

Modular Learning and AP Camp Intervention Activity

Daisy Mae R. Bongtiwon¹, Carol P. Daloglog², Virginia A. Abano³

¹*Eulogio Amang Rodriguez Institute of Science & Technology, Manila Philippines*

²*Lawig National High School, Lamut, Ifugao, Philippines*

³*Marikina High School, Marikina City, Philippines*

Abstract: - The research aims to identify the problems experienced by students in Araling Panlipunan during the modular learning process. Problems encountered by students include a lack of connection between learning materials and students, a lack of internet access, less attention to the learning process, and a lack of concern for their achievement or performance. The school used various remote and hybrid learning techniques throughout the epidemic to ensure learning continuity, mitigate learning losses, and reduce disparities. This article provides an assessment of DepEd's modular learning program. DepEd offers various approaches to organizing and implementing catch-up learning programs. Still, in this paper, the AP Camp Activity is suggested as remedial, focusing on students' learning recovery and rekindling their motivation in school, which may lead to enhanced student engagement, achievement, and performance.

Keywords: Camp Activity, Remedial Program, Araling Panlipunan (AP)

I. INTRODUCTION

The COVID-19 epidemic has led to a loss of learning for all students worldwide due to unexpected school closures. Around the world, schools were closed for almost six months, or about two-thirds of a regular school year. As a result, to ensure learning continuity, educational systems have introduced remote and hybrid learning modes. The impact of various catch-up learning programs varies, according to several studies. Instructional techniques that strive to fill in the gaps while maintaining students at their age-appropriate grade level have compensated for students' lack of prior learning. Learning losses occurred not only due to school closures during COVID-19 but also because of the low or partial effectiveness of remote and hybrid learning.

In most countries, remote and hybrid instruction are the most frequent, but this varies by community. In general, distance learning is less successful than face-to-face learning. Several theories have been proposed to explain this occurrence. As a result, almost all students require remedial training, as well as enhanced educational systems capable of quickly deploying and scaling up targeted interventions to help students bridge learning gaps and improve their performance.

Meanwhile, in the Philippines, the Department of Education issued the Basic Education Learning Continuity Plan in June 2020 as an emergency remedy for the 2020–21 school year. The concept distills the K-12 curriculum into essential learning abilities available across various learning modes and

platforms. It includes suggestions for preparing schools and educational institutions for the first day of school. According to the policy, in the days coming up to reopening, learners should be given assignments to studying essential aspects, orientation on the use of alternative learning delivery modalities and related learners' resources, as well as mental health and psychosocial support activities.

It is noted that teachers must carefully identify the best treatment for regaining lost learning as part of their responsibility, and this can be a difficult task. It's considerably more challenging if governments don't employ evaluation systems to determine what people need to learn. The researcher has done this study based on this hypothesis. The researcher recognized the challenges that junior high school students have as a result of modular learning. The findings of this inquiry will be utilized as a baseline for developing a corrective activity to compensate for the learning loss caused by lockdowns.

Furthermore, the depth, the breadth of the learning losses and gaps generated by the prolonged disruption, recovering all learning losses, and correcting significant learning gaps will take a lot of work. As a result, the school and teachers should chart a clear route for appropriate techniques and modalities for the children and the community in which they live.

Notably, a remedial activity and a catch-up program are appropriate ways to recover from a learning loss. However, all expectations must be handled by establishing clear and acceptable catch-up program aims. Such goals should consider available resources and capacities and give a menu of options for schools and educators to choose from based on their unique circumstances. Organizing reviews and other monitoring measures is a crucial step in measuring and comprehending the scope of the problems and developing effective catch-up tactics.

Finally, the researcher believes that lost learning can be restored by reinvigorating their interest in social studies, Philippine history, and society through an outdoor program. She aimed to discover the challenges students faced during modular learning and construct a catch-up program and remedial activity in the form of an outdoor program called AP Camp Activity.

