Welcome to Lukad: An Online Journal of Pedagogy

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Lukad: An Online Journal of Pedagogy

On behalf of the Lukad Editorial Board, I would like to welcome you to our inaugural issue. Lukad is the official biannual open access journal of the Philippine Normal University – South Luzon (PNUSL), Philippines. It is a peer-reviewed, interdisciplinary and multidisciplinary journal of pedagogy that seeks to publish research articles, monographs and book reviews across different topics within education with special emphasis but not limited to the following: (1) Technology and Livelihood Education; (2) Pedagogy; (3) Culture and Heritage; (3) Sustainable Education; (4) Critical History; (5) Literacy; and (6) Local history.

The word *lukad* was chosen as a name for this journal because the PNUSL is geographically located in the coconut basket of the Philippines—Lopez, Quezon. *Lukad* is a Tagalog term that refers to both the process and the product. *Lukad* as a process is typically referred to as the copra-making process. It is thus attributed to the process of removing the dried coconut kernel from the coconut shell. This process involves a meticulous and laborious way of extracting the coconut meat. This process, according to Avila (2018), undergoes 12 stages: These are *paghahawan* (farm cleaning), *pangangawit* (dislodging), *pag-iipon* (gathering), *paghihila* (hauling), *pagtatapas* (dehusking), *pagbabaak* (splitting), *paghahanay* (piling), *pagtatapa* (heating), *pagtitigkal* (scooping), *pagsasako* (bagging) and *pagbebenta* (selling). With this process comes the product called *lukad*, a term that is synonymous with copra. Lukad, therefore, can be considered as a process and a product.

Departing from its telos (end or purpose), however, *lukad* is more than copra-making. The real telos of *lukad* is to obtain oil. Coconut oil is used for food (cooking), fuel (biodiesel), animal feeds and industrial-based applications for cosmetic production. As a result, *lukad* is a series of extraction of *kabuo* (coconut). This extraction can be obtained either from a dry process or a wet process. The dry process is copra-making, whereas the wet process uses *paggagata* (process of emulsion of coconut milk) and from the *gata* (coconut milk), the oil can be obtained naturally or mechanically. Naturally, the oil will be separated from the water by the fermentation process. Mechanically, the oil can be extracted from the coconut milk by the extreme heat of the centrifugal machine. The coconut oil extracted from both the dried and wet process can be considered both as finished product and as raw materials depending on the telos of the consumer.
These complex lukad processes have been a century-old industry in the Quezon province. This industry has evolved into not only a source of income, but also a way of life. As a result, life as a means of subsistence cannot be divorced from its philosophical, sociological, historical, psychological, and political contexts. It is from this that the Lukad Journal takes its mission. This mission could only be realized through decentralization, decolonization, and democratization of pedagogy by grounding it with indigeneity, livelihood, industry and innovation. This pedagogy, therefore, is not just an art of teaching, but it could also be used as a form of social theory. Lukad attempts to establish a pedagogy that is neither solely an art of teaching nor exclusively a social theory, but rather both an art of teaching and a social theory.

The maiden issue of this journal is a testament to its aims. In its attempt to establish a holistic pedagogy, the journal was able to have contributors from various disciplines and specializations.

The first article is that of Lita A. Bacalla (2021) of Cebu Normal University. With its aim to develop a regional language model for model analysis, her article examines the verbal affixation of the Cebuano-Visayan language. Using qualitative with purposive sampling design, it found out that the Filipino language is similar with Cebuano-Visayan. However, the former has fewer middle attachments or infixes than the latter. Like any other language, Cebuano-Visayan has also been used in daily activities and public spheres such as religion, education, livelihood and culture for it is impossible to separate language from culture. The model that was created finally helps language specialists to study or analyze their own native language or dialect.

The second article is that of Rohaiba B. Radiamoda (2021), a PhD student from National Sun Yat-sen University of Kaohsiung, Taiwan and an Alumna of University of the Philippines – Cebu. It is titled “The Impact of Neoliberalism on Philippine Public Education and the Aid of the Special Education Fund'' and looks into the impact of neoliberalism to Philippine Education by critically examining the state of Philippine public schools in a macro level and the role of Specific Education Fund (SEF) in micro level. This study has shown that the contradictory neoliberal ideology with the chronic and systemic corruption broadens the gap between the rich and the marginalized.

