use in the future by teaching other Filipino masterpieces.

Based on Opeña's (2023) study, the results show that 40% of children have difficulty understanding Noli Me Tangere using the traditional method or using thick books that their teacher makes them read. Meanwhile, 29% show a moderate level of understanding, 16% say it is easy, and 15% show great difficulty in understanding the novel. In the study conducted, it appeared that students in grade 9 experience difficulty understanding Noli Me Tangere using a traditional book. This is because of the words used in the novel that have a deep meaning that sometimes students cannot understand if they just read it. In this way, their understanding and interest in learning the novel is reduced using the traditional method.

The comic can contain little or no words and consists of images that can picture or compare text differences, which can affect more than depth. When there are images and images in the reading, it becomes a major medium of instruction. Images convey a message even when no text is included, and bring the subject to life. This is because visual representations are easy to understand. Through images, comics provide a deeper experience of reading and learning a story or concept (Ramos et al., 2018).

According to Marquez (2020), there are benefits to using Filipino comics to study literary works. His analysis showed that comics are a short but effective format for teaching and studying literary texts, such as Noli Me Tangere. Through comics, it is easier to understand and explain the complex concepts and characters in the novel, resulting in a deeper understanding and interest of the students in the said work. However, in a study conducted at North Eastern College, it was noted that there was no clear difference in students' learning

using the traditional method and the method being comicized.

The purpose of this study is to examine the effective method of traditional and comicized methods of teaching *Noli Me Tangere* to students. It shows which method is more effective in deepening the student's understanding of the novel *Noli Me Tangere* and in arousing their interest in the Filipino subject. According to a study by Bello et al., 2020, students have their own learning styles or strategies that share their academic development. In the context of teaching *Noli Me Tangere* or other masterpieces in Filipino, it is important to examine which strategy is most effective for them. Through this study, it can be determined which teaching method will deliver the best results for students, which can help their faster and deeper understanding of the work.

Currently, there are different methods used in teaching literature to make students' learning easier and more successful. According to Maramba (2018), today's generation is more critical and looking for reading materials that fit their interests. Based on Chingco (2017) "book" comes from the Latin word that refers to the combined printed words on paper that make up a large number of pages. It often becomes a symbol of hard work for students. Since ancient times, literary works were usually learned in traditional ways such as reading books.

The use of traditional books in the classroom as a teaching method for teachers paves the way to make learning easier for students. It is said that the use of traditional books is effective because the information is more presented in a story or what students will read. It is no longer enough that we will only base the teaching period on the texts printed in the books because the students are ready to face the modern change of teaching. The Role of Narrative Communicating Science, the use of comics allows for faster understanding of messages by looking at pictures and interpreting them, and it has a great help in understanding the story.

One of the effective teaching methods is the placement of images that will help students better understand a story and arouse their interest in literary works such as *Noli Me Tangere* only through a comicized method. These are the methods that teachers can use in teaching to make learning effective for students.

According to a study conducted by Kennedy (2024), using a traditional book can help in different ways in teaching. The unit will help students to have a strong grasp of the elements of literature, and give them the tools with which to discuss and write about these elements. By using traditional books, learning and having knowledge of various elements of literature and literature is solved. It is also said that teachers are the main source of knowledge in the class and students are the ones who receive the knowledge taught by the teacher that comes from the book. However, in the study of Sani et al., (2022), they want to know in their study if the use of comics is effective when it comes to teaching. And here they proved that the use of comics as a teaching strategy has a positive effect.

## Research Questions

The general problem of this study is to find out what is the effective way to teach *noli me tangere* to students. Through the following, the problem of this study can be answered:

1. How can students' interest/motivation be described while studying *Noli Me Tangere* using the traditional book?
2. How can students' interest/motivation be described while studying *Noli Me Tangere* using its comicized version?
3. How can the active learning of students be described after studying *Noli Me Tangere* using a traditional book?
4. How can active student learning be described after studying *Noli Me Tangere* using its comicized version?
5. Is there a significant difference between the traditional and comicized *Noli Me Tangere* in the way students understand it?

## Methodology

### Research Design

This study employed a quantitative research approach. The researchers utilized a questionnaire to determine the more effective method—traditional books or comics—for enhancing students' understanding of *Noli Me Tangere*. A descriptive-comparative research method was used to analyze which of the two mediums yielded better comprehension. According to Busayo (2023), descriptive-comparative research examines two variables without manipulation and follows a structured procedure to determine which is more effective. The purpose of this design was to assess the comparative effectiveness of traditional books and comics in aiding students' understanding of *Noli Me Tangere*.

### Respondents

In selecting respondents, the researchers employed purposive sampling. According to Nikolopoulou (2023), purposive sampling is a non-probability sampling technique in which participants are selected based on specific characteristics relevant to the study. The respondents were required to meet two criteria: they had to be Grade 8 students and must have used comics as a study material for *Noli Me Tangere*. A total of 42 students participated in the study. While Ames et al. (2019) noted that an excessively large sample size may hinder thorough analysis, Bonajee (2018) emphasized that a sample size of over 100 is generally sufficient for conducting a survey.

### Instrument

The researchers utilized two data collection methods: a 4-point Likert scale and a test questionnaire. Junior High School students were

chosen to respond to the study. The Likert scale was divided into three sections, assessing the role of traditional books and comics in content engagement and active learning. Respondents rated their agreement using a scale of 4 (fully agree), 3 (agree), 2 (disagree), and 1 (completely disagree). The test questionnaire required students to circle the letter corresponding to the correct answer. This section aimed to capture students' experiences with both traditional books and comics in learning Noli Me Tangere.

## Procedure

The researchers followed a structured process in collecting data to ensure accuracy and reliability. A formal consent letter was first submitted to a selected public school in Bocaue, followed by the distribution of parental consent forms to the respondents' parents. To assess the effectiveness of traditional books and comics in understanding Noli Me Tangere, the researchers administered a checklist, a 4-point Likert scale, and a test questionnaire consisting of 40 questions. The survey was conducted through Google Forms, allowing for both online and face-to-face data collection. These methods facilitated efficient data gathering, enabling respondents to engage with both traditional and comic book versions of Noli Me Tangere, ultimately providing valuable insights into the impact of different learning materials on students' comprehension of the literary work.