II. RELATED LITERATURE

According to UNESCO monitoring, school buildings worldwide were closed for an average of 15 weeks (4 months) in 2020. (UNESCO, 2021a). These efforts have shown mixed results, with differing degrees of progress and reduction in student learning inequities depending on the modalities and implementation techniques of the various education programs. Condensed curriculum, micro-teaching, and supplemental and differentiated instruction (including tutoring based on formative and diagnostic assessments) are examples of strategies that provide targeted and personalized education and support (UNESCO, 2020a).

First, research suggests that quarantined kids spend less time learning than students who are not and that the degree of learning loss appears to be proportional to the length of physical school closures. Learning losses range from 8% of the learning-adjusted year of schooling in the Pacific, where schools have largely remained open, to 55% in South Asia, where school closures have lasted the longest, according to a report by the Asian Development Bank (ADB) (ADB, 2021)

Second, many children and adolescents have experienced heightened worry and mental health suffering due to the pandemic. It also hampered kids' ability to focus on schoolwork by disrupting access to school health and feeding facilities. There has been a rise in violence against children, and many children spend more time online – frequently unsupervised – with potentially dangerous consequences (UNESCO, 2021).

Third, physical school closures and a lack of in-person contact may cause kids, particularly younger pupils, to be less externally motivated to participate in learning activities. For example, the Southern African Development Community (SADC) studied governmental and educational organizations on the difficulties faced by 13 SADC Member States and the steps taken to address them. The findings show that continuing to engage in teaching and learning activities, in-person, remotely, or hybrid, during the COVID-19 pandemic is more difficult for early and young learners than for other students (UNESCO and SADC, 2021). Play and learning activities are central to pupils' experiences in the early grades, and even keeping up with regular routines is challenging without the support of parents or guardians (UNESCO and SADC, 2021).

Fourth, even if students are given the option of receiving remote teaching, those who do not have access to dependable internet or the gadgets to access it will fall farther behind. Recognizing this reality, various countries have implemented television or radio-mediated education programs, with varying results. Most of these programs, for example, couldn't support individualized instruction or track students' attendance.

Fifth, COVID-19's shift from face-to-face to remote learning has made it more difficult for primary and lower secondary school children to learn. It also poses a unique challenge for people struggling to adjust to the new learning

environment. Teachers' lack of preparation to plan, administer, and monitor remote and hybrid education has worsened these issues in many nations.

Modular learning is an andragogical strategy that achieves results by breaking down a body of information into its constituent components. Learners can use past knowledge to assess what they know and complete modules linked to areas that need to be studied. In order to progress, students must demonstrate mastery of important goals and skills within each module, which shifts additional responsibility to the student as learning becomes self-initiated, self-paced, and self-monitored. Technological advancements paired with a modular learning strategy assist students in preparing, practicing, and performing necessary abilities, as well as becoming more perceptive decision-makers and leaders in both academic and professional contexts (Friestad-Tate, Hancock, and McCoy, 2013).

In summary, modular learning was adopted by schools in far-flung provinces and communities in the Philippines, garnered less efficiency resulting in a learning loss. Therefore, the researcher designed this kind of study in her school. She would like to augment the learning loss through an outdoor program called AP Camp Intervention Activity.

III. METHODOLOGY

This qualitative, school-based research project describes students' real-life experiences during modular learning in far-flung barangays in the municipality of Lamut, in the province of Ifugao. It also aimed to address growing concerns about the learning process. Specifically, students' disengagement from – or loss of – learning due to the pandemic, as evidenced by low achievement at checkpoints compared to expected learning levels, lower completion rates, and widening achievement gaps.

Twenty-five students from Lawig National High School were given a teacher-made survey questionnaire. The students live in a mountainous region with poor internet access and few options for advanced learning. Due to the neighborhood's scarcity of devices, they cannot use video lessons.

Only 145 kids are enrolled in this school. Only 25 people could complete the online survey and interview out of this group. The gender of students and their grade levels are shown in Tables 1 and 2, respectively. Females outnumber males in this survey. The poll is inclusive of all grade levels.

Experts then evaluated the Proposed AP Camp Intervention Activity to ensure its effectiveness.

