DigiMon: A Digital Monitoring Scheme for Grade 3 Pupils on Modular Distance Learning at Platero Elementary School

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ABSTRACT

This action research aimed to assists Grade Three Heneral Antonio Luna on modular distance learning. This was done through a digital monitoring scheme, The study consisted of 36 Grade three learners from Heneral Luna of Platero Elementary School Binan City as the respondents of the study. The sample was purposely taken as the researcher specifically used the grade three learners. The quantitative and qualitative method was used in this action research using the frequency and distribution and z test of dependent proportion as the primary instrument in data gathering. The data collected in this study was organized and classified using the descriptive – comparative research design. The data collected were encoded, tallied, and tabulated to facilitate the presentation and interpretation of results using the frequency, percentage method, and descriptive statistics. Results divulged understanding the modules and its ample/enough time for guidance to answer the modules are the basic encountered difficulties in modular distance learning. Understanding the directions on worksheets is still the agony of those grade 3 pupils under modular distance learning whenever they are under the digitalized monitoring tool. Answering difficult concepts, however, has a very different scenario wherein under the digitalized monitoring, the grade 3 pupils are capable to answer challenging questions with the aid of their guardians and their teachers doing the intervention of DigiMon. Whereas, focusing on the possible Values formation/GMRC/Psyschological aid there is a very different scenario wherein the pupils can tell the integration of the aforesaid relational discipline in terms of modular answering. Based on the results, the researcher recommends the education program will always be in – service training wherein, they will invite a resource speaker with mastery on the digital monitoring scheme wherein the involvement of three different groups namely parents, teachers, and learners are always utilized in working hand in hand to progress the success of the learning of the pupils.

KEYWORDS: *digital, involvement, modular, monitoring, progress*

INTRODUCTION

COVID-19 pandemic as brought extraordinary challenges and affected the educational sectors, and no one knows when it will end.

Every country has been implementing plans and procedures in containing the virus and its variants, as of now, the infections are still rising continually. In the educational context, to sustain and provide quality education despite the lockdown and community quarantine, the New Normal has taken place in consideration to the planning and implementation of the "New Normal Education" (Jose Tria, 2020).

The Department of Education launched the online survey on how schools planned to deliver their modalities that fitted their environment. Based on the survey, Department of Eduucation adopted Distance Learning Modality wherein learning takes place between the teacher and the learners whore are geographically remote from each othe during the instruction. This modality has three types: Modular Distance Learning Modality (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction (TVI/RBI)

In order to encourage the parents to allow their children to continue their studies, The Department of Education grants them the freedom to choose which modality is best for their children. Allowing the parents to choose learning modality for their children lessen their fear about the health and safety of the children during this time of pandemic.

METHODOLOGY

The descriptive research design is used in the study for it is so fit to be used in immediate interpretation and analysis of the comparisons of the responses. The frequencies of the responses of respondents will be used to be able to know the comparative data of the responses in a single group in accordance with the virtue of purposive random sampling technique.

Moreover, the purposive random sampling technique will be used to be able to know the rigid parametric data in a certain case study of the research. The self – made survey will be used has a Cronbach Alpha Reliability of 0.71 which is acceptable. The Cronbach alpha of test of reliability will be computed after the pilot testing, if the alpha did not attain the acceptable internal consistency, the researcher's next move is for the editing of the survey questionnaires. Once the alpha is computed to be a minimum of acceptable internal consistency, this will make the researcher to go on the next step of survey proper for gathering the respondents' pulse. The formula for the Cronbach's Alpha is shown below:

$$\alpha = \frac{Nc}{v + (N-1)c}$$

Where: N is the number of items.

c is the average inter – item covariance among the items.

v is the average variance.

