

THE IMPACT OF PROJECT OK (ONLINE KUMUSTAHAN) IN MODULAR DISTANCE LEARNING



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ABSTARCT

Online Kumustuhan is a tool that can be a real support with a wide range of tasks that you need to undertake on a daily or weekly basis. Communication is now literally at the center of information technology. The intention of the change was to reflect the revolution that has started in the way that we communicate and in the way that computers and other information technologies exchange information with each other. The pace of change is rapid in this area. We are starting to see more integration of different technologies such as mobile phones and computers, and it offers opportunities in schools to develop learning and teaching. Online Kumustuhan can be used as a medium of communication during this time of New Normal where it transmits and exchanges text, pictures, and sound through the computer (messenger or videoconferencing) or where the technology is used to enhance aspects of presentation such as displaying text on screen. Online Kumustuhan is an effective support, and it helps teachers demonstrate and explain mathematical ideas and where it helps pupils develop their mathematical knowledge, skills and understanding. To achieve this, any skills necessary for the use of Online Kumustahan must be well understood.

The statement that follows is the result of the study which is “The Impact of Project OK (Online Kumustahan) in Modular Distance Learning. In summary of the result in MELC 31 which is Tells the days in a week, months in a year in the right order. It shows that, they got a higher score in the post test than the pre-test. In MELC 32-Determines the day or the month using a calendar. The post test is higher than the pre-test. In MELC 33- Tells and writes time by hour, half hour and quarter-hour using analog clock that the post test is higher than the pre-test. It implies that Pos-test is higher than Pretest it can be gleaned in the table that Online Kumustahan have positive impact in pupils’ learning in mathematics 1. As stated in the survey questionnaire that majority of the pupils have agreed in statement number 1, Statement number 2, statement 3 and statement number 5. However, in statement number 4 *majority of the pupils have dis agreed. which is I was not able to interact continuously in Online Kumustahan due to poor internet connection.*

Keywords: online kamustahan, MDL

INTRODUCTION

Change is constant and inevitable; therefore, anything in this world tends to be obsolete with every new advancement or development, and intelligence lies in the ability to adapt to change. Online Kumustahan primarily referred to as the use of technology and network communication for teaching and learning. It is also referred to as a technology-enabled transfer of skills and knowledge to a large number of recipients ([Economic Times, 2020](#)). It is one such fastest growing trend in the educational uses of technology ([Means et al., 2013](#)). The advent of the Internet and the world wide web has led educational institutions to change their learning techniques to meet the user demands in providing an ideal learning environment ([Xu and Ebojoh, 2007](#)). An online kumustahan is a system where students can learn subjects, discuss issues with fellow students, clarify doubts with instructor and share material and check academic progress with help from internet-oriented technologies. Today, online kumustahan are becoming so popular that they are likely to be expected in any formal education curriculum. Internet and new technologies gained importance in all fields including the education sector which gave scope for online kumustahan. In addition to this, the COVID pandemic worldwide has also added to the relevance of online Kumustahan. In this light, it is necessary to understand the impact of online kumustahan in the learners.

Pursuant to DO O12, s. 2020 or the Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 considering the COVID 19 Public Health Emergency, different learning delivery modalities (LDM) are being implemented by DepEd. These LDMs include distance learning through online learning, modular

learning, TV/radio-based instruction, blended learning, or homeschooling. Face-to-face learning is not an option until it is safe for everyone. As such, all learners are undergoing home-based learning or homeschooling until further notice. In this time of pandemic, a new word that comes up is a New Normal as the DEPED Sec. Leonor Briones brought to us that we must ensure the education of the pupils, education that we must bring to the pupils because education never stop. Different modalities developed to ensure that we bring what is best to our students and in Langkiwa Elementary School the learning delivery modalities that we could give is a modular distance learning. In addition, even we are in the modular distance learning, we conduct online kumustahan to monitor the pupils whether they understand the lesson or not.