## Data Analysis

For statistical analysis of the data, the weighted mean of all respondents will be taken first from each question. This will be the guide for the researchers to answer whether the effective way for students to understand the work of Noli Me Tangere is traditional or made into comics. This weighted mean will be used to get the grand mean of each variable. The grand mean of each variable that emerged was given equivalent verbal interpretations.

Table 1. *Grand Mean and Verbal Interpretation for Domains "Traditional vs. Comicized: Effective Way and Understanding the work of Noli Me Tangere by Students"*

<i>Grand Mean</i>	<i>Verbal Interpretation</i>
3.51-4.50	<i>Lubos na Sumasang-ayon</i>
2.51- 3.50	<i>Sumasang-ayon</i>
1.51-2.50	<i>'Di Sumasang-ayon</i>
1.0-1.50	<i>Lubos na 'di Sumasang-ayon</i>

For domains that describe traditional vs. comics: effective method and understanding of the work Noli Me Tangere, it will be given a verbal interpretation by the researchers found in Table 1, as well as its weighted mean.

The Grand mean of 3.51- 4.50 was given a corresponding verbal interpretation that strongly agrees with and the 2.51-3.50 equivalents Agree and 1.5-2.50 was given the equivalent of 'disagree' and the lowest grand mean of 1.0-1.50 was equaled by researchers who strongly disagree to fully understand the data effective methods and understanding of students in the work Noli Me Tangere.

## Results and Discussion

In this section, the researchers carefully studied the collected data from the respondents who used to read the traditional and comic book of Noli Me Tangere. Here the researchers organize the analyzed data, which is compiled through the table to make it clearer to present the results from the statistical analysis conducted.

The results received were given a suitable verbal interpretation to fully understand the data in each table. Each table is translated clearly to show the meaning of the results received from the study, an explanation for the results obtained from the study, and at the same time, the collection of collected literature and studies from local and international to see if there are any similarities and differences in the study's written results. In this way, researchers can better confirm the results obtained from this study. It aims to strengthen the credibility and value of findings by comparing them in different contexts. In this way, researchers can reinforce the findings from this study.

According to statistical analysis, it shows that students are actively learning how to use a traditional book based on its grand mean of 3.20. This means that there is an active learning of students to use traditional books. It was also seen that 3.29 is the highest active learning where "easily remembers the characters in the novel read using the book", this shows that students have high active learning when studying Noli Me Tangere using the traditional book. Among those who got high use of the traditional book was "quickly learned the events of the story using the book" (3.24), "it is easier to remember the events of the story" (3.19).

Table 2. *Actively Learning Students Using Traditional Noli Me Tangere*

<i>Evaluative Statements</i>	<i>Mean</i>	<i>Adjectival Rating</i>	<i>Verbal Interpretation</i>
<i>1. Mabilis kong natutuhan ang mga pangyayari sa Noli Me Tangere gamit ang binigay na libro sa akin.</i>	3.24	<i>Sumasang- ayon</i>	<i>Aktibo</i>
<i>2. Dahil sa ginamit kong libro mas mabilis kong naunawaan ang nobela kahit mahaba ito.</i>	3.14	<i>Sumasang- ayon</i>	<i>Aktibo</i>
<i>3. Gamit ang libro na aking binasa nakatulong ito upang madali kong matandaan ang</i>	3.29	<i>Sumasang- ayon</i>	<i>Aktibo</i>



*mga karakter sa Noli Me Tangere.*

4. *Gamit ang libro na aking binasa maraming mga pangyayari ang mas madali kong naintindihan.* 3.19 Sumasang-ayon Aktibo

5. *Gamit ang libro na aking binasa tinapos ko ito dahil nagandahan ako sa kwento.* 3.14 Sumasang-ayon Aktibo

Grand Mean 3.20 Aktibo

Legend: 3.51 - 4.50 - Napaka-aktibo; 2.51-3.50 Aktibo; 1.51-2.50 - Bahagyang Aktibo; 1.0 - 1.50 - Hindi Aktibo

It also appeared that there was low active learning in the used book “quickly understood the novel even though it was still long (3.14). This shows that the use of the traditional book in the teaching method does not understand the novel as well even though it is long. The study also found that the active learning of using the traditional book “was low and ended because it was beautiful in the story” (3.14). It shows that students only finish reading the story because they are impressed by the novel they read.

Based on the study conducted by students of the University of North Carolina at Chapel Hili (2023), Active reading strategies lead to comprehension and retention and help students perform better in classes. Studies show that reading with a book can keep a reader reading and also helps to be active in various activities within the classroom. This proves that the use of traditional books is effective in teaching methods, especially in teaching novels like Noli Me Tangere. Using the book it is easy to remember the characters in the novel read by the students which based on statistical analysis is the highest obtained using the traditional book (3.29). According to Rengur, the results of the research show that the use of comics was more effective than the use of conventional media in student comprehension also agrees with the study of Rengur. It was only said that the use of comics is better, especially when it comes to learning students, just another proof of Rengur's research that the use of comics will improve the active learning of students. It only means that there are a few students who read and finish a story or novel because they follow the new and good works of a famous author (3.14). Because of the book used it is faster to understand the novel even though it is long and using the book students only finish reading the story because the novel they read was so beautiful that it was the lowest seen in statistical analysis using a traditional book.

It shows that there are still students who read because a story or novel is good, there is no denying that there are these types of students who are based only on the beauty of the story. It can still be seen that the use of a traditional book has an effect on the way of teaching even if a story or novel is only finished because of their wishes however they still know to have enough learning in any teaching method that a teacher will use.

