OTG (On-the-Go) LEARNING: USING OTG FLASH DRIVE AS AN ALTERNATIVE MODE OF LEARNING DELIVERY IN SCIENCE FOR SELECT GRADE 8 STUDENTS

ALLAN Z. ALMADILLA, LPT, MaED
Teacher III
Mamplasan National High School

ABSTRACT

The OTG Learning is a proposed pedagogical project which aimed to improve the submission rate and academic performance among Grade 8 students at Mamplasan National High School through the use of video lessons installed in an OTG drive. Forty identified Grade 8 students who had a low submission rate were selected to participate in the study. The participating students were assessed based on their submission rate and academic grade from second and third quarters comparing their fourth quarter submission rate and academic performance after using the OTG Learning. The results showed that there were significant improvements on the submission rate and academic performance of the students after OTG intervention. This indicates the effectiveness of the facilitating tool in enhancing students' submission rate and academic performance.

Keywords: OTG learning, submission rate, academic performance, pedagogical intervention

INTRODUCTION

The COVID-19 pandemic has brought challenging situations for educational institutions to continually provide meaningful and significant learning for the students across all nations (Bayod, 2020). Most countries around the world have temporarily closed educational institutions to contain the spread of the COVID-19 pandemic and reduce infections (UNESCO, 2020). This closure has affected more than 1.2 billion learners worldwide with more than 28 million learners in the Philippines (UNESCO, 2020). In response to this threat, educational leaders around the globe decided to adopt with the socalled "education in the new normal".

In the Philippines, the Department of Education (DepEd) provides mechanisms to address the pressing educational challenges brought by COVID-19. DepEd Order Number 12, Series of 2020 (D.O. 12, S. 2020) on the "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency" is a package of education interventions that will respond to the basic education challenges brought by COVID-19 pandemic. Furthermore, the DepEd is committed to provide various alternative learning modalities replacing the conventional face-to-face in support to the proclamation of the President of the Republic of the Philippines not to have face-to face classes until it is safe to do so. (-Rogelio P. Bayod 2020).

In the Philippine educational system, public secondary schools as led by the Department of Education implemented modular distance learning modality. This shift of mode of instruction does not only pose struggles to the students but also to the teachers who play an integral part in the new normal education (Castroverde, F., & Acala, M. 2021). Learning in times of covid-19 pandemic requires extra innovation and creativity of the teachers. Teachers must have fundamental mastery of technology, from the simplest technology to the more complex ones. (Etheldredha TW., Yuliana S. 2020). The use of technology in learning is directed at helping students to develop technological skills. The use of technology should be maximized and used to education system now in time of new normal as part of innovation. On-the-Go (OTG) is the improvement and supplement of USB innovation. OTG's capacity is to trade learning between OTG gadgets with the necessity of no-PC. OTG usage is a part of the USB Implementation.

Despite of all these adjustments to education system experiencing today, Mamplasan National High school (MNHS), on the other hand, commits to support the DepEd's "newfound purpose" of the Sulong EduKalidad campaign in providing quality standards of education in the continuity of learning amid this crisis. In

accordance with the Learner Enrollment Survey Form (LESF) result and such considerations, he best-fit school learning delivery of MNHS is Modular Distance Learning (MDL). Modular Distance Learning involves individualized instruction that allows learners to use selflearning modules (SLMs) in print format. The modules are either delivered at home or picked up from the school. Students are not required to have internet connections but are encouraged to contact their teachers online or through text messages when needed.

From the previous quarters of this school year, the researcher, who handles Grade 8 students in Science subject, monitored the compliance of the students in submitting outputs. Based on the monitoring sheets 12 % of the students cannot submit their outputs regularly and have a very low submission rate.

In lieu with the monitoring of submission rate, the researcher found out the struggles of the students in answering questions because they lack of interest in studying by themselves because they cannot understand most of the lessons. To address this pedagogical setback, teachers should engross in interventions and alternative mode of learning.

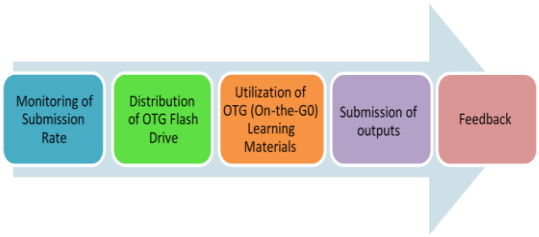
The use of available technology at home should be maximize and utilize in the learning process of the students. The use of OTG (On-the-Go) flash drive is one of the alternative modes that can be used since it does not require internet connection. The flash drive contains digitized self-directed modules and video broadcast editions and can be used in cellphones, laptops, desktop computers, tablets, and smart televisions (Hallare K. 2020).

METHODOLOGY

This action research introduced the use of OTG flash drive as an alternative mode of learning delivery to improve students' submission rate. The project is called OTG (on-the-Go) Learning. It is a self-conceptualized alterative mode of learning delivery which conducted a quarterly distribution of OTG flash drive that contained video lessons and instructions for the whole quarter period.

The research adopted the Solution Strategy Flowchart in order to conduct the study following a strict implementation of its process.

