

Development and Validation of a Human Geography Module for Social Studies Instruction

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Date received: September 23, 2024

Date revised: December 10, 2024

Date accepted: December 26, 2024

Originality: 95%

Grammarly Score: 99%

Similarity: 5%

Recommended citation:

Guro, A.A., Rombraan, A., & Guimba, W. (2024). Development and validation of a human geography module for social studies instruction. *Journal of Interdisciplinary Perspectives*, 3(1), 258-265.

<https://doi.org/10.69569/jip.2024.0518>

Abstract. The research's main objective is to create a comprehensive module to enhance students' understanding and appreciation of Human Geography. Utilizing a mixed-method approach within a developmental design framework, the study involves developing and validating the module, supported by feedback from six expert validators. The validation process employs a standard checklist and measures the module's effectiveness through the Content Validity Index (CVI), which shows strong approval from validators. Additional insights are gathered from structured interviews with thirty participants, further affirming the module's positive reception. The abstract suggests that the module significantly improves student engagement and learning outcomes, with the potential for future studies to explore its long-term impact on educational practices in social studies. This streamlined version is concise, focusing on essential information to ensure a complete research summary, aligning with academic standards and contributing to the field's advancement.

Keywords: Content Validity Index (CVI); Curriculum development, Human geography; Mixed methods research; and Social Studies instruction

1.0 Introduction

Education inside the four walls of the classroom is insufficient to create good citizens as it revolves around the students practicing the knowledge they have acquired and applying it to influence others. With that in mind, the Mindanao State University College of Education implemented the new Social Studies curriculum in 2018. This program imparts information on the six disciplines, namely Geography, History, Anthropology, Economics, Political Science, and Sociology, preparing learners to become responsible citizens, critical thinkers, innovators, and more, thus providing the students the means to understand society's functions and acquire the skills to adapt to a culturally diverse world. This, in turn, allows them to establish a connection with the ever-changing world around them.

The Social Studies domain includes Human Geography, an important area of study that examines the dynamic relationships between people, places, and environments and how these evolve and space. Abu Talib, Mohamad,

and Wahab's (2015) study states that numerous modules have been developed with various goals in mind, including enhancing motivation, facilitating the teaching and learning process, raising the bar for leadership, and more. A module is a collection of ideas related to the topics covered in each unit that aids in mastering one subject before going on to the next subtopic. Despite its importance, no module has yet been developed for SSE103 (Human Geography), leaving practicing teachers and students without a standardized reference for teaching and learning this course. This gap in instructional resources highlights the need for a well-designed module to serve as a comprehensive guide for educators and learners.

2.0 Methodology

2.1 Research Design

Utilizing a mixed-method research design, as Creswell & Creswell (2018) outlined, this approach integrates quantitative and qualitative data to facilitate a comprehensive understanding of the module's effectiveness. The research design involves distributing a modified 24-item checklist adapted from Abdelmohsen (2020) to six validators and conducting interviews with 30 Social Studies students using open-ended questions to assess the perceived usefulness of the module. This study was conducted at the MSU Marawi campus and Al-Khwarizmi International College (AKIC) during the 2022-2023 academic year, capitalizing on their proximity and accessibility to reduce logistical challenges and costs.

2.2 Research Participants

The research participants comprised six validators chosen for their expertise in Social Studies education, including professors from the History Department and a professor from RC-Al Khwarizmi International College Foundation Inc. (RC-AKIC), as well as thirty (30) students who had completed the Human Geography course. This selection aligns with the principles outlined by Auta et al. (2021), emphasizing that involving experts enhances the reliability and credibility of the study.

2.3 Research Instrument

The research instruments used were a modified and content-validated 24-item checklist adapted from Abdelmohsen (2020) for the validators and an interview guide for the students, with questions adapted from Goode (2003) to facilitate in-depth responses.

2.4 Data Gathering Procedure

Data gathering was planned to ensure comprehensive coverage and high validity of the findings. Validators were first asked for feedback on the module draft, followed by a validation checklist to confirm the content's appropriateness. Student interviews were conducted to gauge the module's practical utility and usability, with all responses carefully recorded and documented.

