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Learning Goes On: Students' Attitudes and Perceptions in the Implementation of the Modular Distance Learning During Covid-19 Pandemic

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ABSTRACT

The widespread COVID-19 pandemic has affected academia, parents, and students. Due to the sudden closure of schools, students are missing social interaction which is vital for better learning while most schools were forced to move from face-to-face (FTF) in-classroom to remote instruction. This has become a tough routine for the students working modular learning at home since they have to ensure continuing their education. The purpose of this study was to investigate students' attitudes towards the implementation of the Modular Distance in remote learning, and their perceptions of its effects on their learning and engagement in comparison to FTF learning. A quantitative survey was utilized to determine the students' attitudes and perceptions in the implementation of modular distance learning during the COVID-19 pandemic. Convenience non-probability sampling technique was used for data collection with one hundred respondents participated in this study. Data were collected using a 5-point Likert-type survey. The results indicated that students perceived that the implementation of Modular Distance Learning (MDL) can be used as supportive learning delivery modality during the new normal teaching, however, they faced numerous challenges in using the said modality in learning. Thus, students had a negative attitude toward the implementation of Modular Distance Learning and perceived it as having a negative effect on their learning experience and their motivation to learn. Students listed flexibility as the main advantage to using Self-Learning Modules for MDL.

INTRODUCTION

The outbreak of the COVID-19 Pandemic across the globe has profoundly altered most aspects of life, including education, and therefore the Philippines has not been an exception to those changes. This pandemic has disrupted teaching in a variety of institutions, especially in secondary schools where countless students are affected. Undoubtedly, education has been one among the foremost affected sectors by the COVID-19 pandemic.

Last year of April 2020, the Philippine government and education officials had stopped face-to-face classes, closed primary and secondary schools, and officially cut the school year short while implementing a hurriedly improvised grading system for the shortened term. In September, President Rodrigo Duterte had made clear that he won't allow the resumption of face-to-face classes until a viable vaccine for COVID-19 is found and widely and responsibly available, and Filipinos, like all citizens worldwide, are certifiably inoculated from the disease (Asia Society, 2021).

Moreover, nobody can deny the actual fact that education is of great consequence to children for they're the future of the state. President Duterte echoed this sentiment when he said, "the way forward for this country depends on how we educate our children nowadays." Hence, the Department of Education's aspiration to continue the formal education of youth through alternative and innovative learning pathways despite the COVID-19 threat becomes all the more important. For what it's worth, educating the youth during a pandemic is thus far not only important but crucial.

While it's an acknowledged incontrovertible fact that the challenges in implementing “blended/flexible learning” within the country amid the pandemic, nevertheless, these should not be used as reasons or excuses to forestall the academic year from continuing (Malindog-Uy, 2020).

Thus, to continue the fundamental education within the country, the Department of Education issued DepEd Order No. 012, s. 2020, entitled “Adoption of the Basic Education Learning Continuity Plan for the School Year 2020-2021 in the Light of the COVID-19 Public Health Emergency”. One among its principles stated that the BE-LCP ensures learning continuity through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, and provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners (DepEd, 2020). With this, the DepEd is committed to responding to the challenge that this pandemic has brought. Now that we are within the process of adapting to the new normal kind of education at the present this implies that access to education is going to be possible. For the continuity of education and for each school to still attain its mission and vision which is to produce quality education for every Filipino learner, the Department of Education implemented Distance Learning (Dangle & Sumaoang, 2020). Distance learning refers to a learning delivery modality where interaction takes place between the teacher and also the students who are geographically remote from one another during instruction. This suggests lessons are delivered outside the traditional face-to-face setup (Magsambol, 2020). This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction. (Quinones, 2020).

Based on the results of the Learner Enrollment and Survey Forms (LESFs) distributed during the enrollment period, it showed 8.8 million enrollees favor using modular distance learning while only 2 million enrollees prefer online for this academic year 2020-2021 (Malipot, 2020). This implies that modular learning is that the most well-liked kind of distance learning among the youth. This is often in consideration of the learners in rural areas where the internet is not accessible for online learning. Moreover, the DepEd reopened classes in October 2020 and one method of teaching the department appraised to be effective during this situation was modular learning.