Table 3. *Actively Learning Students Using the Comic Noli Me Tangere*

<i>Evaluative Statements</i>	<i>Mean</i>	<i>Adjectival Rating</i>	<i>Verbal Interpretation</i>
1. <i>Mabilis kong natutuhan ang mga pangyayari sa Noli Me Tangere gamit ang binigay na libro sa akin.</i>	3.45	Sumasang-ayon	Aktibo
2. <i>Dahil sa ginamit kong libro mas mabilis kong naunawaan ang nobela kahit mahaba ito.</i>	3.41	Sumasang-ayon	Aktibo
3. <i>Gamit ang libro na aking binasa nakatulong ito upang madali kong matandaan ang mga karakter sa Noli Me Tangere.</i>	3.18	Sumasang-ayon	Aktibo
4. <i>Gamit ang libro na aking binasa maraming mga pangyayari ang mas madali kong naintindihan.</i>	2.95	Sumasang-ayon	Aktibo
5. <i>Gamit ang libro na aking binasa tinapos ko ito dahil nagandahan ako sa kwento.</i>	3.27	Sumasang-ayon	Aktibo
Grand Mean	3.25	Sumasang-ayon	Aktibo

Legend: 3.51 - 4.50 - Napaka-aktibo; 2.51-3.50 Aktibo; 1.51-2.50 - Bahagyang Aktibo; 1.0 - 1.50 - Hindi Aktibo

According to statistical analysis, it appears that each statement is ‘students have active learning using comics. In total, there is a grand mean of 3.25. This is an indication that students have actively learned through comics. The highest is 3.45 “I quickly learned the happenings in Noli Me Tangere using the book I was given”. The lowest one is 2.95 “Using the book I read many events I understand more easily.

Based on Marquez's (2020) research, the use of comics in Filipino has positive effects on the study of literary works. His study revealed that formulating texts in comic book form is a concise but effective way to teach and study literary works, such as Noli Me Tangere. Using comics students quickly learn the events where they appeared in the statistical analysis obtaining a high there are 3.45. According to The Role of Narrative Communicating Science, it is said that the use of comics opens the way to better understanding messages by accepting pictures and interpreting them. This form of expression provides great help in understanding the story or concept being translated, as it provides visual context and life to information. Thus, concepts are easier to understand and emphasize by using comics.

It also helps stimulate their critical student thinking by analyzing the images drawn using adding images to the text which makes it easier for them to understand a story or novel. The comic still has the potential to be used as a teaching aid. In general, no matter what the teacher uses in the teaching method, it is still important for the students to learn. Also due to the consideration of the interest of the students, the teacher will get a correct or appropriate strategy for his lesson.

Table 4. *Interest/Motivation Of Students Using Traditional Noli Me Tangere*

<i>Evaluative Statements</i>	<i>Mean</i>	<i>Adjectival Rating</i>	<i>Verbal Interpretation</i>
------------------------------	-------------	--------------------------	------------------------------



6. Mula sa pagbabasa ng Noli Me Tangere ay napukaw ang aking interes upang makagawa ng sariling akda.	2.90	Sumasang- ayon	Interesado
7. Napukaw ang aking interes sa pabalat hanggang sa nilalaman ng nobela mula sa librong binigay sa akin.	3.14	Sumasang- ayon	Interesado
8. Mula sa Noli Me tangere ay nakapagbibigay ito ng positibong pananaw sa akin bilang isang mag- aaral.	3.38	Sumasang- ayon	Interesado
9. Sa pagbabasa ng Noli Me Tangere gamit ang librong ito ay nagkaroon ako ng interes na basahin pa ang susunod na akda ni Rizal.	3.19	Sumasang- ayon	Interesado
10. Sa pagbabasa ko ng Noli Me Tangere ay mas nagiging interesado ako na malaman ang mga malalalim na salita na nakapaloob dito.	3.43	Sumasang- ayon	Interesado
<b>Grand Mean</b>	<b>3.21</b>	<b>Sumasang- ayon</b>	<b>Interesado</b>

Legend: 3.51 - 4.50 - Napaka-interesado; 2.51-3.50 Interesado-; 1.51-2.50 – Bahagyang Interesado; 1.0 - 1.50 Hindi Interesado

Interest/Motivation data of Noli Me tangere study students using the traditional book were analyzed, presented and interpreted in Table 4.

Table 4 contains a mean regarding the interest/motivation of students towards their understanding of the literary work Noli Me Tangere with a descriptive evaluation of “interested” based on a total mean of 3.21 from the question with the highest mean, “in my reading of Noli Me Tangere I am becoming interested in knowing the deep words contained in this” (3.43) and in the lowest mean “from reading Noli Me Tangere aroused my interest to create my own” (2.90).

Ferrer's (2019) study, that student's interest in reading literary works has a high level of 3.94 mean from questions answered by students. The student's interest in the study of researchers, that they are interested towards understanding the work Noli Me Tangere in the way the traditional book is used.

**Table 5. Interest/Motivation Of Students Using The Comic Noli Me Tangere**

<i>Evaluative Statements</i>	<i>Mean</i>	<i>Adjectival Rating</i>	<i>Verbal Interpretation</i>
6. Mula sa pagbabasa ng Noli Me Tangere ay napukaw ang aking interes upang makagawa ng sariling akda.	3.05	Sumasang- ayon	Interesado
7. Napukaw ang aking interes sa pabalat hanggang sa nilalaman ng nobela mula sa librong binigay sa akin.	3.18	Sumasang- ayon	Interesado
8. Mula sa Noli Me tangere ay nakapagbibigay ito ng positibong pananaw sa akin bilang isang mag- aaral.	3.27	Sumasang- ayon	Interesado
9. Sa pagbabasa ng Noli Me Tangere gamit ang librong ito ay nagkaroon ako ng interes na basahin pa ang susunod na akda ni Rizal.	3.14	Sumasang- ayon	Interesado
10. Sa pagbabasa ko ng Noli Me Tangere ay mas nagiging interesado ako na malaman ang mga malalalim na salita na nakapaloob dito.	3.23	Sumasang- ayon	Interesado
<b>Grand Mean</b>	<b>3.17</b>	<b>Sumasang- ayon</b>	<b>Interesado</b>

Legend: 3.51 - 4.50 - Napaka-interesado; 2.51-3.50 Interesado-; 1.51-2.50 – Bahagyang Interesado; 1.0 - 1.50 Hindi Interesado

Data obtained from the Interest/Motivation level of students in the study of Noli Me Tangere using comics were analyzed, studied and interpreted by Table 5.