2.4 Data Analysis

The researchers employed both quantitative and qualitative data analysis in their examination and interpretation of the obtained data. The survey data were categorized according to the method of data collection. The content validity of the developed module was assessed by applying the I-CVI and S-CVI, which were developed by Yusoff's (2019) study, to the data collected from the experts. Meanwhile, for the quantitative data analysis, the data acquired started with a series of interview transcripts, which were then analyzed for usefulness. Following transcription, the researchers used theme analysis to narrow the data and draw some findings. The usefulness of the designed module was assessed using a thematic analysis of the student replies. The investigators conducted a theme analysis based on the following, adhering to Braun and Clarke's (2006) stages framework: Familiarization, Coding, Constructing Themes, Review and Modification, Defining Themes, and Writing, Interpretation, and Analysis.

2.5 Ethical Considerations

Ethical considerations were rigorously adhered to, with participant consent obtained and confidentiality maintained as per the guidelines of the ethics committee that approved the study. The specific protocol number and committee name should be included to fulfill academic standards. This structured methodology allows for the replication of the study and provides clear insights into the module's educational impact.

3.0 Results and Discussion

3.1 Feedback and Suggestions of the Validators

The validators' comments on the initial draft of the produced module, along with the recommendations that were required for revision, are presented in the first section. The input and recommendations data collected were helpful in a later iteration of the module. Many comments and suggestions were given throughout the first phase. This section included an overview of the key findings, their interpretation, and a discussion of their importance and study implications. The information allowed the researchers to ascertain the opinions of each validator regarding the module, which was then examined to achieve the goal of having a validated module. Many modifications and additional research were sparked by the recommendations made. Furthermore, the researchers ensured that the validators were part of the validation process. The feedback was essential in raising the overall standard of the results since it offered constructive or critical comments, demonstrated what might be altered, and gave straightforward suggestions about what needed to be improved. Three categories, Learning Activities, Content, Format and Design, and Learning Outcome, were used to group the input.

Learning Objectives

According to the feedback and suggestions of the six (6) validators V1, V2, V3, V4, V5, and V6 on the module's Learning outcomes, the learning outcomes are relevant to the topics of each chapter in the module. It is clearly stated, measurable, and attainable, and the objectives consider the student's needs. While the suggestions are specific to the course objectives/outcomes, it is too summarized; *"Change the word 'demonstrate' in your learning outcomes," "specify how many weeks," or "write 'At the end of this module...'" and "mention that the learning outcomes are from the compendium of CHED"* and that the *"objectives are better if they are outcome-based."* As Abdelmohsen (2020) stated, the learner-centered approach is the module's primary goal. In other words, the module is guided by the learning outcomes, which were established following a thorough examination of the requirements of the Foundation Program students. The curriculum was methodically and meticulously designed to present engaging and valuable writing assignments.

To help create timely and meaningful learning objectives, it was recommended that the learning objectives adhere to the SMART Framework. As a result, the researchers updated the modules' learning objectives (L.O.) by incorporating the SMART Framework, which specifies that learning objectives should be Specific, Measurable, Attainable, Reliable, and Time-Bound under the Validators' recommendations. The researchers have considered the initial capitalization, concision, alignment, and integration of activities into the learning objectives. By addressing these issues, the updated module becomes more logical and easier to use, which makes it simpler for teachers and students to understand and apply. Moreover, the researchers have exhibited a resolute dedication to conforming to the compendium syllabus, conserving the module's significance in the broader curriculum. The researchers have convincingly attempted to address the recommendations and criticisms offered by the validators appropriately.

Learning Content

As to learning content, Table 1 summarizes the key feedback from validators and respondents regarding the Human Geography module, highlighting areas for improvement in language, content, organization, and relevance. Revisions addressed these concerns by simplifying terminology, enhancing depth and accuracy, adding relevant topics, and ensuring systematic organization and proper referencing to improve the module's overall quality and usability.

Learning Activities

It effectively illustrates the valuable contributions of the validators, showcasing the enhancements made to the learning activities based on their insightful input. Their feedback says that the module has creative assignments, is simple and easy to understand, appropriate to the learners' ability, presents clear directions, and assessments are inclined toward the forward learning outcomes. The feedback also says that it is irrelevant to the evaluation that is inclined with the learning outcomes; the module is very relevant, simple, easy to answer, appropriate to the learners' ability, and presents clear directions. The feedback also adds, *"It is all right since we followed the Commission on Higher Education (CHED) Compendium."* Their suggestions for the learning activities are to make them uniform; other suggestions include writing 1 individual activity or writing more group activities and improving assessment.