Modular learning is a form of distance learning that employs the utilization of self-learning modules. These self-learning modules are based on the most essential learning competencies (MELCS) provided by DepEd (Estrada, 2021). This type of learning delivery modality where most of the learners prefer to use ensures that learning will never stop, that learning goes on, and should not stop simply because of a crisis. Students shouldn't be discouraged from learning or studying. Rather, they ought to take it as a challenge and pursue their studies for it is an enormous opportunity that they will still study despite the various crises faced by the country.

With many schools remaining physically closed as the school year 2020–2021 is on the brink of the end, there is more we need to understand and think through if our learners really grasp or perceive the value, quality, and significance of modular distance learning during COVID-19 pandemic. That is why, the key purpose of this research is to investigate students' attitudes towards the implementation of modular distance learning, in addition to exploring their perceptions of their learning and engagement utilizing modular learning in comparison to the traditional face-to-face session.

Furthermore, the researcher of this study will initiate a survey to found out the status of modular distance learning in Bagong Nasyon II National High School, Division of Antipolo City. To learn their status means to provide quality learning for the students and to discover the simplest yet most effective recommendations from them while currently experiencing modular distance learning amidst the COVID-19. Students should be dedicated to their education and not allow the threat of the COVID-19 pandemic to discourage them. The implementation of modular distance learning benefits many Filipino youths who do not have access to online learning. Thus, such a chance should not be wasted.

LITERATURE REVIEW

Discussing the studies conducted in the modular learning field enriches this study's literature for several reasons. (1) Obtaining and knowing better perceptions on the history of modular learning. (2) To provide the criticisms needed for providing future studies, as the urgent necessity to have researches and practices for modular learning prime quality.

Modular approach dates from B.F. Skinner's and others' research in the 1950s led to the formulation of various principles of teaching and which afterward became the main characteristics of programmed instruction like division of subject material into small steps, active participation of students, immediate feedback, and self-pacing (Taberdo & Acuavera, 2018). These are all the principles that are utilized in modules' making (Malik, 2012). Modular instruction is one of the most recent innovations in the educational system. This innovation within the modular approach contains a series of activities each of which starts with teaching instructions addressed to the learners, explanation, exercises, and generalizations (Guido, 2014). A module is defined as a self-contained, independent unit of a planned series of learning activities designed to assist the student to accomplish certain well-defined objectives. The learner is ready to proceed at this own rate and recycle if necessary (Goldschmid & Goldschmid, 1972). Modules emphasized analysis and application of concepts and techniques and provide a concrete form of concepts. It also provides active participation of students in responding and await to fulfill areas of individual interest and helps the teacher extend more individualized instruction at school and at home.

Guido (2014) explained that the instructional module in materials science and engineering is effective for students' knowledge adaptation and shows suitability to the level of the students and acceptability to the faculty evaluators. This reveals that the evaluators trusted that the module is very valuable to the course which makes students learning experience well stimulated.

Sadiq and Zamir (2014) studied the effectiveness of the modular approach in teaching at the university level and therefore the data were collected from both groups (controlled and experimental) analyzed and interpreted by using mean-variance, and t-test through the use of statistical package SPSS. The result' scores were in the favor of usage of the modular teaching approach. So, it is recommended that the modular approach should be widely used at various levels of education.

Padmapriya (2015) has found self-learning modules effective on the achievement in Biology among secondary school students. The students treated with modular approach achieved higher mean scores than those students taught through the activity-oriented method. The study reveals the effectiveness of the self-instructional module on achievement among secondary school students and therefore the administrators must take necessary steps to provide special training to teachers in developing modular packages. Ambayon (2020) evaluated the effectiveness in teaching the subject of mythology and folklore employing a modular-based approach. Supported the results, the performance of the college students in literature within the experimental group had improved from poor to excellent achievement whereas the control group had relatively improved from poor to fair achievement. Hence, it is recommended that the module be utilized in similar contexts particularly in learning mythology and folklore.

