

Educational Implications of Ibanag Life World in Afi Festival

JAY R BAYANI

Cagayan State University
Carig Campus, Tuguegarao City, Philippines

Abstract

The Afi Festival is a culturally significant event that is celebrated by the Ibanag community, and this abstract presents a study that focuses on the educational consequences of introducing the Afi Festival into the curriculum. The festival is known as the Fire Festival. The purpose of this study is to investigate the possible advantages of culture-based education by investigating the role that the Afi Festival plays in fostering comprehensive educational opportunities for students. In this study, which makes use of a qualitative research design, the cultural characteristics of the festival, its historic practices and the relevance of those aspects to modern educational frameworks are investigated in depth. In-depth interviews, participant observation, and document analysis are the three components of the study technique that are used to capture the numerous aspects of the influence that the Afi Festival has on educational practices. In addition to this, the study investigates the points of view of the educators, students, and members of the community who participated in the preparation and celebration of the festival. According to the findings, including the Afi Festival in the educational program creates one-of-a-kind possibilities for experiential learning, advances cultural comprehension, and advances inclusive educational practices. Students have a deeper understanding for the significance of cultural variety and intercultural conversation when they participate in hands-on activities that give them first-hand knowledge of Ibanag traditions, heritage, and core beliefs. Students are instilled with a sense of pride and belonging through participation in the Afi Festival, which acts as a vehicle for the preservation of the cultural identity and heritage of the Ibanag community. Students are given the opportunity to enhance their critical thinking abilities and get a deeper knowledge of complex cultural dynamics through participation in the Afi Festival, which bridges the gap between what they study in the classroom and what they experience in the real world. The study argues in favor of education methods that are rooted in culture and that respect and include indigenous traditions while also fostering sustainable practices and environmental awareness. The research underscores the necessity of collaborative partnerships between educational institutions and local communities in the process of producing curricula that is culturally sensitive. This emphasis is placed on community participation. The findings of this study highlight the potentially game-changing effects that would result from incorporating the Afi Festival into the educational scene. Culture-based education provides the way for a learning environment that is more inclusive, enriching, and interrelated. This is accomplished through recognizing the significance of local knowledge and appreciating the diversity of cultural practices.

Keyword: Afi festival, life world, educational implications, culture-based instruction

Introduction

The Philippines is famous for its lavish and one-of-a-kind celebrations, which have the ability to win the hearts of anybody who is lucky enough to experience the beauty of these events. A few of the components that go into making up a festival include people dancing in the streets and displaying unique and mouthwatering treats. Even though members of the current generation live in a different way than their predecessors did and may not be as successful as their forebears were, their cultures live on in their hearts, and they continue to pass them on to others.

The celebration is not complete without the dances and rituals that play an important role in illustrating the social importance of life, as well as the behaviors, attitudes, beliefs, and culture of the community. In addition to this, they expose the conventional means of subsistence practiced by the various ethno-linguistic communities and represent the fundamental principles that underpin their existence. Every ethnolinguistic group in the Philippines has its own distinct set of dances and rituals, which might be occupational, courting, ritual, or healing-related, as well as communal.

The name "Afi Pavvurulun Festival" is a compound term that combines the meanings of fire and unity. Fire is an essential component of life. Ibanag people and culture wove a tapestry of impact on the lives and celebration of life of every Tuguegarao, according to the research that was done on the cultural heritage and history of Tuguegarao City. Not only did *afi*, or fire, play an important part in their ceremonies and customs, but it also featured prominently in their regional folklore, distinctive *unoni* (proverbs), and even their religion. The indigenous Ibanag people, who dwell in the northern area of the Philippines, have a rich cultural inheritance that is tightly intertwined with the traditional methods of thinking and carrying out the activities that they have always done. It is one of the most significant cultural events that the Ibanag people celebrate, and it is a lively celebration that has enormous educational value in terms of preserving and passing on the Ibanag way of life to future generations. The Afi Festival is one of the most important cultural occasions that the Ibanag people celebrate. This research, which has already been finished, delves into the educational repercussions that the Ibanag way of life has, as demonstrated by the Afi Festival. This is done with the intention of shedding light on the significance of the festival in terms of shaping the cultural identity of the Ibanag people, the transmission of information, and the communal togetherness that it fosters.

