

L2F2=LP: (Localized Learner's Feedback Form: A Tool in Monitoring Learners' Progress in Araling Panlipunan)



JEANETTE Q. ALVAREZ
Head Teacher III
Jacobo Z. Gonzales Memorial National High School

ABSTRACT

Araling Panlipunan Department at Jacobo Z. Gonzales Memorial National High School have been finding ways to continue learning process despite of many challenges. Many programs and projects in the school as anchored in the learning continuity plan were implemented in the school.

To monitor the learners' progress in this time of pandemic, the researcher developed a localized learners' feedback form otherwise known as L2F2. The researcher believes that improvising Localized Learners' Feedback Form will be timely and beneficial to teachers, parents, students, and school leaders. This study will enhance the teaching and learning process, specifically instruction. Teachers will be more enlightened on the technical assistance and needs of the students. It will also improve their skills because it offers teachers effective ways to reach different types of learners and assess student understanding through multiple means. The information created by the research can thus assist the educational leaders in optimizing their policies, thereby helping to provide appropriate technical assistance.

This study reveals that the experimental group of students who used the L2F2 have very satisfactory performance compared to the control group of students without the use of the said intervention. Thus, this L2F2 tool can help to improve the learners' performance. It also reveals that there is a significant difference between the Pretest and Posttest mean score of the Experimental group condition.

Learners' Progress monitoring is used to assess student progress or performance. It is the method by which teachers determine if students are benefitting appropriately from the typical instructional program, identify students who are not making adequate progress, and help guide the construction of effective intervention programs for students who are not profiting from typical instruction. Although progress monitoring is typically implemented to follow the performance of individual students who are at risk for learning difficulties, it can also follow an entire classroom of students (Fuchs & Fuchs, 2006).

INTRODUCTION

The global outbreak of COVID-19 creates challenges to various sectors of society. Basic education is among the sectors heavily affected. In response to this challenge, the Department of Education (DepEd) developed Basic Education Learning Continuity Plan (BE-LCP) in order to provide clear directions and learning delivery strategy. Schools must find ways for learning to continue amidst the threat and uncertainties brought about by COVID-19, while ensuring the health, safety, and well-being of all learners, teachers, and personnel.

Based on DepEd Order No. 12 s, 2020 entitled Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID19 Public Health Emergency dated June 19, 2020, the BE-LCP emphasizes that learning opportunities to students may be provided through blended distance modalities, until any prohibition by the Department of Health (DOH), the Inter-Agency Task Force for the Management of Emerging Infectious Diseases in the Philippines (IATF), or the President for face-to-face learning in schools is lifted. Distance learning will be a key modality of learning delivery in the current school year. In developing the BE-LCP, DepEd engaged internal and external stakeholders for inputs in the design of a learning delivery strategy and operational direction that ensures the health, safety, and well-being of all learners, teachers, and personnel of the Department.

Schools have crafted the Learning Continuity Plan (LCP) as a roadmap to continue education amidst the crisis for the current school year. Jacobo Z. Gonzales Memorial National High School have been finding ways to continue learning process despite of many challenges. Many programs and projects in the school as anchored in the learning continuity plan were implemented in the school but the performance of students in Araling Panlipunan are greatly affected specifically in the modular distance learning modality

Based on this concept, the researchers would like to develop a localized learners' feedback form to monitor the learners' progress in Araling Panlipunan. The researchers believe that improvising Localized Learners' Feedback Form will be timely and beneficial to teachers, parents, students, and school leaders. This study will enhance the teaching and learning process, specifically instruction. Teachers will be more enlightened on the technical assistance and needs of the students. It will also improve their skills because it offers teachers effective ways to reach different types of learners and assess student understanding through multiple means. The information created by the research can thus assist the educational leaders in optimizing their policies, thereby helping to provide appropriate technical assistance.

METHODOLOGY

The researcher gathered data from Grade 7 students of Jacobo Z. Gonzales Memorial National High School who were enrolled in Modular Distance Learning (MDL) Modality having the lowest academic performance in Araling Panlipunan based on First Quarterly Grades.