Moreover, on the study conducted by Dangle and Sumaoang (2020), they concluded that their study was able to determine the prevailing challenges of the participants in terms of resources, preparedness, and communication in the implementation of Modular Distance Learning in the Philippine Secondary Public Schools. Thus, they suggested that the results of their study may serve as a springboard for the future improvements of the schools' existing programs and guidelines on the implementation of modular distance learning. Similarly, in their study, Labrado, Rosal, Layasan, and Salazar (2020) described the process of the Modular Teaching-learning Modality implemented in the Division of Naga-Cebu. They suggested that the actual observations, reliable data collection, valid concerns, and issues were discussed for future studies and references. With this, the researcher deemed to investigate the attitudes and perceptions of the students towards the use of modular distance learning to determine the current problems and issues encountered in the implemented modular distance learning so as to give or propose recommendations to improve the modular distance learning in Bagong Nayon II National High School.

Indeed, research indicates that there is no universal approach for teaching, and no method of educational methods is better than the others except in certain circumstances. Current education practices may be invalid nowadays; perhaps conditions within the past in teaching students were restricted on teacher- blackboard, and textbook. While nowadays we have an emergency health crisis caused by COVID-19. Thus, students are forced to resort to self-learning programs like modular learning. Consequently, the necessity has risen to depend upon teaching approaches that are far away from conventional ways of the teacher as well as school. And to be more accessible to education during the COVID-19 pandemic, the module is one of these progress means to meet the needs of the Filipino learners.

RESEARCH QUESTIONS

The aim of this study sought to answer the following five questions:

1. What are students' attitudes toward the implementation of modular distance learning?
2. How do students perceive the effect of utilizing modular distance learning?
3. What are the students' perceptions of their learning engagement in modular distance learning?
4. Do students prefer modular distance learning or traditional face-to-face?
5. What are the students' perceived advantages and disadvantages of utilizing modular distance learning?

SCOPE AND LIMITATION

While this study could be helpful to many schools in the Division of Antipolo City, there are limits that will make this a study of a specific nature directly to the Bagong Nayon II National High School.

1. This study was restricted to the Bagong Nayon II National High School implementing pure modular distance learning as its learning delivery modality during the COVID-19 pandemic.
2. The grade levels studied were tenth-grade.
3. Students surveyed were from the 2020-2021 school year only.
4. Only the attitudes and perceptions of the students in the implementation of modular distance learning during the COVID-19 pandemic will be studied.

RESEARCH METHODOLOGY

The researcher utilized a quantitative survey to determine the students' attitudes and perceptions in the implementation of modular distance learning during the COVID-19 pandemic. According to MacDonald and Headlam (1986), quantitative surveys are a popular method of collecting primary data. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents (Trochim, 2006). They are a flexible tool, which

can produce both qualitative and quantitative information depending on how they are structured and analyzed. In particular, the cross-sectional survey will be used as a format in this study to gather information on a population at a single point in time. A cross-sectional survey uses an online survey questionnaire that collects data on peoples' experiences of a particular initiative or event. An online survey questionnaire was used to determine the relationship between two factors, the student's attitudes and perceptions in the implementation of modular distance learning during the COVID-19 pandemic.

Sampling

A convenience non-probability sampling technique was used in the study. This sampling technique was used because the students followed the predefined schedule and because of the unfeasibility to alter the schedule for the sake of the study. The eligibility criteria to participate in this study included students actively enrolled in Bagong Nayon II National High School as Grade 10 student for the school year 2020-2021, 15 to 17 years old, able to read and understand English, and has a strong internet connection because the survey questionnaire will be answered online. Therefore, the overall sample size is 100.