Table 5 contains results obtained about students' interest/motivation in understanding what they read in Noli Me Tangere using comic books. The obtained result from the descriptive evaluation is “interested”, it is based on the obtained total mean of 3.17. This is from the number 10 question which got the highest mean of 3.23 and the lowest question from the number 6 which got a mean of 3.05.

According to a study done by EdComics (2019), it is said that “comics have a real potential as an engaging and efficient medium for learning, but also helping teachers expand their methodology and resources in a variety of subjects” This study only says that this study is a comic method to improve students because it will further develop their ability to revive their interest and create their creation because here they can develop their positive views based on they read a work similar to Noli Me Tangere and we can also see from the result that because of the comic method they wanted to read other works by other writers such as our national hero Dr. Jose P. Rizal and learn more deep words.

Based on Seelow's (2020) study, when students read comics or create their own, they have an opportunity to develop their creativity, critical thinking, and communication and collaboration skills. According to this article, reading comics can help to develop a student's creativity to create original work, think deeply and critically.

**Table 6. Students Understanding Using Traditional Noli Me Tangere**

<i>R</i>	<i>Rating</i>	<i>Descriptor</i>
1	83	Kasiya-siya
2	78	Medyo kasiya-siya
3	70	Hindi naabot ang inaasahan
4	70	Hindi naabot ang inaasahan



5	83	<i>Kasiya-siya</i>
6	68	<i>Hindi naabot ang inaasahan</i>
7	65	<i>Hindi naabot ang inaasahan</i>
8	80	<i>Kasiya-siya</i>
9	78	<i>Medyo kasiya-siya</i>
10	75	<i>Medyo kasiya-siya</i>
11	80	<i>Kasiya-siya</i>
12	70	<i>Hindi naabot ang inaasahan</i>
13	68	<i>Hindi naabot ang inaasahan</i>
14	75	<i>Medyo kasiya-siya</i>
15	72	<i>Hindi naabot ang inaasahan</i>
16	72	<i>Hindi naabot ang inaasahan</i>
17	68	<i>Hindi naabot ang inaasahan</i>
18	73	<i>Hindi naabot ang inaasahan</i>
19	80	<i>Kasiya-siya</i>
20	72	<i>Hindi naabot ang inaasahan</i>
21	73	<i>Hindi naabot ang inaasahan</i>
Mean:	74	<i>Hindi naabot ang inaasahan</i>

Legend: Legend: 90-100 - Mahusay ; 85-89 - Lubhang kasiya-siya; 80-84- Kasiya-siya; 75- 79-Medyo kasiya-siya; Mababa sa 75- Hindi naabot ang inaasahan

Table 6 records the scores of students who used the traditional book. The result saw the highest score obtained was 83 top rankings that used the traditional book which means it was very satisfactory showing that respondents learned highly to use the traditional book from the question given by the scammers.

Meanwhile, the lowest score obtained by respondents in the use of the traditional book was 65 which was the last rank found in the recorded scores meant that the expectation was not met it shows that respondents learned low by using the traditional book. Overall, the results show the highest and lowest scores obtained by respondents using the traditional book.

According to Singh's study (2023), the book can grow the learning or understanding of a reader. So it can be noted that until today's generation teaching through the traditional method, teaching using the book. It will be noted that few of the students learn more about reading books than the alternative methods that appear in our generation today. It just means that from Singh's study, many students learn more about reading the book because they can fully read the information in it can be seen in the scores of those listed above that students learn highly in using traditional books.

Based on Belonta (2020), the use of a teaching book does not expand the discussion much for the teacher because it is based only on what is printed on it and there is some information that is not in order here. That is why teachers must keep up with the changes from the materials used to the strategies that will arouse the interest and understanding of the students. It can be noticed that some students find it difficult to learn through a book because of the long and boring reading, so it can be seen in the grades listed above that the student's learning score is also low using traditional books. However, it can still be noted that there is learning seen using the traditional book in the teaching method even though there is a low grade the result shows that students are still aware of learning in any teaching method to use.

Table 7. *Students Understanding Using the Comic Noli Me Tangere*

<i>R</i>	<i>Rating</i>	<i>Descriptor</i>
1	83	<i>Kasiya-siya</i>
2	77	<i>Medyo kasiya-siya</i>
3	87	<i>Lubhang kasiya-siya</i>
4	73	<i>Hindi naabot ang inaasahan</i>
5	78	<i>Medyo kasiya-siya</i>
6	77	<i>Medyo kasiya-siya</i>
7	68	<i>Hindi naabot ang inaasahan</i>
8	75	<i>Medyo kasiya-siya</i>
9	70	<i>Hindi naabot ang inaasahan</i>
10	78	<i>Medyo kasiya-siya</i>
11	72	<i>Hindi naabot ang inaasahan</i>
12	70	<i>Hindi naabot ang inaasahan</i>
13	63	<i>Hindi naabot ang inaasahan</i>
14	80	<i>Kasiya-siya</i>
15	63	<i>Hindi naabot ang inaasahan</i>
16	72	<i>Hindi naabot ang inaasahan</i>



17	75	<i>Medyo kasiya-siya</i>
18	92	<i>Mahusay</i>
19	90	<i>Mahusay</i>
20	90	<i>Mahusay</i>
21	73	<i>Hindi naabot ang inaasahan</i>
22	82	<i>Mahusay</i>
Mean:	77	<i>Medyo kasiya-siya</i>

Legend: Legend: 90-100 – Mahusay ; 85-89 - Lubhang kasiya-siya; 80-84- Kasiya-siya; 75- 79-Medyo kasiya-siya; Mababa sa 75- Hindi naabot ang inaasahan

A statistical analysis of the data showed that of the 21 who used a comic book 9 students who did not reach their expectations, 6 students got a relatively satisfactory one, 3 students who got what he enjoyed, 1 student got very satisfactory, and 1 student got very satisfactory, and 3 students scored well or highest. In total the comic book user has a mean 77 quite enjoyable. The students' learning of the literary work Noli Me Tangere using comics had a rather satisfying taste for him.