The use of the Cronbach Alpha for the test of reliability of the instrument used by the researcher will be applied in this scenario. The Cronbach Alpha Test of Reliability for Pilot Testing will help the researcher for ensuring the reliability of the research instrument to be used for the progress of this paper. Below is the table that the researcher aims at least to have acceptable survey questionnaires:

Cronbach's Alpha	Internal Consistency
a ≥ 0.9	Excellent
0.9 > a ≥ 0.8	Good
0.8 > a ≥ 0.7	Acceptable
0.7 > a ≥ 0.6	Questionable
0.6 > a ≥ 0.5	Poor
0.5 > a	Unacceptable

Further treatment will be applied by the Z – Test of Dependent Proportions, this Z – Test of Dependent Proportions used to determine if there is a significant difference between the proportions of the call of two types of responses in a single group, by

contrasting the 2 responses from the Likert Scale of the selected questions namely (question 1 and 6 for understanding the direction on worksheets, question 4 and 6 for answering difficult concepts, and questions 3 and 13 for GMRC).

RESULTS

RESULTS (Analysis and Interpretation)

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q1	86.00%			14.00%	
q2	56.00%	3.00%	6.00%	36.00%	
q3	78.00%	6.00%		16.00%	
q4	42.00%	6.00%	8.00%	44.00%	
q5	86.00%	8.00%	3.00%	3.00%	
q6	78.00%	6.00%	2.00%	14.00%	
q7	58.00%	3.00%	3.00%	36.00%	
q8	81.00%	3.00%	3.00%	11.00%	2.00%
q9	86.00%	3.00%	3.00%	6.00%	2.00%
q10	69.00%	12.00%		19.00%	
q11	83.00%	6.00%	3.00%	6.00%	2.00%
q12	94.00%			6.00%	
q13	69.00%	8.00%	6.00%	17.00%	
q14	75.00%	6.00%	6.00%	13.00%	
q15	78.00%	6.00%	6.00%	10.00%	

The table above shows the responses of the respondents about the digitalized monitoring of the modules of learners.

1. Understanding the modules and its ample/enough time for guidance to answer the modules are the basic encountered difficulties in modular distance learning. There are 56 percent of the sampling said that they need assistance in answering their modules, as per the question number 2, while there are 42 percent of the sampling said that they are really having a hard time to answer the modules and, in some cases, there are 44 percent of the sampling that sometimes they have hard times as per the question number 4.

2. Using the Z – Test of Dependent Proportions (It is used to determine if there is a significant difference between the proportions of the call of two types of responses in a single group), by contrasting the 2 responses from the Likert Scale of the selected questions namely (question 1 and 6 for understanding the direction on worksheets, question 4 and 6 for answering difficult concepts, and questions 3 and 13 for GMRC).

Formula: $z = \dfrac{P1 - P2}{\sqrt{(a+d)/N}}$

	Alpha Level	Decision Rule	z - value	Decision
Understanding the directions on worksheets	0.05	z ≥ 1.96 Reject Ho z < 1.96 Accept Ho	0.45	Accept Ho (There is NO SIGNIFICANT DIFFERENCE)
Answering difficult concepts	0.05	z ≥ 1.96 Reject Ho z < 1.96 Accept Ho	3.12	Reject Ho (There is a SIGNIFICANT DIFFERENCE)
GMRC		z ≥ 1.96		Reject Ho

	0.05	Reject Ho z < 1.96 Accept Ho	3.76	(There is a SIGNIFICANT DIFFERENCE)

DISCUSSION

Things that we normally do had been drastically changed in an instant due to the pandemic. People from different sectors of the community had been affected including the lives of the learners. With all these happening one after another, Digimon is created. The purpose of the research was to help the young learners to cope up in their modular distance learning. It seeks to find ways in assisting the learners in their studies at home.

It is a must as an educator to continually monitor the progress of their learners in spite of whatever situation there may be. Digital monitoring scheme could be a big help for educators to track the progress and ensure that the learning takes place. In addition, this scheme can positively reinforce the performance of the learners and at the same time values can be imparted to them as well.

Further study about digital monitoring scheme using bigger sample size or different grade levels to verify the result of the present study.

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