Data Collection

The participants in this study were 100 students at Bagong Nayon II National High School, Division of Antipolo City. The students attended FTF classes starting June 2020 until the middle of October, after they switched into a brand-new remote learning environment using modular distance learning largely due to the COVID-19 pandemic. The participants filled a 5-point Likert-type 16-item survey that the researcher developed supported the literature review and also the aim of the study. The dimensions of the survey responses ranged from Strongly Disagree (1) to Strongly Agree (5). The survey consisted of four sections: students' attitudes toward the implementation of the modular distance learning, students' perceptions of the impact of using modular distance learning, students' perceptions of their learning engagement while using modular distance learning, and student's perceptions of the differences between face-to-face and modular distance learning. Additionally, the survey included two open-ended questions: What are the advantages of implementing modular distance learning? What are the disadvantages of implementing modular distance learning?

Ethical Issues

This research considered the moral standards set by generic research ethics. In so doing, the participants will be informed about all the steps which will be taken during this research. The participants are more important than the study, and thus always respected. The confidentiality of the participants will be protected. Participation within the study was completely voluntary. No benefits got to the students for participation. No physical, psychological, social, or economic harm or risk affected the participants, since the data collection process primarily relied on a descriptive noninvasive questionnaire. Likewise, the data collection material will be kept and destroyed upon the completion of the study, as in accordance with the Data Privacy Act of 2012.

Plan for Data Analysis

Survey results recorded in Google Forms and an Excel spreadsheet used to collect students' responses. Descriptive statistics of the responses to the survey presented in tables with mean, standard deviation, and percentages of responses were displayed. The descriptive statistics provide summaries about the sample's answers to each of the questions. On the other hand, to analyze the qualitative data, the researcher used a content analysis approach. The main analytical step in the content analysis will be the coding of narratives based on emerging themes or conceptual categories (Strauss & Corbin, 1990).

RESULTS AND DISCUSSION

This part presents the responses collected from the 5-point Likert-type survey items were grouped into four categories: students' attitudes toward the use of Modular Distance Learning (MDL), students' perceptions of the impact of Modular Distance Learning on their learning, students' perceptions of their learning engagement while using Modular Distance Learning Modality, and students' comparison between face-to-face and Modular Distance Learning. In addition, students' responses to the questions about the advantages and disadvantages of using Modular Distance Learning were tabulated. In the following discussion, the designation of "agree" includes all "agree" and "strongly agree" responses while the "disagree" designation includes all "disagree" or "strongly disagree" survey responses.

Problem No.1. What are students' attitudes toward the implementation of Modular Distance Learning?

To provide an answer to the first research question about students' attitudes toward the use of Modular Distance Learning (MDL), 21% agreed that they enjoyed using MDL during the COVID-19 pandemic while 21% disagreed. In addition, 41% indicated that they felt comfortable using Modular Distance Learning at home especially during this time of the pandemic, while 18% disagreed. 42% agreed that the use of Modular Distance Learning allowed flexibility in their learning schedule, while 17% disagreed. Overall, the respondents enjoyed using Modular Distance Learning as an

alternative to Face-to-Face during this time of pandemic with 30% agreed and 22% disagreed respectively. However, the means of students' responses for the four survey items ranged from 3.35 to 2.97 out of 5 which indicated a less favorable level of support for the use of Modular Distance Learning (see Table 1). The results of this study agree with the results of Muhammad and Kainat's (2020) study. They concluded that lack of face-to-face interaction with the instructor, response time, and absence of traditional classroom socialization was among some other issues highlighted by higher education students. With this, Face to Face learning (F2F) is essential, and Face to Face learning (F2F) is necessary for human interaction (Gabriel and Rhonda, 2020).

Table 1. Participants' Attitudes toward the Use of Modular Distance Learning.

	Item	Mean	SD
1.	I enjoyed using Modular Distance Learning to learn during the COVID-19 pandemic.	2.97	2.57
2.	I felt comfortable using Modular Distance Learning at home especially during this time of the pandemic.	3.27	2.90
3.	The use of Modular Distance Learning allowed flexibility in my learning schedule.	3.35	3.00
4.	Overall, I enjoyed using Modular Distance Learning as an alternative to Face-to-Face during this time of the pandemic.	3.09	2.73

Problem No. 2. How do students perceive the effect of utilizing modular distance learning?