The Afi Festival is an annual celebration that is rich in rituals, performances, and the telling of stories. It is a cultural event that is absolutely intriguing. The information, history, and values held collectively by the Ibanag people can be effectively communicated through the use of all of these components. The objective of this research is to analyze the significance of the festival as an ongoing educational platform, which brings together different generations in order for them to learn from one another, share their experiences, and pass down their cultural heritage. Through an investigation of the many dimensions of the Afi Festival, this study intends to discover the fundamental educational factors that contribute to the maintenance of Ibanag traditions and customs. In order to accomplish this goal, we shall investigate the many distinct facets of the festival.

In this study, comprehensive anthropological research is used to analyse the many different components of the Afi Festival. Some of these features include the festival's rituals, songs, dances, oral histories, and other forms of artistic expression. Because the researchers were interested in gaining an understanding of the depth of knowledge that is embedded in this one-of-a-kind celebration as well as its significance in today's society, they engaged in conversation with significant members of the Ibanag community as well as cultural practitioners and attendees of the festival. It is of the utmost significance to have a strong grasp of the educational ramifications that the Afi Festival may have, particularly in light of the fact that modernity and globalization may constitute a threat to the survival of native cultures. It is also of the utmost importance to have a solid understanding of the educational implications that the Afi Festival may have. As members of the younger generations in the Ibanag community become more exposed to the outside world, there is a growing need to identify and appreciate the significance of the Afi Festival as a critical platform for cultural learning and identity development. This is because the Afi Festival is a crucial platform for cultural learning and identity development. The significance of the Afi Festival is brought into focus by this exchange.

The findings of this study present vital new information that sheds light on the significant significance that the Afi Festival plays in the sustained academic success of the Ibanag people. The research presents a strong case for supporting and maintaining such traditional events as vital components of the local educational landscape by disclosing the ways in which the festival supports cultural pride, social cohesiveness, and a sense of belonging. This is done by revealing the ways in which the research reveals the ways in which the festival supports cultural pride, social cohesiveness, and a sense of belonging. Finding out the various ways in which the festival contributes to the development of cultural pride, social cohesiveness, and a sense of belonging is one method to accomplish this goal.

In addition, they use fire as the primary driving force that motivates them to put in a lot of effort in order to achieve both a plentiful crop and a fiery awakening of the community in order to achieve both individual and community objectives. The Afi festival celebrates the city's long and illustrious history while also looking to the present and the future. As a result, the purpose of this study was to record and investigate the Ibanag life world as it relates to Afi dance in terms of the educational implications and opportunities it presents.

This research that was only just recently finished on the educational implications of the Ibanag life world as seen in the Afi Festival provides an interesting exploration into the value of cultural events in sustaining and sharing indigenous knowledge. If politicians, educators, and community leaders first identify the inherent educational worth of the celebration, then it is possible for them to collaborate in order to incorporate and celebrate such cultural traditions into contemporary educational practices. This will make certain that the Ibanag cultural tradition is preserved for future generations to take up and carry on.

Statement of the Problem

1. What educational framework in the promotion and preservation of Ibanag culture can be adopted in schools?

Research Methodology

An in-depth cultural analysis of the AFI festival was accomplished through the use of the descriptive-qualitative research design in this particular study. According to Sandelowski (2000), qualitative descriptive research is considered to be a categorical alternative for inquiry, as opposed to a non-categorical alternative for inquiry; it is less interpretive than a 'interpretive description' approach because it does not require the researcher to move as far from or into the data; and it does not require a conceptual or highly abstract rendering of the data, in comparison to other qualitative designs. This design was implemented in the research project by using key informant interviews, focus group discussions, and documentary analysis to extract the parts of Ibanag culture that are entrenched in the AFI festival, as well as the educational implications of the festival itself. This strategy would result in the presentation of clear, all-encompassing, and descriptive summaries as well as precise information regarding the data that was gathered.

This research was conducted in Tuguegarao City, which is located in the province of Cagayan and is the host city of the Afi Festival. Tertiary institutions, such as universities and colleges, as well as members and executives of the AFI Festival were some of the participants in the massive event. The Cagayan State University served as the primary location for the majority of the data collection for this study. Tuguegarao City is where the Afi celebration first started, and it is being held there today.