The researchers come up in this study to monitor the performance of the student specifically, first because the learners will study at home with their parents, guardians, and elder siblings. The previous year in Grade One, parents and teachers noticed that in Third Quarter of the school year, lesson in Math found it difficult to them that is why more activities was added by the teacher. Another reason is the lack of readiness of the children in the topic of Tells the days in a week; months in a year in the right order., Determines the day or the month using a calendar. And tells and writes time by hour, half hour and quarter-hour using analog clock. Most parent also admitted it is because of the age of their children and they will tell the teacher they will improve it in Grade Two because if we push them to learn the topic my child will show the lack of interest to go to school.

METHODOLOGY

In this study the researchers utilized a descriptive quantitative design to determine the level of the pupils in Mathematics and to obtain the impact of online kumustahan in Mathematics Grade I in Langkiwa Elementary School.

The sample size consists of 30 students from different sections in Grade 1. For ethical issues, the researcher informed and secured the permissions from the parents/guardians of the respondents about the research procedure.

The Pre-Test, Post-test and Online Kumustuhan were the main instruments of this study.

To determine the performance of the respondents, a test instrument was constructed prior to the lesson and knowledge of the pupils to which were used as a reference in determining the increase of the performance of the pupils in the competency.

The test was composed of 15 multiple choices. They were based on the learning competency of the Fourth Quarter lessons: MELC 1 Tells the days in a week; months in a year in the right order. MELC 2 Determines the day or the month using a calendar. MELC 3, Tells and writes time by hour, half hour and quarter-hour using analog clock. The pre-test assessed the prior knowledge of the pupils in the competency in MELC. Afterwards, the Online Kumustuhan was conducted weekly to assist the respondent with that MELCs. The respondent took the posttest to measure their knowledge in the competency.

RESULTS

The study tested the significant between the pre-test and post-test and the Impact of Online Kumustuhan through Survey questionnaire. Mean was used in the analysis of the data.

The score of pupils in pre-test and post-test in MELC1. Pre-Test gained a mean score of 4.53 interpreted as outstanding in the level of proficiency. It implies that the pupils have mastery of the lesson with the help with their parents. The data have shown that 18 (60%) pupils scored 5 interpreted as outstanding, 10 (33%) pupils scored 4 interpreted as very satisfactory, 2 (7%) pupils scored 3 interpreted as satisfactory. However, Post-test obtained a mean score of 4.86 (97%) with outstanding as level of proficiency. Data disclosed that 23 (77%) pupils scored 5 interpreted as outstanding, 6 (20%) pupils scored 4 very satisfactory 1(3%) pupil scored 3 that fall on satisfactory.

It can be observed that, they got a higher score in the post test than the pre-test. It implies that the pupils can perform better if they attend the online kumustahan. Managing and understanding information is where computers offer real benefits to the way that we work. Oye, et.al (2012) clarified that E-learning expands the instructive execution among learners. Because of the fast development of web advancements, E-learning has turned into a logically well-known approach in higher instructive establishments.

The score of pupils in pre-test and post-test in MELC 2. Pre-test mean score of 4.7 (94%) with outstanding as level of proficiency. It denotes that the pupils have the mastery of the guidance of their parent. Data shows that 25 (84%) pupils scored 5 outstanding, 3 (10%) pupils scored 4 very satisfactory, 2 (7%) pupils scored 3 satisfactory. Post-test obtained 4.86 (97%) with outstanding as level of proficiency. Data disclosed that 26 (87%) pupils scored 5 outstanding, 4 (13%) pupils scored 4 very satisfactory.

It can be observed that the post test is higher than the pre-test. It implies that the pupils can perform higher if they attend the online kumustahan. Students who find their focus suffers from classroom activity may benefit from online classes. Students who aren't as assertive may have better opportunities to participate in class discussions when communicating online. Working from your own choice of environment, with self-paced learning, the result can be a more personalized learning experience. *Steve Higgins, Nick Packard, (2004)* ICT is an effective support only where its use is transparent to the process; where it helps teachers demonstrate and explain mathematical ideas and where it helps pupils develop their mathematical knowledge, skills and understanding. In order to achieve this, any skills necessary for the use of ICT must be well understood and almost second nature to the user before using the skills within a mathematics lesson.