Regarding students' perceptions of the effects of utilizing modular distance learning on their learning during the COVID-19 pandemic, 25% agreed that the use of Modular Distance Learning improved their learning despite the COVID-19 pandemic, while 21% disagreed. Similarly, 33% agreed that the use of Modular Distance Learning helped them learn the content of the subject in a flexible and convenient way while 22% disagreed. In addition, 35% agreed that the use of MDL helped develop their confidence in the subject while 30% disagreed. However, the means for students' responses ranged from 3.00 to 3.18 out of 5, which indicated that students still believed that the use of Modular Distance Learning had a negative impact on their learning (see Table 2).

Table 2. Students' Perceptions of the Impact of Modular Distance Learning on their Learning during COVID-19 Pandemic.

	Item	Mean	SD
5.	The use of Modular Distance Learning improved my learning despite the COVID-19 pandemic.	3.18	2.81
6.	The use of Modular Distance Learning helped me learn the content of the subject in a flexible and convenient way.	3.12	2.72
7.	The use of Modular Distance Learning helped me develop confidence in the subject.	3.00	2.65

Problem No. 3. What are the students' perceptions of their learning engagement in modular distance learning?

Regarding the third research question on students' perceptions of their learning engagement in the modular distance learning, 40% agreed that the use of Modular Distance Learning helped them participate in the activities indicated in the Self-Learning Module (SLM) in ways that enhanced their learning competencies, while 21% disagreed. Meanwhile, 41% agreed that the use of Modular Distance Learning motivated them to actively do all the activities in the Self-Learning Module while 16% disagreed. Only 21% agreed that the use of Modular Distance Learning made them easier to be more engaged in the different activities in the SLM, while 23% disagreed. Regarding learning interaction with their teachers, parents, and/or guardians in the MDL, 36% agreed that their interaction increased, while 21% disagreed. However, the means of students' responses ranged from 2.97 to 3.44 out of 5, which indicated that students believed that the use of Modular Distance Learning had mostly a negative impact on their learning engagement and did not increase their interaction on any level (see Table 3). This agrees with the conclusion in UNICEF's (2020) study where over half of the teachers think that the number of students who faced difficulties in mastering the teaching material has increased.

Problem No. 4. Do students prefer modular distance learning or traditional face-to-face?

In regards to the fourth research question on students' comparisons between FTF and MDL, only 26% agreed that the activities in the Modular Distance Learning using the Self-Learning Module motivated them to learn the content more than the ones in the face-to-face traditional class meetings, while 36% disagreed. Meanwhile, only 19% agreed that their attention to the activities/tasks in the Modular Distance Learning using the Self-Learning Modules was greater in comparison to the traditional face-to-face class meetings while 39% disagreed. Regarding the participation in the different activities in the Modular Distance Learning using the Self-Learning Module in comparison to the traditional face-to-face class meetings, only 17% agreed while 37% disagreed. On the other hand, 68% agreed that they would do better

in the class if it was taught in the face-to-face class format without using Modular Distance Learning, while 9% disagreed. The means of students' responses ranged from 2.73 to 3.93 out of 5, which indicated that students favored the FTF classroom instruction in comparison to the Modular Distance Learning using Self-Learning Module (see Table 4). This agrees with the results in Widodo et al.'s (2020) study showed that students' learning readiness was still lacking. Most students wanted to come back face to face. Roy et al.'s (2020) reported similar findings; the students preferred to go back to the face-to-face instruction post the COVID 19 lockdown.

Table 3. Students' Perceptions of their learning engagement in the modular distance learning.