The use of comics in reading literature and literature is a teaching method practiced by teachers today. According to a study by Kachorsky and Reid (2022), the use of comics in teaching will support students' reading learning, as well as their motivation and interest in learning. This study also explains that elementary and secondary students prefer to use comics for reading books and essays. Based on Pange (2022), teaching using comics is also often used by teachers face-to-face or online. That's why in teaching reading books, they first use comics because it makes students understand and develop interest.

Table 8. *Measuring Significant Differences in Students' Active Learning*

<i>Gamit sa Pag- aaral</i>	<i>Mean</i>	<i>Computed t value</i>	<i>Critical t value (two-tailed)</i>	<i>p-value</i>	<i>Decision</i>	<i>Conclusion</i>
<i>Tradisyunal</i>	3.20					
<i>Isina- komiks</i>	3.25	0.4213	2.023	0.68	Accept Ho	<i>Walang Makabuluhang Pagkakaiba</i>

Table 8, shows the statistical relationship between the use of traditional book comics in measuring significant differences in the Active Learning of students in the work Noli Me Tangere. Explained the results that appeared in the table and were clarified by the researchers by providing the interpretation found at the bottom of the table and it was also accompanied by support through the relationships of the literature and studies to show the similarities and differences with previous local and international studies.

Table 8 shows the measurement of significant differences in the active learning of students who used traditional books and the active learning of students who used comics in the work Noli Me Tangere. The computed t-value 04213 is lower than the critical t-value of 2.023 showing that there is no difference in the active learning of the two student groups. The p-value of 0.68 higher than the set 0.05 level of significance further proves that there is no significant difference in the active learning of students who used traditional books and students who used comics.

In the study conducted by Amiang, Matell, and Rolida (2024), metacognitive reading will be more helpful to further develop students' reading skills and abilities. In this research, it is shown that having active learning because reading using metacognitive reading increases students' thinking skills. According to Suico's study (2021), a child's learning does not end with having knowledge and gaining wisdom alone. He also explained that learning is based on how the teachers will use and do it to teach Filipino literature.

As a result of the study, the student's active learning is still based on the teachers' how to teach Filipino literature, so we can say that even if the grades obtained by each method are low or high, it is still important that we choose worthy to improve the knowledge and learning of our students because as a teacher it is not we just have to be based on what talent we see in students but let's use the right method to shape and develop the knowledge of each student faster.

Based on a study by Mary Ann (2021), it appeared that the use of comics is effective in learning students from the work El Fili Busterismo appeared in the study that respondents scored high on the use of comics. It was also emphasized in Kendrick's (2022) study, that students' use of modular books within the class has the same effect on comics. The study proved that there was not much difference between the two because it had the same outcome. After all, the students' learning was based on what equipment they would use for learning.

It is only emphasized that it is still up to our teachers how to stimulate and capture the attention of students in the study of literature. No matter what the teacher uses in the teaching method, it is still up to the teacher to decide the method he will use that he knows will be suitable for the learning of the students.

Table 9. *Measuring a Significant Difference in Interest / Motivation of Students*

<i>Gamit sa Pag- aaral</i>	<i>Mean</i>	<i>Computed t value</i>	<i>Critical t value (two-tailed)</i>	<i>p-value</i>	<i>Decision</i>	<i>Conclusion</i>
<i>Tradisyunal</i>	3.21					
<i>Isinakomiks</i>	3.17	0.2574	2.020	0.80	Accept Ho	<i>Walang Makabuluhang Pagkakaiba</i>

Table 9 shows the statistical relationship between the use of traditional books and comics to the interest/motivation of students in

Akdang Noli Me Tangere. The explanation of the results that appeared in the table was clarified by the researchers by providing the interpretation found below the table and it was also accompanied by support through the relationships of the literature and studies to show the difference of its interest/motivation in the predecessors of local and international studies.

Table 9, is the measurement of the significant difference in the interest/motivation of students who used traditional books and students who used a comic book to study the work Noli Me Tangere. A computed t-value of 0.2574 is lower than the critical t-value of 2.020, showing that the two groups of students lost interest or motivation differences. The p-value of 0.80 higher than the set 0.50 level of significance further proves that there is no significant difference in the interest or motivation of students to use traditional books and students to use comic books.

According to Del Castillo (2020), direct methods and alternative teaching techniques have a great impact on the various abilities that students acquire. Here the teacher can test which teaching technique raises the students' level of understanding and learning. It tests the strength of two teaching techniques used by the teacher. Knowing each student's ability, the teacher considered what approach and technique he would use on his students. So we can say that even if the teacher uses a traditional method or a comic method, nothing will change the interest and motivation of the students because it still depends on my teacher what kind of style he will use to make it faster and easier. the learning of his students.

Also based on Guinto's (2021) study, it still depends on our teachers how we can stimulate and capture the interest of students in the study of literature. It only says that no matter what the teacher uses in the teaching method, it is still up to the teacher to decide the method he will use that he knows will be suitable for the learning of the students. It shows that using a traditional book and a comic book teaching method is just as pointless as the teacher still has a specific teaching method style of how he can overcome the interesting and effective learning of the student.

According to Belonta's study (2020), we can say that the way teachers teach in a school has a huge impact on the quality of education what style they will use, and what they will do so that their students can learn quickly, but I am talking about what method is correct. use it comically or traditionally, we can say that nothing will change the interest and motivation of the students studying because there is no difference between my two what they will use.