The primary informants served as the sources of the data. The definition of key informants offered by Blum et al. (1997) was selected for application in the research and used accordingly. According to page 141 of

the book, this phrase refers to "local community leaders or government officials with whom you meet during your initial introduction to the community, about people living in the area who may be good sources of information" (p.141). In addition, Payne and Payne (2004) define key informants as people whose social positions in a research setting give them specialist knowledge about other people, processes, or happenings that is more extensive, detailed, or privileged than that of ordinary people, and who are therefore particularly valuable sources of information to a researcher because of this. Key informants are considered to be those individuals whose social positions in a research setting give them specialist knowledge about other people, processes, or happenings than ordinary people. A Guide for Conducting Open-Ended Interviews was written specifically for the key informants. In order to collect responses to the research questions, the interview guide contained both conceptual frameworks and the domain of inquiry for the research. The researcher began by attempting to win the support of the City Mayor by gaining the backing of the President of Cagayan State University. After receiving permission, the researcher coordinated the activities of the research project first through the City Tourism Officer and subsequently through the barangay Captains. Both content and thematic analyses were employed in the process of analyzing the data that was acquired.

Discussion of Findings and Result

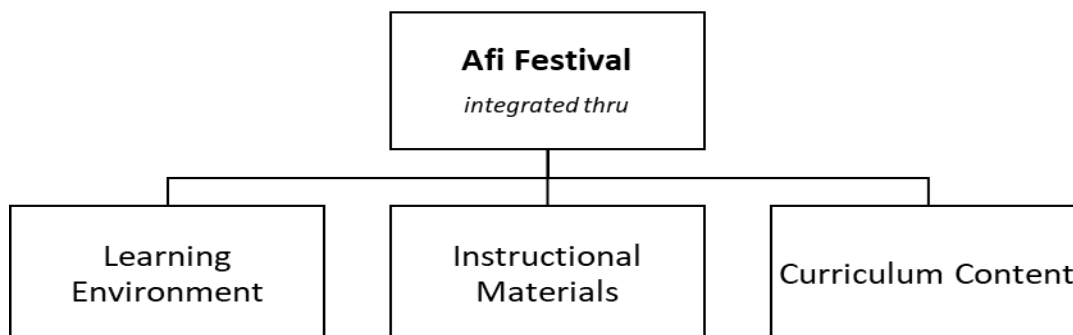
Culture-Based Educational Framework and the Afi Festival

In education that is founded on culture, culture serves as the bedrock upon which education, sustainable development, and government are built. The effects of the Afi Festival on the educational system in the basic education of the Division of Tuguegarao City were another topic that was investigated as part of this study. In particular, it explored how the festival offers different points of view on the methodology, principle, assessment, framework, and evaluation upon which abilities, skills, and knowledge pertaining to a person and the world are disseminated.

According to Dev (2018), culture-based education is a teaching strategy and a philosophy of education in which student learning is anchored on the distinctive cultural values, norms, beliefs, knowledge, practices, heritage, language, and experiences of the community. Culture-based education may also be thought of as an educational approach. This definition compiles the feedback received from a variety of influential educators working within the Tuguegarao City Division during the interviews that were conducted. It was mentioned by Dr. Denizon Domingo, who had retired from his position as supervisor of the Division of Tuguegarao, that:

"...the essence of an Ibanag activity like that is really to awaken ourselves to the culture of the Ibanag and its preservation because the Ibanag culture is very rich. So, we really need to have one like that and that is the Afi Festival..."

In consideration of the tenets of culture-based education and the nature of the Afi dance, the framework is proposed for adoption in Tuguegarao City and other places with similar ritual dances.



During the years 2017 and 2018, the Afi Festival was coordinated by the Division of Tuguegarao City, which resulted in an increased emphasis on culture-based education that incorporated the Afi Festival. When the division hosted the Palarong Pambansa in 2018, it appeared that the festival had become longer than it had been in previous years. The responses that were received from the key informants can be analysed to provide three themes that can be used as components of the educational framework. The planning of the learning environment, the selection of instructional resources, and the development of the subject matter of the curriculum all incorporate elements of the festival.

Learning environment. The Schools Division Superintendent Denizon Domingo remembered the construction of Afi Parks in all of the schools in the Tuguegarao City Division of Tuguegarao City in order to remind the students and instructors of the value of Ibanag Culture awareness and promotion. According to Domingo, the Afi park is a potential location for students to travel to in order to get some studying done during their free time. It is a physical manifestation of the stunning and abundant culture that the Ibanag people of Tuguegarao City possess.



