

**BRIDGING THE GAP BETWEEN MODULAR AND ONLINE DISTANCE LEARNING:
BASIS FOR AN INTERVENTION**



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ABSTRACT

This study aimed to describe the learning gap between the students under Modular Distance Learning (MDL) and Online Distance Learning (ODL) in Biñan Integrated National High School during S.Y. 2020-2021 2nd Semester that was participated by 45 respondents. The method used in collecting data involved an online interview of the respondents. The participants of the study were selected using a purposive sample and a qualitative research design was used. Data analysis involved reducing the data into relevant and common statements and combining the information into emerging themes.

The findings of the study revealed that students from Modular Distance Learning don't have their gadgets or insufficient memory storage to use as a tool though they have a tablet issued by the school though still, they can't cope up with the lessons. On the other hand, the students under Online Distance Learning cope up with the lessons but the only problem that they encountered was the unstable internet connection.

Furthermore, to bridge the gap among the learning modalities, the researchers proposed an intervention as a supplemental plan to the teachers to reach out and deliver the lesson to the MDL and ODL students. So, there will be no students who will be left behind in attaining quality education. Thus, the researchers learned that to address these challenges the teachers need to exert extra efforts and walk an extra mile with the use of the proposed intervention.

Keywords: *Distance Learning, Learning Gap, Supplemental plan, Intervention*

INTRODUCTION

The education system is greatly affected by the coronavirus disease 2019(COVID-19) outbreak. But despite this, the Department of Education (DepEd) addresses the challenges in the basic education for the School Year 2020-2021. Hence, the Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020 is consistent with the mandate of Section 1, Article XIV of the 1987 Constitution for the state to protect and promote the right of all citizens to quality education at all levels, and to take appropriate steps to make such education accessible to all. Under Section 6, Chapter 1 of Republic Act No. 9155, or the Governance of Basic Education Act of 2001, DepEd is vested with the authority, accountability, and responsibility for ensuring access to, promoting equity in, and improving the quality of basic education.

Moreover, the BE-LCP aims to ensure the health, safety, and well-being of the learners, teachers, and personnel in the time of COVID-19, while finding ways for education to continue amidst the crisis. In particular, the BE-LCP has been designed with a legal framework responsive to the “new normal,” keeping in mind the constitutional mandate to uphold the right of all citizens to quality education at all times. Jenny Ann A. Pimentel-Tibon (2020)

Due to this COVID-19 pandemic, the Department of Education shifts into the new normal way of education. The introduction of different modalities gives way depending on the resources and availability of the students. In context, Modular Distance Learning (MDL) and Online Distance Learning (ODL) are modalities used in Binan Integrated National High School. From MDL students, they experience difficulties namely; usage of technology, learning resources, and quality instructions. While ODL students find difficulties in internet connectivity, students' motivation, and schedule of students. From these difficulties encounter, researchers proposed an intervention to meet the gap between the students in both MDL and ODL.

In this new normal way of education, the teachers experience difficulties in delivering learning among the students. There are gaps between modular distance learning (MDL) and Online distance learning (ODL). In modular modalities, students are provided self-learning material but then it couldn't deny the fact that the quality of instruction suffers from it because there is no interaction between teachers and students. While the Online modalities, experience technical issues, many students are not provided

the high-speed internet connection that the online courses require, and thus fail to catch up with their virtual classroom discussion. Therefore, both modalities experience difficulties accessing sufficient learning.

To bridge the gap among the learning modalities, the researchers propose an intervention as a supplemental plan to the teachers to reach out and deliver the lesson to the MDL and ODL students. So, there will be no students who will be left behind in attaining quality education.

METHODOLOGY

This study utilized the qualitative phenomenological research design whose primary objective is to explicate the meaning, structure, and essence of a phenomenon (Christensen et. al, 2010). This was done by understanding the lived experiences of a person, or a group of people and afterward, illuminating the specific through the eyes of the participants in the study (Merriam, 2002). In particular, the researchers employed Psychological Phenomenology which is also referred to as Empirical or Transcendental. According to Moustakas (1994), as cited by Creswell (2005), this approach focuses less on the interpretations of the researchers and more on the description of the experiences of the participants.