Table 10. *Measuring Significant Differences in Students' Understanding*

<i>Gamit sa Pag-aaral</i>	<i>Mean</i>	<i>Computed t value</i>	<i>Critical t value (two-tailed)</i>	<i>p-value</i>	<i>Decision</i>	<i>Conclusion</i>
<i>Tradisyunal</i>	74.00	1.3021	2.026	0.20	Accept Ho	<i>Walang Makabuluhang Pagkakaiba</i>
<i>Isinakomiks</i>	77.00					

Table 10, shows the statistical difference between students' learning using traditional books and comic books in the study of the work Noli Me Tangere. The explanation of the results that appeared in the table was clarified by the researchers by giving an interpretation that is placed and found in the lower part of the table and the appropriateness of the related literature and studies to show the significant differences in the learning of the students.

Table 10 is the measurement of significant differences in the learning of students who have used traditional books and students who have used a Comic book to study the work Noli Me Tangere. The computed t value of 1.3021 is lower than the critical t value of 2.026, it shows that there is no difference in learning between the two groups of students. The p-value of 0.20 higher than the set 0.05 level of significance further proves that there is no significant difference in learning students to use traditional books and students to use comic books. According to their study by Dulce et al. (2021), it has been noted there is no clear difference in students' learning using the traditional method and the method used in comics however the study says that there is no difference in what method the teacher uses whether it is traditional and Comics are the same outcome of learning students who use it. Dulce et al.'s study only means that the use of traditional and Comicized does not make a significant difference so the result of this study also found that the percentage difference between the two methods is not far because there is no significant difference between the two methods.

Also based on Pabellano's (2021) study, the results of the study found that students' use of comics cultivates students' understanding of the story they read. Further, the use of comics or traditional methods used is no different from the understanding of students. This study only proves that no matter what students use in their understanding, it is still based on what equipment they will use because it comes from how they understand a lesson.

## Conclusions

The researchers drew several conclusions based on a thorough analysis of statistical results and relevant studies conducted among grade-eight students in a public school in Bocaue, Bulacan. The study revealed no significant difference between traditional books and comics in aiding students' comprehension of Noli Me Tangere. As a result, the researchers developed a combined approach that integrates elements of both traditional books and comics to serve as a foundational learning tool for studying the novel. This hybrid output, a Noli Me Tangere book featuring colored illustrations alongside comprehension questions, offers a fresh perspective on literary learning. It is designed for future use by students and teachers as a starting point for exploring the novel. Additionally, this blended method was further innovated by incorporating digital formats such as CDs, making it more accessible through modern technology for classroom instruction.

To further enhance and refine the research findings, the following recommendations were made: First, the development of a book that merges comics and traditional text is suggested to simplify complex literary concepts and stimulate students' imagination. Second, teachers are encouraged to utilize a module that includes guiding questions and tasks to promote active student engagement and deeper comprehension. Lastly, future researchers are advised to conduct a more extensive study on the differences between comic-based and traditional books, incorporating a larger sample size to determine whether a significant distinction exists between these two methods and to gain further insights into their effectiveness.

## References

- ABS-CBN News (2019). DEPED, HIRAP ITURO ANG FILIPINO, PANITIKAN SA ILALIM NG K-12. <https://news.abs-cbn.com/video/news/11/13/18/deped-hirap-ituto-ang-filipino-panitikan-sa-ilalim-ng-k-12>
- Acabal et al. (2023). PANANALIKSIK SA KAGAMITANG PANTURO: KOMIKS. <https://www.studocu.com/ph/document/cebu-technological-university/komunikasyon-sa-akademikong-filipino/pagsusuri-at-pagpapakahulugan-cabelis-at-acabal/52806103>
- Ahmad, P. S., & Ma'rifatulloh, S. (2023, October). The Effectiveness of Using Comic Strips Toward Students' Reading Comprehension on Narrative Text. *ELT Worldwide Journal of English Language Teaching*, 10(2), 276. DOI:10.26858/eltww.v10i2.50567. <https://www.researchgate.net/publication/374927649>
- Akcanca, N. (2020). An alternative teaching tool in science education: Educational comics. *International Online Journal of Education and Teaching (IOJET)*, 7(4), 1550-1570. <http://iojet.org/index.php/IOJET/article/view/1063>
- Ali, M. (2019). EPEKTO NG PAMAMARAANG KOMIKS SA ANTAS NG KOMPREENSYON SA PAGBASA. <https://www.coursehero.com/file/p5e107hp>
- Alipato, F. W. (2017). Pagsusuri sa mga obra maestrang isina-komiks tungo sa pagbuo ng pamantayan sa pagsusuri ng pantulong na kagamitan sa antas sekundarya. <https://tuklas.up.edu.ph/Record/IPP-00000658064>
- Ames et al. (2019). PURPOSIVE SAMPLING IN A QUALITATIVE EVIDENCE SYNTHESIS: A WORKED EXAMPLE FROM A SYNTHESIS ON PARENTAL PERCEPTIONS OF VACCINATION COMMUNICATION. <https://bmcomedresmethodol.biomedcentral.com/articles/10.1186/s12874-019-0665-4>
- Angelo, P. (2021, January 18). Wordless: Interpreting Visual Sequence as Storytelling. <https://www.semanticscholar.org/paper/>
- Brown, C. (2023, June 6). Comics in Education: Benefits and Attitude. <https://the-artifice.com/comics-education/>
- Candellara, J. L. (2022). Pagbabasa at pagsusuri ng pangkasaysayang komiks bilang pantulong sa pagtuturo. Kaalaman at Pamamaraan sa Pagtuturo ng Kasaysayan (pp.126–132). Chapter: 11. Publisher: U.P. Lipunang Pangkasaysayan. <https://www.researchgate.net/publication/350251477>
- Chang, I. (2020). Open versus Traditional Textbooks: A Comparison of Student Engagement and Performance. *International Journal of Teaching and Learning in Higher Education*, 32(3), 488-498. <https://files.eric.ed.gov/fulltext/EJ1300061.pdf>
- Degollado, F. N. (2021). KABISAAN NG E-KOMIKS SA PAGTUTURO NG NOBELANG EL FILIBUSTERISMO. <https://www.instabrightgazette.com/blog/kabisaan-ng-e-komiks-sa-pagtuturo-ng-nobelang-el-filibusterismo>
- DeHart, J. (2019). Using Comic Books for Serious Learning. *EduTopia*. <https://www.edutopia.org/article/using-comic-books-serious-learning>
- Dungca, G. E. (2022). Our best komiks of 2021. *CNN Philippines Life*. <https://www.cnnphilippines.com/life/culture/literature/2021/12/31/our-best-komiks-of-2021.html>
- EdComix (2019, November 15). Comics for Education: An engaging teaching and learning approach. <https://logopsycom.com/comics-for-education-an-engaging-teaching-and-learning-approach>
- Ferrer, C. (2019). Epekto ng Kaalamang Bokabularyo sa Interes sa Pagbabasa ng mga Akdang Panitikang Filipino ng mga Mag-aaral. <https://www.researchgate.net/publication/338779348>
- Ikalimang Lipon-CP11, (2019). Paghahambing ng Internet at Libro Bilang Instrumento sa Pagkatuto ng mga Mag-aaral sa ICT sa Arellano University-Malabon. <https://www.coursehero.com/file/39870172/Patricia-Nicole-Liberatodocx>
- Gatchalian, G.G.H. (2021). Ang Pagtuturo ng Wika at Panitikan ng Pilipinas Gamit ang Teknolohiya sa Panahon ng Pandemya. <https://www.researchgate.net/publication/35695945>
- Giacotto, (2020). Using Comics to Teach. <https://www.languagemagazine.com/2022/08/03/using-comics-to-teach>
- Hanna, D. (2023). Aktibong Pag-aaral. <https://www.studocu.com/ph/document/san-mariano-national-high-school/araling-palipunan/aktibong-pag-aaral/71490560>