Figure 2. Afi Park in Schools in the Division of Tuguegarao City

Instructional Content. When it came to teaching a variety of courses in primary and secondary schools, Dr. Chelo Tangan placed a strong emphasis on contextualization and delocalization. Contextualization and localization are two terms that allude to the process of bringing classroom learning experiences closer to what Ibanags are experiencing in their daily lives outside of school. This objective will be achieved by the development of teaching materials that can demonstrate what students can actually observe and experience in the communities in which they live. Teachers have included aspects of the Afi Festival into the contextualization and delocalization of their own educational programs. Dr. Cielo Tangan made a point to highlight the fact that the Afi Festival has been incorporated into the lessons for the second grade. In her words:

“Its very much fitted to incorporate the Afi festival in grade 2, because there are competencies in grade 2... Actually grade 2 Araling Panlipunan is Komunidad, obviously Tuguegarao is a community. There are competencies there that they have to integrate about the cultural practices of the Ibanags... It can also be incorporated in all other grade levels in Araling Panlipunan, that is [if] the teacher has to contextualized his or her lessons.”

Shown below are snapshots from a learning module developed in the Division of Tuguegarao City Grade 2.

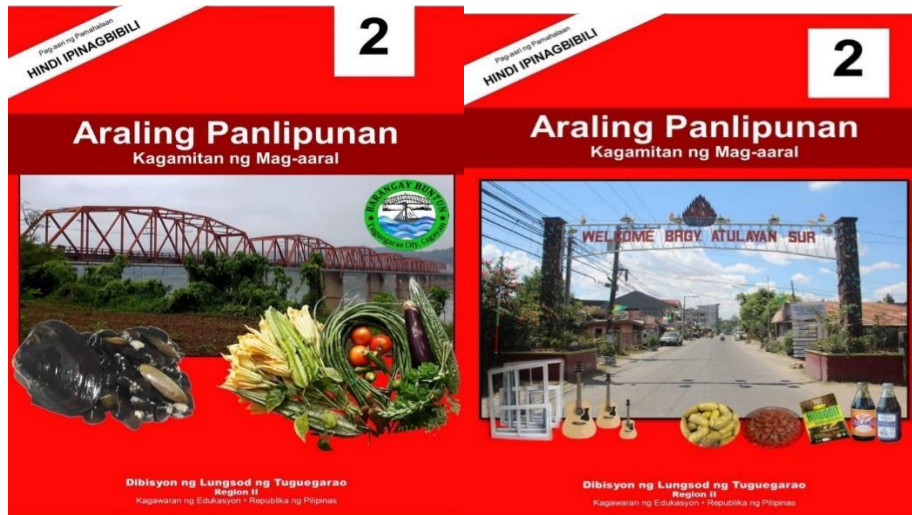


Figure 17. Contextualized Instructional Materials used in the Division of Tuguegarao City

Curriculum Implementation. Contextualization does not only happen in the design of instructional materials, Afi Festival and certain components of the Ibanag culture are integrated in the actual teaching of different subjects in the Division of Tuguegarao City. Dr. Billy Siddayao, the Education Program Supervisor for Social Sciences has this to say:

“We promote and preserve this culture by utilizing them as examples in our topics as part of the localization and indigenization efforts of the Department of Education. We should be the ones teachers and administrators to take the initiative to promote this is very unique of Ibanag culture”

Shown below is an excerpt from a learning material for grade 2 pupils demonstrating contextualization



Mula sa dating konsepto ng **Pavvurulun** ay idinagdag ang **Afi** o apoy bilang pangunahing elemento sa pagdiriwang. Ipinapakita ito sa pamamagitan ng pagsasayaw gamit ang apoy. Isinasagisag nito ang kasipagan ng mga mamamayan at ang kanilang mayamang kaisipan sa pagkamit ng kanilang pangarap sa buhay.

Layunin din nito ang mapagsama - sama ang buong Lungsod sa pamamagitan ng pagdadala ng mga barangay ng kani - kanilang produkto sa tinatawag na **Trade Fair**. Ito ay upang ipakita ang galing at tiyaga ng mga taong naninirahan dito. Higit sa lahat, ito ay malaking tulong sa pag - angat ng ekonomya ng lungsod.

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using the Afi Festival.