	Item	Mean	SD
8.	The use of Modular Distance Learning helped me participate in the activities indicated in the Self-Learning Module (SLM) in ways that enhanced my learning competencies.	3.20	2.82
9.	The use of Modular Distance Learning motivated me to actively do all the activities in the Self-Learning Module.	3.26	2.88
10.	The use of Modular Distance Learning made it easier for me to be more engaged in the different activities in the SLM.	2.97	2.56
11.	The use of Modular Distance Learning increased my interaction with my teacher and most especially with my parents and/or guardians.	3.13	2.76
12.	The use of Modular Distance Learning motivated me to seek help from parents/guardians, classmates, and the teacher.	3.44	3.05

Table 4. Students' Comparison between FTF and MDL.

	Item	Mean	SD
13.	The activities in the Modular Distance Learning using the Self-Learning Module motivated me to learn the content more than the ones in the face-to-face traditional class meetings.	2.86	2.51
14.	My attention to the activities/tasks in the Modular Distance Learning using the Self-Learning Modules was greater in comparison to the traditional face-to-face class meetings.	2.73	2.38
15.	It was easier to participate in the different activities in the Modular Distance Learning using the Self-Learning Module in comparison to the traditional face-to-face class meetings.	2.79	2.42
16.	I believe that I would do better in the class if it was taught in the traditional face-to-face class format without using Modular Distance Learning.	3.93	3.54

Problem No. 5. What are the students' perceived advantages and disadvantages of utilizing modular distance learning? Regarding the fifth research question about the advantages and disadvantages of utilizing Modular Distance Learning as perceived by the students, students' responses were tabulated based on similarities. The percentages of students' responses were calculated as seen in Tables 5 and 6.

Table 5. Students' Perceptions of Advantages.

Advantages	Percentage
Flexibility:	
<ul style="list-style-type: none"> • Learning at your own pace • Flexible schedule and time • A lot of time to answer the activity • You can freely manage your time 	34.69%
Ability to stay at home:	
<ul style="list-style-type: none"> • To avoid the virus • You don't have to go to school or outside to learn • Safety learning till COVID-19 end • To learn in the middle of the pandemic 	23.47%

Learning is independent:	
<ul style="list-style-type: none"> I can learn by myself It improves students' capacity for learning You can learn, discover by your self 	21.43%
Comfortability of learning at home:	
<ul style="list-style-type: none"> It's more comfortable and is easier since you'll just learn at home 	20.41%

The advantages of utilizing Modular Distance Learning according to students were flexibility (34.69%), ability to stay at home (23.47%), learning is independent (21.43%), and comfortability of learning at home (20.41%). This finding agrees with the finding in Serhan's study (2018). Students listed flexibility as the main advantage of utilizing MDL for learning. Similarly, the data in this study showed that students found Modular Distance Learning to be more flexible in comparison to face-to-face classrooms; it allowed them the flexibility of accomplishing learning activities anywhere.

Table 6. Students' Perceptions of Disadvantages.

Disadvantages	Percentage
Reduced interaction with the teacher:	
<ul style="list-style-type: none"> Difficulty staying motivated Difficulty staying in contact with the teachers It is difficult for a child to study on his own because no one teaches or explains to us properly It's difficult to answer some tasks without the guidance of the teacher and it's a little hard to understand some topic because it's all new to me Not all the students understand the lessons quickly so the teacher needs more instruction It's harder for me to understand the lessons especially since my mother didn't finish high school and she has no time to guide me in answering these modules because of her work and the activities given are two times more than the activities are given on traditional learning style I didn't learn much 	45%
Lack of interactions with classmates:	
<ul style="list-style-type: none"> We're not all capable to learn with ourselves without collaborations with our classmates for us to get better. Lack of social interaction 	23.75%
Poor learning conditions at home:	
<ul style="list-style-type: none"> The chances of getting distracted and losing track of deadlines are high. Other students may be more distracted using their phones instead of finishing the task assigned on what to do. We cannot properly divide the time to accomplish the modules and the household chores because there are a lot of parental commands than answering the activities. 	21.25%
Lack of self-discipline:	
<ul style="list-style-type: none"> Can't focus that much A lot of distraction like playing mobile legend and browsing Facebook with my cellphone They learn how to cheat 	10%