The score of pupils in pre-test and post-test in MELC3. Pre-test obtained mean score of 2.93% (59%) with a very satisfactory as level of proficiency. It is visible that 8 (27%) pupils scored 2 fairly satisfactory, 7 (23%) pupils scored 3 satisfactory, 6 (20%) pupils scored 1 outstanding, 5 (17%) pupils scored 1 who did not meet expectation and 4 (13%) pupils scored 4 very satisfactory.

Post-test received mean score of 4.3 (87%) with outstanding as level of proficiency. Data shows that 16 (54%) pupils scored 5 outstanding, 12 (40%) pupils scored 4 very satisfactory and 1 (3%) pupils scored both satisfactory and fairly satisfactory.

It can be observed that the post test is higher than the pre-test, it implies that online kumustahan is a good venue for teaching learning, as Francisco-Barcelona (2020) stated that Online learning is indeed one of the best possible alternative tools and

a good venue for teaching and learning by which teachers and learners can continue their lessons even in times of calamities.

There was 29 or 97 % of the pupils agree and only 1 or 3% of the pupils have disagree that the lesson became easy to them with the help of the teacher through Online Kumustahan. It implies that Online kumustahan have help the learning of the pupils. Terry Anderson et.al. (2016) said that Three-dimensional (3D) immersive virtual worlds have been touted as being capable of facilitating highly interactive, engaging, multimodal learning experiences; as a result, they have enjoyed considerable interest and uptake in education over the past several years.

There was 4.2 that 29 or 97 % of the pupils agree and 1 or 3% of the pupils have disagree in I was able to submit my output on time. It shows that Online Kumustahan motivates pupils to work on their activity on time given. Terry Anderson et.al. (2016) stated that Many of these efforts have been fueled and driven by beliefs that virtual worlds, with their powerful affordances and rich, immersive properties can be used to achieve higher levels of student engagement and make enhanced educational outcomes more attainable.

There was 4.3 that 28 or 93 % of the pupils agree and 2 or 7% of the pupils have disagree in I was able to enjoy Online Kumustahan because I met my classmates. It implies that Online kumustahan have helped the pupils to enjoy even in Modular Distance Learning. Montgomery Van Wart, Anna Ni,(2020) stated that Online Social Comfort refers to the instructor's ability to provide an environment in which anxiety is low, and students feel comfortable interacting even when expressing opposing viewpoints.

There was 18 or 60 % of the pupils dis-agree and 12 or 60% of the pupils have agree in I was able to enjoy Online Kumustahan because I met my classmates. It implies that the pupils cannot join the Online kumustahan due to poor internet connection. Statista Research Department 2021 stated that the average mobile internet connection speed was 22.5 Mbps in the country.

There was 25 or 83 % of the pupils agree and 5 or 17% of the pupils have dis-agree in I was able to ask help from my teacher about a difficult lesson in Online Kumustahan. It implies that Online Kumustahan is helpful to the pupils.

DISCUSSION

The teacher researchers collected and analyzed the data. They used quantitative research in a described method. The data that gathered was through Pre-test and Post-test, and survey questionnaire which developed by the teacher researchers. The participants took the Pre-test and a Post-test and answered survey questionnaire to determine the level of pupils' performance in Mathematics and impacts of Online Kumustahan consecutively.

In the preparation phase, the teacher researchers asked the opinion of the teachers in Grade One in the problem they encountered on the learning of the pupils and that is why they come up with the Online Kumustahan. The teacher researchers also ask for technical assistance from their supervisor.

In the implementation phase, the survey would be distributed to the parents about asking permission that their children would have an online kumustahan because we all know that another activity to work on for the learners would be another burden. However, it is well explained to the parents,

and they got enlighten. The online kumustahan would be once a week to monitor and give assistance to the children in their lesson in Mathematics especially the struggling Learning Competencies.

Post implementation phase, after the conclusion and recommendation the teacher researchers proposed an action plan to the technical assistance to develop what is needed to this study

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