Beajourne Sirad A. Ramirez’s (2021) essay titled “My Experience!/ Your Experience?: The Banality of Evil in interpreting the Martial Law Experience” is the third article. It uses Hannah Arendt’s banality of evil in understanding the conflicting narratives and interpretation of Martial Law years. To understand the events that transpired during those times, the narratives of Mijares, Manapat and Encarnacion Tadem were utilized. The Banality of evil is a product of Arendt’s documentation of the trial of the Nazi official, Adolf Eichmann, in Jerusalem. This banal evil operates on the inability to think of a person, the economic root for such evil to prosper and the rise of private concerns in the society rather
than the public concern. Ramirez argues that these descriptions can be applied to the Martial Law years as expounded by Mijares, Manapat and Encarnacion Tadem. These only show the destruction of public life in the Philippines as the favored few sought power and material gain at the expense of other people. Along with the destruction of public life, the conflict of interpretations about the events that transpired during those times will continuously materialize.

The fourth article is that of Dean Edward A. Mejos (2021) of the University Santo Tomas Graduate School titled “Loving as Knowing in Jean-Luc Marion’s Notion of Love: Some Reflections on Teaching Philosophy”. It is a starting point for a more detailed philosophical research and part of a large phenomenology research project. Mejos reflects on the notion of love by Jean-Luc Marion’s notion of love may enrich the pedagogy on teaching philosophy by adding a deeper and rich understanding of love, rather than simply treating it as emotional or irrational. Philosophical teaching of love, accordingly, can also foster a deeper self-understanding, which can in turn also encourage more mutual appreciation. This has been so because love can be a new way to see and a requirement for knowledge for love is a process which enables others to comprehend and drives others. It creates the conditions for the other, without any condition or limitation, to appear from himself. Love also opens up the self to the other.

Jayson L. De Vera, Marisol D. Andrada, Alwielland Q. Bello and Mary Grace D. De Vera’s (2021) article titled “Teachers’ Competencies in Educational Technology Integration on Instructional Methodologies in the New Normal” is the fifth in this journal. It examines the competencies of new teachers in integrating learning technology. This is anchored in Philippine Professional Standards for Teachers, in areas that focus on the positive use of ICTs. The study used a mixed methodology design for research. The result of the study suggests layers to be improved not only by teachers but also of our education stakeholders like that of the Teacher Education Institutions (TEI), and the Philippine government. The authors recommend further professional development in the integration of technology in the development, assessment and management of online learning environments for novice teachers. The TEIs must strengthen their curricula to provide pre-service and in-service teachers with a holistic educational integration of instructional methodologies. The Philippine government, on the other hand, must provide teachers with resources to prepare training materials like ICT rooms, technical support technicians, laptops, and Internet connectivity. With this, the study concluded that the current situation of our country’s education system requires a greater push and optimism so that we can make progressive changes. Teachers should consider personal initiative, welcome possible ways to improve the current system, and become part of our country’s reforms that help to raise awareness and meet challenges and efforts.

The sixth article is that of Rodrigo D. Abenes and Jerwin M. Mahaguay titled “F. P. A. Demeterio III: Simula sa Pagbubuo Hanggang sa Pakikibahagi”. It gives us as an ambiance of being observers and listeners of a few mentor-mentee conversations. By using...
email interview as a method, the paper looks into the Demeterio’s personal account on his own intellectual and praxiological development. Abenes and Mahaguay periodizes this into four stages: (1) Formative Years (1969-1994), (2) Academic Radicalization (1994-2008), (3) Academic Filipinization (2008-2014) and (4) Radical Humboldtianism (2014-present). Based on the correspondence, the authors conclude that there is a need to embrace the philosophy and practice of education of Humboldt in order to strengthen research for knowledge production as the main driver to socio-economic development.

This maiden edition of the Lukad Journal would not have been possible without the help of its Editorial Board. Our sleepless nights from conceptualization to implementation have paid off. Allow me also to thank the members of our editorial advisory board: Dr. Roel V. Avila (Executive Director & Provost of PNU South Luzon) for his continuing support; Dr. Marie Paz E. Morales (Director for Publication of PNU & Editor-in-Chief of Normal Lights), Dr. Jove Jim S. Aguas (Editor-in-Chief of Philosophia), Dr. Roland Theaus DS. Pada (Editor-in-Chief of Kritike), Dr. Adonis P. David (Director of EPRDC), and Dr. Inero V. Ancho for assisting us in journal management and processes; Dr. Lordinio A. Vergara (the Vice President for University Relations and Advancement of PNU) and Dr. Ronald Allan S. Mabunga (Vice President for Research and Quality Assurance of PNU) for guiding and inspiring us with planning up to launching. I would also like to express my gratitude to Dr. Bert J. Tuga (President of PNU) and Dr. Feorillo Petronillo A. Demeterio III (Director-URCO of DLSU) for supporting us in our endeavors.

References