The module underwent a series of revisions, including the format and design; it was recommended to use high-definition images, straightforward color maps, and larger font sizes for the references and final units. Consequently, the researchers converted the complex maps into simple maps, converted to high-definition images, and increased the font size in the final units and references. It is also advised to rearrange the format, alter the font style, add more context, and put the important words in bold. To make it more formal and make important terms easier, the researchers followed the validators' instructions, rearranged the format, altered the font style, and added more context.

Table 1. Key feedback from validators and respondents regarding the Human Geography module

Aspect	Feedback from Validators and Respondents	Revisions and Improvements Made
Terminology and Language	- Students may struggle with complex terminologies. - 90.7% found language simple and easy to understand.	- Simplified terms and removed technical jargon. - Added more visual content to aid understanding.
Content Clarity and Accuracy	- Content is accurate, but some sources are questionable. - Some passages were grammatically incorrect.	- Corrected grammatical errors and ensured coherence. - Integrated valid references and followed APA format.
Content Depth and Relevance	- The module is too summarized and lacks depth. - 87.5% agreed that the content was comprehensive, and 90.6% found them topic-relevant.	- Added detailed explanations, case studies, and contemporary issues. - Introduced a unit on main characteristics.
Organization and Flow	- The sequence of topics is good, but units are unevenly treated. - 96.9% agreed that the module was systematic.	- Reorganized units for balance and flow. - Eliminated redundant content for conciseness.
References and Citations	- More references and recommendations are needed for further reading. - Avoid in-text citations.	- Included ample references, books, and films. - Avoided in-text citations but ensured adherence to APA guidelines.
Terminology and Language	- Students may struggle with complex terminologies. - 90.7% found language simple and easy to understand.	- Simplified terms and removed technical jargon. - Added more visual content to aid understanding.
Content Clarity and Accuracy	- Content is accurate, but some sources are questionable. - Some passages were grammatically incorrect.	- Corrected grammatical errors and ensured coherence. - Integrated valid references and followed APA format.
Content Depth and Relevance	- The module is too summarized and lacks depth. - 87.5% agreed that the content was comprehensive, and 90.6% found them topic-relevant.	- Added detailed explanations, case studies, and contemporary issues. - Introduced a unit on main characteristics.
Organization and Flow	- The sequence of topics is good, but units are unevenly treated. - 96.9% agreed that the module was systematic.	- Reorganized units for balance and flow. - Eliminated redundant content for conciseness.
References and Citations	- More references and recommendations are needed for further reading. - Avoid in-text citations.	- Included ample references, books, and films. - Avoided in-text citations but ensured adherence to APA guidelines.
Suggested Topics	- Include topics like Universal Humanitarian Law, OFWs, Extrajudicial Killings, Political Asylum, and Global Warming.	- Added these topics with supporting content. - Focused on relatable and contemporary examples.
Spelling and Formatting	- Nearly 85% agreed that contents were free from spelling errors.	- Ensured proofreading to maintain error-free content. - Enhanced presentation and formatting for readability.

Format and Design

For the feedback, the validators said there are too many pictures, which is disarranged; two columns are okay in the module, and the pictures provided a nostalgic feeling. Another validator said it is “*beautiful*” and more contextualized. Maps are better if they can be distinguished by color, the format/layout is not well organized, the language is clear, concise, and motivating, and instructions are not concise and easy to follow. As for the suggestions of the validators 1-6, the researchers should change the font style, include a large clear map, enlarge references for people with poor eyesight, and provide points if the pictures are realistic or formal. Course rationale and descriptions should be on one page, and the course change unit should be on one cover page. Arrange the format, use simple maps with colors, use high-definition images, and enlarge the font size. Furthermore, the validators stated that these changes will make the materials more student-guided.

The format and design modifications significantly improve the developed module's efficacy for teachers and students. Furthermore, by correcting mistakes based on the validators' suggested comments, a more formal and instructional module is given to the students. Adding extra content, like suggested videos, enhances the learning experience, making it more enjoyable. With the Validators' suggestions, the researchers could organize the module properly. Introducing a new format that divides subtopics into discrete lessons allowed students easy accessibility. The researchers have shown that they are dedicated to offering an accessible and interactive learning tool that meets students' needs and preferences and contributes to improving the quality of education. These unique contributions have been crucial in ensuring that the module offers clarity, engages students, and accommodates a variety of learning styles. By incorporating the feedback from the validators, the developed module has been improved and brought closer to the expectations and goals of education. It is now a more thorough, interesting, and student-focused resource.