On the other hand, the major disadvantages of utilizing Modular Distance Learning according to students were: Reduced interaction with the teacher (45%), lack of interactions with the classmates (23.75%), poor learning conditions at home (21.25%), and lack of self-discipline (10%). This finding is similar to what Putri et al. (2020) found in their study. The

findings revealed challenges and constraints experienced by students during the COVID-19 pandemic in an online home learning such as limited communication with the teacher and socializing among students. Similarly, in their study, Markova, Glazkova, and Zaborova (2017) concluded that the teacher plays a crucial role in knowledge construction. Based on the findings of this study, students preferred to interact with their teacher during face-to-face learning and stated that social presence was an important aspect of their learning.

CONCLUSIONS AND RECOMMENDATIONS

The traditional face-to-face lecture method of teaching approach wherein students absorb information from the teacher that trickles down from top to bottom to them has been abruptly unused in all school systems because of the escalation of the COVID-19 pandemic globally. The present implementation of Modular Distance Learning (MDL) in Bagong Nayon II National High School is critical but effective out of necessity, assuring safety measures within the school site. Thus, the implementation of the MDL is really a challenge during the COVID-19 pandemic, but creative ways have been made in order to distribute self-learning modules to the students. However, based on the students' perception of the implementation of MDL, it would be fair to conclude that though modular learning materials emphasized the utilization of student-centered and continuous assessment methods, currently, this learning delivery modality appears to have been undermined by the dominance of face-to-face learning instruction.

Furthermore, the findings revealed that the changes in the teaching and learning process brought about by Modular Distance Learning have affected students' performance and also the quality of education. The quantitative survey data shows that students agreed that the said Modular Distance Learning can be used effectively in accomplishing learning tasks indicated within the Self-Learning Modules although they face numerous difficulties while using it. Additionally, the study showed that Modular Distance Learning could be a valuable method of teaching at this point of the pandemic. However, based on the perception of the respondents in the survey, face-to-face learning remains effective in increasing knowledge and is highly needed. It is obvious that students clearly understand the underlying merits and demerits of this learning delivery modality. Thus, the application of the active learning approach largely depends on the guidance of the teachers and their parents/guardians as well as the motivation of the students to adhere. In addition, because most of the students face a lot of challenges in dealing with their learning at home, hence resorting to the face-to-face teaching approach.

With these, the support of parents, teachers, and government (central and regional) is still needed in the Modular Distance Learning process. One is that the continuous support for the training of teachers in designing modular learning materials. A second necessary source of support is that the involvement of parents, teachers, and also the school, which can be achieved by creating a community of knowledge to understand modular learning practices. Learning materials developed by this community can be created collaboratively so that modular distance learning can be appropriately synergized. Third, peer support or collaboration is additionally essential to successful modular learning. Such collaboration among teachers will help find solutions to adjusting subject material to assist teachers, and teachers can share ways during which they motivate students and overcome student boredom during instruction in modular distance learning.

It is further recommended to restructure the educational materials utilized in Modular Distance Learning that are simple and attainable within the learner's level of limited capacity. Modular learning materials, therefore, need to be carefully designed, age-appropriate, and consider that many children who stand to benefit the most (with limited or no access to technology) may have little or no parental support. For example, for non-readers or readers with low literacy levels, highly visual materials are important (UNICEF, 2020). The use of modular learning materials needs to be part of a broader learning strategy that incorporates teacher-guided approaches, as well as guidance to parents/guardians on how to effectively support children in using the materials. In the same way, continued monitoring and evaluation of the modular distance learning education program would be an excellent help to reinforce the system of delivering education. Hence, education must be viewed as a collaborative community effort among government, teachers, parents, and schools to extend the efficacy of teaching and learning methods that are adversely affected and make sure that students do not fall behind. Herewith, the researcher encourages to study of the effect of MDL and more studies parallel to this should be conducted in the coming semester/year.

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