- Hernandez et al., (2021). Pagsasakomiks ng mga Alamat ng Pitong Lawa sa Pagtuturo ng Panitikan at ang Kasanayan sa Pagsulat ng Buod. <https://zenodo.org/records/5157705>
- Mailizar, M., Johar, R., Safitri, Y., & Sulastri, S. (2023, January). Using Comics in Teaching Mathematics to Improve Junior High School Students' Disaster Awareness. *Jamba: Journal of Disaster Risk Studies*, 15(1). DOI:10.4102/jamba.v15i1.1345. [https://www.researchgate.net/publication/368021605\\_Using\\_comics\\_in\\_teaching\\_mathematics\\_to\\_improve\\_junior\\_high\\_school\\_students'\\_disaster\\_awareness](https://www.researchgate.net/publication/368021605_Using_comics_in_teaching_mathematics_to_improve_junior_high_school_students'_disaster_awareness)
- Malones, (2023). Komiks Bilang Kagamitang Pampagturo. <https://pdfcoffee.com/komiks-bilang-kagamitang-pampagturo-pdf-free.html#Maria+Lyn+Mar+Malones>
- Mandado, J. (2021). Isang Analisis sa mga Piling Disertasyong Nagsuri ng Nobela Tungo sa Pagbuo ng Pantulong na Kagamitan. [https://lukad.org/wp-content/uploads/2021/12/volume1\\_issue2\\_mandado\\_December2021.pdf](https://lukad.org/wp-content/uploads/2021/12/volume1_issue2_mandado_December2021.pdf)
- Marites, R. (2018). Epekto ng Pamamaraang Komiks sa Antas ng Komprehensyon sa Pagbasa Bilang Bahagi ng Pangangailangan sa Titulong Master ng Sining sa Pagtuturo ng Filipino. [https://www.academia.edu/31234619/EPEKTO\\_NG\\_PAMAMARAANG\\_KOMIKS\\_SA\\_ANTAS\\_NG\\_KOMPREHENSYON\\_SA\\_PAGBASA\\_Bilang\\_Bahagi\\_ng\\_Pangangailangan\\_sa\\_Titulong\\_Master\\_ng\\_Sining\\_sa\\_Pagtuturo\\_ng\\_Filipino](https://www.academia.edu/31234619/EPEKTO_NG_PAMAMARAANG_KOMIKS_SA_ANTAS_NG_KOMPREHENSYON_SA_PAGBASA_Bilang_Bahagi_ng_Pangangailangan_sa_Titulong_Master_ng_Sining_sa_Pagtuturo_ng_Filipino)
- Minggu, (2022). Kahalagahan ng Komiks sa Pag-aaral. <https://kahalagaimpormasyon.blogspot.com/2022/05/kahalagahan-ng-komiks-sa-pag-aaral.html>
- Miomir. (2021). Comics as an Educational Tool. <https://www.k12digest.com/comics-as-an-educational-tool>
- Morel, M. (2019). Comics as an Educational Resource to Teach Microbiology in the Classroom. *Journal of Microbiology & Biology Education*. <https://journals.asm.org/doi/10.1128/jmbe.v20i1.1681>
- Nikopoulou (2023). What is Purposive Sampling? <https://www.scribbr.com/methodology/purposive-sampling>
- Opeña, J. V. (2023). Ang Pagtatagpo ng Noli Me Tangere at Telebisyon: Batayan sa Mungkahing Gabay ng Guro (Teacher's Guide). *International Journal of Multidisciplinary Educational Research and Innovation*, 1(3), 140-160. <https://doi.org/10.5281/zenodo.8326092>
- Pabellano, M.C, & Carada, I.G. (2021). Paggamit ng Interaktiv E-Komiks sa Pagtuturo ng Kuwentong Pambata at Pag-unawa sa Pagbasa. Version v1. <https://zenodo.org/records/5157326>
- Panjaitan, R.G.P. & Ningsih, K. (2020). Effectiveness of Comics on Student Learning Outcomes. *Jurnal Pena Sains*, 7(1), 18-24. DOI:10.21107/jps.v7i1.6377. <https://www.researchgate.net/publication/341869603>
- Pelzner, J. (2023). Comparing Comics and Illustrated Texts in Multimedia Learning. UNLV Theses, Dissertations, Professional Papers, and Capstones. <https://digitalscholarship.unlv.edu/cgi/viewcontent.cgi?article=5760&context=thesesdissertations>
- Precilla, Z. (2018). Kahalagahan ng Komiks. <https://www.scribd.com/document/444067813/Kahalagahan-ng-komiks-1-docx>
- QinPrinting. (2023). How to Use Comics as Teaching Tools in the Classroom. <https://www.qinprinting.com/blog/how-to-use-comics-as-teaching-tools/>
- Rengur, Z.A., & Sugirin. (2019). The Effectiveness of Using Comic Strips to Increase Students' Reading Comprehension for the Eighth Grade Students of SMPN 1 Pundong. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 330. <https://www.atlantis-press.com/article/125912828.pdf>
- Riki T. & Matthew M. (2019). Nobody Wants to Read Anymore! <https://clelejournal.org/article-4-nobody-wants-read-anymore/>
- Ronald, C. (2020). Pananaliksik Ukol sa Epekto ng Ginagamit na Makabagong Visual Aid ng mga Guro sa Akademikong Pagganap ng mga Mag-aaral sa Senior High School. [https://www.academia.edu/35892417/PANANALIKSIK\\_UKOL\\_SA\\_EPEKTO\\_NG\\_GINAGAMIT\\_NA\\_MAKABAGONG\\_VISUAL\\_AID\\_NG\\_MGA\\_GURO\\_SA\\_AKADEMIKONG\\_PAGGANAP\\_NG\\_MGA\\_MAG\\_AARAL\\_SA\\_SENIOR\\_HIGH\\_SCHOOL](https://www.academia.edu/35892417/PANANALIKSIK_UKOL_SA_EPEKTO_NG_GINAGAMIT_NA_MAKABAGONG_VISUAL_AID_NG_MGA_GURO_SA_AKADEMIKONG_PAGGANAP_NG_MGA_MAG_AARAL_SA_SENIOR_HIGH_SCHOOL)
- Roth. (2020). Making a Case for Comic Books in the Classroom. <https://circulatingnow.nlm.nih.gov/2022/06/30/making-a-case-for-comic-books-in-the-classroom/amp/>
- Sentürk, M. (2021). Educational Comics and Educational Cartoons as Teaching Material in the Social Studies Course. <https://files.eric.ed.gov/fulltext/EJ1297182.pdf>
- Singh, A. (2023). Importance of Books in Students' Life. <https://www.theasianschool.net/blog/importance-of-books-in-students-life/>
- Sevillano, M. (2020). Mga Pananaliksik sa Wika at Kulturang Pilipino. <https://www.elcomblus.com/mga-pananaliksik-sa-wika-at-kulturang-pilipino/>