Qualitative data, on the other hand, is more subjective and open-ended. It allows for the "voice" of the participants to be heard and interpretation of the observations. In addition, the qualitative research used descriptive research which describes the characteristics of the population or phenomenon that is being studied. This method focuses more on the "what" of the research subject rather than the "why" of the research subject. (Creswell, 2013)

This action research uses the purposive sampling technique. Purposive sampling represents a group of different non-probability sampling techniques which is also known as judgmental, selective, or subjective sampling. This kind of technique relies on the judgment of the researchers when it comes to selecting the units that are to study. Usually, with this, the sample being investigated is quite small, especially when compared with other methods. (Lund Research Ltd, 2012).

In line with this, it is not practical to use the whole population to survey that the process takes a lot of effort and consumes a lot of time. The term "Sample" is part picked

from the whole set of data, which is called "population" to reflect the responses of the whole population. That's why the researchers select one section from Grade 11 HUMSS.

The researchers will conduct an interview survey via pen and paper for Modular Distance Learning (MDL) and an online platform for Online Distance Learning (ODL). The first part of the interview survey includes the names and contact numbers of the students. The second part of the interview survey is the problem encountered by the Modular Distance Learning (MDL) and online platform for Online Distance Learning (ODL). The last part is to identify the appropriate intervention.

RESULTS

Table 2
Thematic Analysis in Modular Distance Learning (MDL) Students Response

Themes	Sub-themes	Student Responses
Use of Technology	No internet connection	<p>“Walang internet”</p> <p>“Naging problema ko ang internet connection dahil minsan nawawala ito at hindi ko natatapos ang aking klase”</p> <p>“Lost of internet connection and no-load”</p> <p>“Sometimes po is mabagal yung network dahil wala po kaming internet right at the moment so mahirap po minsan idownload yung file”</p> <p>“ODL po ako pero first sem po under modular po ako and isa po talaga sa naging problema ko ay ang mahinang internet connection po minsan.”</p> <p>pagkawala ng internet connection o pag hina ng signal</p>

	Lack of Gadget	<p>“Hind makakpag focus sa Gawain dahil sa cp, nakikihiram lang”</p> <p>“Broken phone”</p> <p>“Broken phone, loss of signal, no wifi”</p> <p>“Walang cell phone, hiram lang po”</p> <p>“Fast deduction of battery charge and unstable internet”.</p> <p>“Walang pangbili ng gadgets na sarili”</p>
	Lack of Memory Storage	<p>“Maliit ang memory ng Cell phone”</p> <p>“Having insufficient storage and unstable internet.”</p> <p>“Poor connection and Also gadget”</p>
Learning Resources	Lack of examples and Explanations	<p>“Lack of examples”</p> <p>Minsan po ang nagiging problema po ay minsan po mahirap unawain maigi yung nakukuha or nakikita po sa mga books kumbaga po minsan is walang explanations.</p> <p>“Minsan wala don ang mga kailangan para mahanap ang sagot”</p> <p>“Kulang ang halimbawa para mas matutunan”</p> <p>“Kulang ang examples”</p>
	Hard to understand	<p>“Hindi ganun maintindihan”</p> <p>“Mahirap intindihin”</p> <p>“ Hindi maintindihan”</p> <p>“Hindi maintindihan”</p> <p>“Hindi maintindihan lalo under ako ng MDL”</p> <p>“Sometimes I don't understand the lesson”</p> <p>“May hindi ako maintindihan”</p>

	Lack of other resources	“Kadalasan ay hindi ito sapat na pagkunan ng impormasyon”
	Errors	“May mga maling info.” “In learning modules, it has a lot of errors in different terms.”
Quality of Instructions	Extent of Learning	“Ayos lang” “Aus lang natuto kahit papaano” “mayroon naman po akong mga natutunan ngayon pandemic but mas ok pa rin po nung face to face mas naiintindihan po yung mga lessons” “Out of 10, I think it's a good 8.5.” “50% po dahil minsan mahirap din lalo pag walang gabay ng guro” “I learned a lot of things during distance learning. but 50/50 lang po”

Table 2 shows the emerging themes in terms of Use of Technology, Learning Resources, and Quality of Instructions. In the use of technology, most of the respondents said that they don't have insufficient memory storage and don't have gadgets at all, Meanwhile, in the learning resources most of their responses they can't understand the given learning materials due to lack of examples and explanations. Lastly, the Quality of Instruction 50% of them learns with the use of learning materials.