Figure 1. Solution Strategy Flowchart



From the figure above, the flow of the research started with the monitoring of the submission rate. The researcher utilized a checklist to

easily identified the students who are seldom submitting their outputs. In worst cases, there were students that totally did not submitted any output for the whole quarter.

After the monitoring of the submission rate of students' outputs, there were 37 students identified from different sections in grade 8 level and recommended to participate in the OTG Learning as an alternative learning modality to increase their submission rate. The consent from the parents of the participating students were secured by the researcher. Survey also conducted to determine the availability of the gadgets that the students can be used.

For the whole fourth quarter, the students utilized the OTG where they watch the installed videos in the OTG flash drive that helped them understand the lesson and be able to answer the learning tasks. No pressure to students since they had the all time to watch the videos from the OTG and answer the given tasks depend on their most available time.

When the students were done and completed doing their outputs, parents submitted the outputs to the researcher. Parents were not required to come in school every week for submission. This lessen the effort, time and cost for fare among parents.

Parents and students were asked about their feedback for the implementation of the OTG Learning as an alternative learning modality were sought. Positive feedbacks were given by the parents and students regarding the use and implementation of the project.

RESULTS

After gathering the necessary data, the researcher statistically analyzed percentage of submission rate before and after the implementation of the OTG Learning. The significant difference was also determined.

1. Submission Rate of Grade 8 Students in Science Before the Implementation of OTG Learning

The submission rate of grade 8 students in Science before the implementation of OTG Learning. Grade 8-Admas submitted only 5 outputs over 16 expected consolidated outputs which is only 31.25% submission rate; Grade 8-Everest submitted only 24 outputs over 80 expected consolidated outputs which is only 30.00% submission rate; Grade 8-Olympus submitted only 25 outputs over 104 expected consolidated outputs which is only 24% submission rate; and Grade 8 -Rushmore submitted only 26 outputs over 96 expected consolidated outputs which is only 27.08% submission rate.

The result indicates that the submission rate in science of select students from four (4) sections in Grade 8 is low. There are only 80 total submitted outputs over 296 expected consolidated outputs which is only 27.03% total submission rate before the implementation of OTG Learning.

2. Submission Rate of Grade 8 Students in Science After the Implementation of OTG Learning

The submission rate of grade 8 students in Science after the implementation of OTG Learning. Grade 8-Adams submitted 16 outputs over 16 expected consolidated outputs which is 100% submission rate; Grade 8 -Everest submitted 80 outputs over 80 expected consolidated outputs which is 100% submission rate; Grade 8 -Olympus submitted 104 outputs over 104 expected consolidated outputs which is 100% submission rate; and Grade 8 -Rushmore submitted 96 outputs over 96 expected consolidated outputs which is 100% submission rate.

The result indicates that the submission rate in science of select students from four (4) sections in Grade 8 improved. There are 296 submitted outputs over 296 expected consolidated outputs which is 100% total average submission rate in science after the implementation of OTG Learning.

3. Difference Between Second Quarter Submission Rate and Fourth Quarter Submission Rate

The difference between second quarter submission rate and fourth quarter submission rate of outputs. Grade 8 – Adams improved the submission rate from 31.25% of second quarter to 100% after implementation of the OTG Learning on the fourth quarter with 68.75% submission rate difference; Grade 8-Everest improved the submission rate from 30.00% of second quarter to 100% after implementation of the OTG Learning on the fourth quarter with 70.00% submission rate difference; Grade 8 -Olympus improved the submission rate from 24.04% of second quarter to 100% after implementation of the OTG Learning on the fourth quarter with 75.96% submission rate difference; Grade 8- Rushmore improved the submission rate from 27.08% of second quarter to 100% after implementation of the OTG Learning on the fourth quarter with 72.92% submission rate difference.

The result indicates that the submission rate in science of select students from four (4) sections in Grade 8 improved. The total percentage of submission rate improved from 27.03% average of second quarter to 100% average after the implementation of OTG Learning on the fourth quarter with 72.97% submission rate difference.

DISCUSSION

OTG Learning is the proposed alternative mode of learning delivery in science of the researcher during distance learning. The focal point of the researcher's problem concentrates on enhancing students' submission rate of outputs. It aimed to address the problem in poor submission rates of the 21% (37 students) of the total enrollment in grade 8. Henceforth, since the students could provide complete outputs, it improves their academic performance as well using the OTG Learning.

Students need be reminded in completing their outputs if teachers want them to improve the submission rate of the outputs. Of course, teachers should also note that supervision is still important in assuring the submission of the outputs among the students. With that being said, OTG Learning be an effective alternative learning modality to aid the students' poor submission rate. Given their learning setup during the distance learning, though it can still also be used as intervention tool now in face-to-face learning, the students were able to do self-learning and answer their learning tasks since video lessons were available and installed in the OTG flash drive.

In a nutshell, the result of this action research proves that the use of OTG Learning as alternative learning modality has a significant difference and can improve the submission rate of the students and improve as well their academic performance. This shows that when students are given accessible resources in self-learning, with adequate guidance and concrete plan, they are going to cope with the low submission rate of their outputs.

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