Simon, R. (2020). Can Comics Improve Pre-College Science Education? <https://scicomm.plos.org/2020/10/20/can-comics-improve-pre-college-science-education/>

Stanborough. (2019). Benefits of Reading Books. <https://www.healthline.com/health/benefits-of-reading-books>

Susanto, A. (2021). The Effect of Comic Strips as an English Teaching Media Toward Students' Reading Ability in Descriptive Text. *EDUTECH Journal of Education and Technology*, 4(3). DOI:10.29062/edu.v4i3.148. <https://www.researchgate.net/publication/350046960>

Tamba, M. J. (2019, February). Pagsasakomiks bilang kagamitang pampagtuturo. <https://www.scribd.com/document/560098082/Pagsasakomiks-Bilang-kamitang-pampagtuturo>

UCLA Library. (2023). Comics & graphic novels. <https://guides.library.ucla.edu/comics-studies>

University of North Carolina at Chapel Hill. (2023, November 27). Reading textbooks effectively. <https://learningcenter.unc.edu/tips-and-tools/reading-textbooks-effectively/>

Velasco. (2019). Proyekong LINGAP Komiks (Likhang Instrumento na Gabay Aral sa Pagbasa sa paraang pa-Komiks) ng Baitang 7. <https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/10660>

Wang, Y. (2022). A comparative study on the effectiveness of traditional and modern teaching methods. DOI:10.2991/978-2-494069-89-3\_32.

[https://www.researchgate.net/publication/368491097\\_A\\_Comparative\\_Study\\_on\\_the\\_Effectiveness\\_of\\_Traditional\\_and\\_Modern\\_Teaching\\_Methods](https://www.researchgate.net/publication/368491097_A_Comparative_Study_on_the_Effectiveness_of_Traditional_and_Modern_Teaching_Methods)

Yonzon, B. (2022). Kamandag ng Komiks. *Opinyon*. <https://opinyon.net/opinion/kamandag-ng-komiks#title>

Zhenglong, D. (2024). Ano ang libro? <https://tl.isuperman.tw/Ano-ang-libro%3F/>

## Affiliations and Corresponding Information

### **Janine G. Gante**

Jesus Is Lord Colleges Foundation Inc. – Philippines

### **Desserie Mae E. Garan**

Jesus Is Lord Colleges Foundation Inc. – Philippines

### **Bernadette F. Ignacio**

Jesus Is Lord Colleges Foundation Inc. – Philippines

### **Kylene E. Mateo**

Jesus Is Lord Colleges Foundation Inc. – Philippines

### **Jernicko P. Roman**

Jesus Is Lord Colleges Foundation Inc. – Philippines

### **Elline G. Tobiaso**

Jesus Is Lord Colleges Foundation Inc. – Philippines

### **Ruzzel C. Santingyaman**

Jesus Is Lord Colleges Foundation Inc. – Philippines

### **Reynalyn L. Javier**

Jesus Is Lord Colleges Foundation Inc. – Philippines

### **John Carl Froi S. Carpo**

Jesus Is Lord Colleges Foundation Inc. – Philippines

### **Shelbert Lloyd S. Duncil**

Jesus Is Lord Colleges Foundation Inc. – Philippines

### **Dr. Jhoselle Tus**

Jesus Is Lord Colleges Foundation Inc. – Philippines