3.2 Content Validity Index Results

The results from the validators indicate positive findings regarding the content validity of the instructional module. The Content Validity Index (CVI) method was employed to assess content validity, leveraging its strengths in providing both item-level (I-CVI) and scale-level (S-CVI) metrics. The CVI approach is recognized for its simplicity, focus on consensus, and effectiveness in demonstrating content validity (Davis, 1992; Grant & Davis, 1997; Lynn, 1986; Polit & Beck, 2007). The instructional material includes five facets across 24 items, evaluated on a 5-point Likert scale, adapted from Abdelmohsen (2020). Table 2 outlines the constructs and items analyzed.

Table 2. Content Validity Index Result

unit	I-CVI	interpretation
Unit 1	1.00	Accepted
Unit 2	1.00	Accepted
Unit 3	1.00	Accepted
Unit 4	1.00	Accepted
Unit 5	1.00	Accepted
Unit 6	1.00	Accepted
Unit 7	1.00	Accepted
Unit 8	1.00	Accepted
Unit 9	0.87	Accepted
S-CVI= 0.99		

The module underwent a comprehensive review during its refinement, guided by the validators' feedback. Insights highlighted the importance of clarity, alignment with course objectives, engagement, and diverse learning activities to accommodate varied learning styles. The evaluation included I-CVI and S-CVI metrics, using validator responses to assess relevance.

Suggestions from validators emphasized refining learning outcomes, enriching content, improving formatting, and revising learning activities. These inputs informed thorough revisions to ensure the module's effectiveness. The validated and revised Human Geography module is now well-positioned to deliver a valuable and engaging learning experience. Table 3.3 below indicates an exceptionally high agreement among validators, confirming the instructional module's relevance and alignment with its objectives.

3.3 Effectiveness of the Developed Instructional Module

The data gathered from thirty (30) BSEd-Social Studies students who have completed the SSE103 course on the usefulness of the developed module in SSE103 was transcribed and analyzed using thematic analysis.

Clear and Concise Learning Outcomes

In this study, most student participants reported that the developed instructional module is easy to understand because it has clear and concise learning objectives. Sewagegn (2020) believes that learning objectives should be expressed regarding performance or behavior. Teachers and students should be able to understand the same terms. If teachers are going to assess objectives effectively, they need to be specified.

Comprehensive, Detailed, and Organized

Comprehensive, detailed, and organized objectives help the students easily determine what they should learn and focus on every topic. Some of the student participants say that the developed instructional module's contents

could satisfy each topic's objectives. It had pictures that satisfy the learning process. This theme emphasizes the respondents' recognition that the learning outcomes are comprehensive and detailed, as well as the content covered within the module and the assessment methods used to measure the achievement of these outcomes.

Easy to Understand

According to the eleven (11) student participants, the learning outcomes of the module were really easy to understand. It is well-written in precise terms that help the student understand clearly. Overall, the student participants believed that the modules developed by the researchers were very clear, concise, comprehensive, detailed, organized, and easy to understand.

3.4 Accuracy of the Developed Instructional Module

There are three generated themes: the content of the developed instructional module has credible sources, precise and accurate content, and is easily understood.

Credible Sources

In this study, five (5) participants mentioned that our developed instructional module has accurate content because it is from a reliable or credible source. Module creators can guarantee that learners have access to accurate, authentic, and valid material by including reputable sources in their modules. In addition to improving the educational experience, this encourages critical thinking, reasoning supported by evidence, and a greater comprehension of the subject. One of the student respondents says that everything is in there. Everything is precise and accurate because it is written as the information is not made-up but is facts with credible sources that can be seen in its references.

Precise and Accurate Content

This theme suggests that the developed module achieved accuracy through the thorough and rich incorporation of essential information. The information is factual, clearly stated, and organized with a purpose. The subject also highlights how important it is to convey information succinctly to improve overall accuracy. The participants gave several justifications for their evaluations of the accuracy of the module's content. They pointed out that the module's content is thoroughly studied and aligned with the curriculum.

Easily Understood

Out of the thirty (30) student participants, four (4), specifically P8, P10, P23, and P22, stated that the module's content was once again very easy to understand or understandable. All in all, the participants believed that the content was accurate and precise, easily understood, and came from reliable and credible sources.

3.5 Assessments of the Developed Instructional Module

Two generated themes were concluded: assessment-reinforced content and fun and engaging student assessments.