Isinasagisag nito ang kasipagan ng mga mamamayan at ang kanilang mayamang kaisipan sa pagkamit ng kanilang pangarap sa buhay.

Layunin din nito ang mapagsama-sama ang buong Lungsod sa pamamagitan ng pagdadala ng mga barangay ng kani-kanilang produkto sa tinatawag na **Trade Fair**.



Ito ay upang ipakita ang galing at tiyaga ng mga taong naninirahan dito.

Higit sa lahat, ito ay malaking tulong sa pag-angat ng ekonomya ng Lungsod.

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Figure 18. Integration of the Afi Festival in Araling Panlipunan for Grade 2

In conclusion, the Afi Festival has developed into an essential component of the culture-based education that is provided in the Tuguegarao City Division. The respondents are in agreement that the people of Tuguegarao will be able to cultivate a profound comprehension, awareness, and respect of their history, arts, and legacy as a result of this. With the implementation of culture-based education, Tuguegarao envisions itself developing into a city populated by Tuguegaraoenos who are culturally empowered, literate, devoted citizens, as well as passionate nationalists and patriotic individuals.

Discussion

Exploring the Ibanag way of life and participating in their Afi Festival might help one have a better appreciation and knowledge of their culture. This comprehension can result in educational practices that

are more inclusive; practices that respect and appreciate multiple cultural viewpoints; practices that promote a sense of belonging for students who come from a variety of cultural backgrounds.

Studying the Afi Festival can contribute to the preservation of the cultural history of the Ibanag community. This is important for maintaining Ibanag identity. It is possible for pupils to develop a deeper feeling of cultural identification and pride if certain components of their history, traditions, and customs are incorporated into the educational experience.

Students will have the chance to participate in a variety of one-of-a-kind experiential learning experiences if the Ibanag live world and Afi Festival are incorporated into the curriculum. Students' comprehension can be expanded beyond the scope of textbooks through activities such as field trips, guest lectures, or community engagement, which can also build a more meaningful and comprehensive learning experience.

Learning Across Disciplines: The investigation of the Ibanag way of life and the Afi Festival may require knowledge from a number of different academic fields, including anthropology, history, sociology, and cultural studies. Students may be motivated to broaden their academic horizons and improve their capacity for critical thinking when presented with interdisciplinary material.

Intercultural interaction The inclusion of the Ibanag way of life in educational conversations has the potential to foster intercultural interaction among students. It gives kids the opportunity to voice their viewpoints, to question commonly held beliefs, to foster empathy and respect for a variety of cultures, and so on.

Environmental and Sustainable Practices: The Afi Festival, similar to a lot of other traditional festivals, frequently has connections to environmental practices and sustainable practices. It is possible to increase students' understanding of the necessity of maintaining the environment and sustainable living by teaching them about the aforementioned topics.

Participation in the Community By working together with the Ibanag community and incorporating them into educational endeavors, it is possible to establish genuine partnerships between educational institutions and the communities they serve. This kind of involvement can lead to the sharing of knowledge and support.

It is essential to keep in mind that any educational repercussions that may result from an investigation such as this one should be carried out with due regard for the preferences, consent, and consultation of the Ibanag community. It is of the utmost importance to include the community in the process and to make certain that the examination and portrayal of their culture are carried out in an honest and accountable manner.

Conclusion

Based on the findings of the study, these conclusions can be drawn:

The Afi Dance, a major feature of the AFI Festival, is an authentic reflection of the Ibanag cultural heritage. Thru its choreography, costumes, props, and music throughout the years, it effectively told a story of the life of the Ibanags in the old and modern times. The dance evolved on the basis of some succession of events significant to the life of the Ibanags – from pre-colonial belief systems, religion, folk occupations and now that Tuguegarao is a modern city embracing its rich cultural heritage. The dance movements and choreography in the Afi dance mirrors the cultural traits of the Ibanag being calm, humble and family oriented people.

Recommendation

Based on the foregoing conclusions, the following recommendations are offered:

1. The Afi Dance should be maintained as a cultural event with educational and aesthetic value as an avenue to instill the rich life world of the Ibanags in Tuguegarao City among the people, especially the youth and the outsiders.
2. In line with DepEd's localization and contextualization of lesson content, teachers should use the information derived about the life world of the Ibanags in developing or enriching their instructional materials and the content of their lessons as a way to preserve and promote local culture.

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