Table 3
Thematic Analysis Online Distance Learning (ODL) Students Response

Themes	Sub-themes	Students Response
Learning Motivation	Self-Motivation	<p>“Para sa aking pangarap”</p> <p>“My motivation is my dream job, dahil gusto ko syang maabot kailangan ko matapos ito.”</p> <p>“My family and para sa kinabukasan ko po”</p> <p>“May Family”</p> <p>“Thinking positively and just goes with the flow.”</p> <p>“I am lucky that I have everything i need to keep up with the new education system.”</p> <p>“I always want to finish my studies and have a stable work so i will be able to help my mom.”</p>
Schedule of Learners	Time Management	<p>“Time management lang po kung pano mo gagawin”</p> <p>“Nagse-set ako ng alarm para ma-remind ko ang aking sarili na oras na para mag aral”</p> <p>“I have my time management “</p> <p>“Doing my school tasks before household chores”</p> <p>“Ako po talaga ay gumagawa po ng parang notes halimbawa po 8:00am to 9:00am isang</p>

		<p>subject po talagang gumagawa po ako ng schedule ko po para po hindi matambakan or malimutan yung gawain."</p> <p>"Just like what I said, I keep my track by multitasking and doing what's the most important thing which is studying."</p> <p>"Sinasaulo ko po 'yong mga subjects na may klase kami that time. Tapos po, madalas sinusulat ko po sa sticky notes o di kaya'y sa notes ko po sa phone. Nag-try po kasi ako umattend online nong second sem kasi po may wifi na po yong mga pinsan ko."</p>
Internet Connection	Unstable Internet Connection	<p>"Kawalan ng internet Internet connection, kapag ang aming internet provider ay nagloloko. "</p> <p>"Slow connection of internet"</p> <p>"Lost of internet connection"</p> <p>"Madalas po ay dahil sa mabagal na data connection dahil nga walang internet, madalas po akong madiisconnect sa meet."</p> <p>"The slow internet connection and having to deal with noises inside the house."</p> <p>"Unstable network"</p>

		"Having data connection problem. Sometimes i don't have money and i can't buy load."
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Table 3 reveals the emerging theme Learning Motivation, Schedule of Learners and Internet Connection. The respondents answered the question in a serious manner in terms of Learning Motivation the student's motivation in continuing his/her study for the future and they wanted to achieve their dreams. Hence, in terms of schedule of learners they have time management and they used their free time in answering their modules. Moreover, in terms of internet connection they have vary reasons such as slow internet connection, and poor connectivity.

DISCUSSION

The researchers discovered the following themes based on the testimonies of students under Modular and Online Distance Learning.

Students from Modular Distance Learning don't have their gadgets or insufficient storage memory in their cellphone to use as a tool though they have the tablet given by the school still they can't cope up with the lessons. The majority of the students find it challenging because of varied reasons such as The modules are hard to understand, Lack of examples, and Lack of other Learning Materials or references. Davis (2021) The main challenges that the students have encountered are a self-studying, poor internet

connection, lack of sleep and time to answer all the modules due to the great number of activities, distractions, and lack of focus.

On the other hand, the students under Online Distance Learning cope up with the lessons but the only problem that they encountered is the unstable internet connection. However, a critical contextual factor that has been suggested to affect online student learning and satisfaction relates to interactivity (Anderson, 2003). Online course interactivity can occur either as formal interaction that is built into the overall course design or informal interaction that exists outside of the online course (Rhode, 2009).

In line with this, researchers conducted an alternative way to address these challenges. As a result of phone call intervention, students were able to understand the lesson guided by the teacher. This can be a supplementary activity to meet the gap between the MDL and ODL.

ACKNOWLEDGEMENTS

This study may not have been into reality without the kind support of many individuals who willingly gave their precious time and participation towards its completion. The researchers would like to extend their gratefulness and appreciation for being part of this journey, for, without them, it would not be possible. Foremost, they would like to offer this endeavor to our God Almighty, for the wisdom he bestowed upon them to continue with strength, courage, determination, and perseverance to finish this research. They extend their deepest gratitude to Mr. Calumno for guidance, patience, shared knowledge, and expertise in this study.

The researchers would also like to thank the Grade 11 Humss for giving their time to answer both the interview-survey.

To their families, relatives, and friends who extend their support to them, nothing would be made possible.

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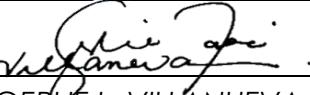
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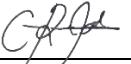
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