Assessment - Reinforced Content

The respondents pointed out that the module contained assessments that successfully reinforced the information reflected in this theme. It represents the belief that the module's assessments benefit the learning process and closely match the subject matter. The participants greatly appreciate the fact that the evaluation is aligned with the module's content and learning objectives. They also draw attention to the fact that several assessments were employed in creating the module. According to Martin et al. (2021), it is critical to give students a range of assessments at different points in the course so they may track their progress in learning. They discover that the assessment's questions are directly related to the subjects taught in each lesson, strengthening their comprehension of the subject matter.

Assessments are Fun and Engaging for Students

Surprisingly, the developed module has assessments that reinforce the content and are fun and engaging for the students. The major goal of assessment in schools should be to give teachers and school leaders interpretative information about their impact on students so that these educators have the best information possible about what steps to take with instruction and how they need to change and adapt, as stated by Bartlett (2021). We often use

assessments in the classroom to let students know how they are doing and where they stand. This is significant, of course, but more so is the application of this data to educate educators about their influence on learners. It is very effective to use assessments to give teachers feedback. Moreover, this power is enhanced when the tests are accurate, timely, and connected to the material teachers teach.

3.6 Usefulness as a Learning Tool

A generated theme is extracted to address the research question, which is that it is recommended as a teaching tool.

Recommended as a Teaching Tool

The module is highly recommended as a teaching tool since it is well-written. According to Mulyasa (2005), the module's main purpose is to improve the efficiency and effectiveness of learning, including time, funds, facilities, and energy to achieve goals optimally. Most of the student participants in this study indicated that the developed module is very effective and could be used as a teaching tool. They will use it to be an effective teacher in a way that will allow them to turn human geography lessons into engaging and entertaining for students. Some say this is enough for them to understand the lesson, especially when they do not have internet access. Therefore, the comprehensiveness, validation procedure, thorough content, and distinctive features of the module were important aspects that contributed to their favorable inclination.

Overall, the results of the different topics demonstrate how beneficial and effective the designed module is as a teaching tool and for students alike. The participants seemed to have responded positively to the module. First, praise has been given to the learning outcomes for their clarity and conciseness. This shows that the goals of the module are clearly understood by the students, which is important because it helps to direct their learning process. The value of a module is increased when the content is dependable, and students can rely on the information offered. The themes of assessment-reinforced content and self-sufficient learning implied that the module efficiently aligns assessments with the content, fostering a deeper comprehension of the subject matter and giving students the power to take responsibility for their learning.

The acknowledgment of variations in the learning pace underscored the module's adaptability in meeting each learner's unique learning needs. Efficiency through accessibility draws attention to how quickly and effectively the module can support learning, underscoring its value. The module's visual appeal is enhanced by adding images, colors, and pictures, which may increase its effectiveness. There were no clear areas for improvement or confirmation verification, which suggested that the module's quality was highly trusted. The lack of areas of concern reinforces this view. On top of that, the participants saw the module as a useful teaching tool and recommended it as a learning resource. These two themes implied that the program is valuable and practical, able to help educators and students alike.

4.0 Conclusion

This study effectively summarizes its key findings, emphasizing the strong agreement among validators regarding the suitability of the newly developed instructional module for SSE103 for formal classroom use at Mindanao State University-Main Campus. Both validators and student participants recognized the module's potential to enhance understanding, increase interest in social studies, and improve academic performance, which is crucial for preparing future educators. This positive feedback supports the recommendation for the faculty and administration to consider potentially integrating this module into their teaching strategies to enrich the educational experience and outcomes. Additionally, the conclusion could be enhanced by suggesting future research directions, such as exploring the long-term effects of the module on student performance or its adaptability to different educational contexts. Further studies could also investigate the module's effectiveness in other cultural settings, extending its relevance and application globally in social studies education. By highlighting these points, the conclusion would recap the study's significant contributions and frame the research within a broader context, encouraging ongoing scholarly inquiry and practical application in educational settings.

5.0 Contributions of Authors

The authors indicate equal contribution to each section. The authors reviewed and approved the final work.

6.0 Funding

This work received no specific grant from any funding agency.

7.0 Conflict of Interests

The authors declare no conflicts of interest about the publication of this paper.

8.0 Acknowledgement

We extend our heartfelt gratitude to our module validators, Prof. Arafat L. Mapandi, Dr. Tirmizy E. Abdullah, Prof. Adam T. Acmad, Prof. Elizabeth A. Miranda, Prof. Jihan S. Bacug, and Prof. Almahdi G. Alonto, as well as our proofreader, Ms. Sittie Nashiba M. Mama, for their invaluable contributions.

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