In this study, the researcher used purposive sampling technique in selecting the student-respondents. The researcher selected two (2) sections of Grade 7 having the lowest academic performance in Araling Panlipunan. The students in control group and experimental group were selected after administering the pretest. The pretest scores will be compared to identify the respondents.

The researcher designed a Localized Learners' Feedback Form (L2F2) in monitoring Learners' Progress in Araling Panlipunan 7. The L2F2 will consist of learner's and teacher's feedback based on weekly topic in Araling Panlipunan. This tool will be divided into two columns, the Learner's Feedback and Teacher's Feedback.

The L2F2 were distributed and collected weekly by the Araling Panlipunan teacher to experimental group to assess and evaluate the level of understanding of students of the topic/s. The students will write their feedback on the first column about their understanding on the weekly topic/MELC and the challenges/difficulties they experienced in accomplishing weekly task in the module. In response to it, the teacher will write her feedback in the second column to address the difficulties encountered by the students.

In this study quasi-experiment research design was used. All the data gathered from pretest and posttest were tallied, tabulated, analyzed, and interpreted using descriptive statistic to describe which group performed better. Inferential statistics were used to draw inference if there is significant difference between the academic performance of students in control group and experimental group. The researchers will describe the academic performance using weighted mean. To describe the significant difference between the pretest and posttest scores, T-test were used.

RESULTS

Based on the result, the mean of pretest of control group is the same as experimental group with 15.35. The data were gathered from 40 select MDL students from control group and 40 MDL students from experimental group. The participants were purposefully selected based on the result of the pretest.

The weighted mean of posttest of control group was 28.725 with verbal description of Satisfactory is less than the weighted mean of experimental group which is 30.375 with verbal description of Very Satisfactory.

The result of Paired Samples t-Test employed to test if there is significant difference between Pretest and Posttest mean score of the Control and Experimental group. The test revealed that

there was a significant difference between the Pretest (Mean=15.85, SD=4.77) and Posttest (Mean=28.73, SD=3.20) mean score of the Control group condition ($t(39)=-29.24$, $p\text{-value}<.01$). In addition, the same test revealed that there was significant difference between the Pretest (Mean=15.85, SD=4.77) and Posttest (Mean=30.33, SD=3.51) mean score of the Experimental group condition ($t(39)=-35.06$, $p\text{-value}<.01$).

The result of Independent Samples t-Test employed to test if there is significant difference between the Posttest mean score of the Control and Experimental group. The test revealed that there was significant difference between the Pretest mean score of Control group (Mean=28.73, SD=3.20) and Experimental group (Mean=30.33, SD=3.51) condition ($t(78)=-1.60$, $p\text{-value}<.05$).

DISCUSSION

From the formulated findings, the researcher arrived in the following conclusions: The performance of students who used the L2F2 (Localized Learners Feedback form) is better than the students who did not used the said intervention based on the result of the posttest.

There is a significant difference between the Pretest mean score of Control group and Experimental group.

It is also revealed that the use of Localized Learners' Feedback Form is effective to monitor students' progress and academic performance. This tool is also the basis of the teacher to make necessary adjustment in teaching strategies and methodologies. It is the method by which teachers determine if students are benefitting appropriately from the typical instructional program, identify students who are not making adequate progress, and help guide the construction of effective intervention programs for students who are not profiting from typical instruction.

ACKNOWLEDGEMENT

The researcher wishes to express her deepest thanks and gratitude to the following persons for their invaluable contributions which led to the completion of this research:

Mr. Oliver P. Caliwag, Principal of Jacobo Z. Gonzales Memorial National High School for giving her an opportunity to conduct this action research in this school;

Mr. Joel J. Valenzuela, Education Program Supervisor (Araling Panlipunan) of Division of Biñan City, for providing her technical assistance, guidance, and encouragement to do this research;

Mr. Edward Manuel Planning and Research Officer, SDO Biñan City for constructive comments and suggestions for the improvement of this study;

Grade 7 students, parents, and teachers of Jacobo Z. Gonzales Memorial National High School who have been very accomodating and helpful throughout the course of this action research;

Lastly, the Almighty God, the source of our knowledge, strength, and wisdom.

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