IV. DATA & RESULTS

Table 1 Gender of Students

Gender	f	%
female	15	60
male	10	40
Total	25	100

Table 2 Grade Levels of Students

Grade Level	f	%
Grade 7	5	20
Grade 8	7	28
Grade 9	5	20
Grade 10	8	32
total	25	100

Table 3 Who helped you with your module?

Answer	Rank
Classmates & Friends (5)	3
Myself (10)	1
Parents (2)	4
Siblings (7)	2
Relatives (1)	5

Table 4 How do you feel overall about modular learning?

Answer	Rank
Happy/ Good (7)	2
Hard/Difficult (9)	1
Sad/ Lazy (2)	5
Few learning (4)	3
Stress (3)	4

Table 5 How do you answer your module?

Answer	Rank
Reading/Understanding/analyzing (13)	1
Using a gadget and TV. (1)	5
Writing (6)	2
Using the Internet & Google (3)	3
Asking for help from friends and family (2)	4

Table 6 Is modular learning helping you to understand your lesson?

Answer	%
Sometimes (5)	20
Yes (20)	80

Table 7 How supportive has your school provided you with resources to learn from home?

Answer	%
Very helpful (18)	72
Not very helpful (7)	28

Table 8 How stressful is modular learning for you?

Answer	%
Very Stressful (14)	56
Not very stressful (11)	44

Table 9 What are your struggles during modular learning?

Answer	Rank
Lack of Motivation (4)	3
Lack of Understanding (7)	2
Lack of Wifi/ Internet (9)	1
Performance Task (2)	5
Time Management (3)	4

V. DISCUSSION

School administrators confront the challenge of promoting initiatives in their schools and communities while maintaining hygiene and distancing measures. The researcher, also a teacher, has struggled to reconnect with her pupils and rekindle their enthusiasm for learning about social concerns in her subject, Social Studies (Araling Panlipunan). She then recognized students' issues and addressed them in her outdoor program, AP Camp Activity. She thought that by developing an outdoor program, she would be able to reclaim the lost learning as well as the desire to continue learning despite the school's closure.

An outdoor remedial program named AP Camp activity is the output of this investigation. The mobile classroom necessitates a large amount of equipment and technology. The researcher then designed and planned an outdoor exercise that may be repeated in other subjects of study, such as mathematics, sciences, and languages since the school is in a mountainous environment in the municipality of Lamut in the province of Ifugao. Students and teachers participating in this program are intended to increase their emotional health, well-being, motivation, and commitment to learning and regain lost knowledge.

The Findings of the study are as follows:

1. Among the respondents, rank one implies that they began their modular learning independently. In Rank 2, students solicit the help of their siblings and sisters in their modular learning. Students cooperate with their friends and classmates to study their courses, which is the third rank. They ask their parents to help them grasp the content of their module, which is ranked fourth. Finally, in Rank 5, they solicit the assistance of their family through the module's most difficult sections. (See Table 3).
2. Students regard modular learning as challenging and demanding (rank 1). Rank 2: Despite the epidemic, they are happy and fulfilled, and modular learning is a

feasible choice to complete their degree. Rank 3: Despite having a comprehensive set of modules, they think they only study a few topics in their courses. For Rank 4, they are stressed after completing their courses since there is no follow-up conversation to assist them in better comprehending the topic. Finally, Rank 5 explains their sentiments of despair and idleness as a result of spending the entire day sitting down with their phones and modules on top of the table. (See Table 4)

3. Students respond to their modules using the materials that are accessible. The Top Rank has read, comprehended, and studied their module independently. Rank 2 is to scribble down their replies to retain the thoughts for a longer length of time. Those in Rank 3 who could afford a laptop utilized the Internet to learn more about the subject. Rank 4 requested help from friends and family to solve the module. Finally, people in Rank 5, with access to a television and other gadgets like a cellphone, watched DepEd TV programming. (See Table 5). This is ranked five because there is no interaction between the teacher on TV and the students.
4. 80% of respondents said modular learning was advantageous to their education. While 20% stated only seldom because difficult teachings need further discussion and explanation for a better understanding of the subject. (Table 6)
5. The school is greatly useful in their modular learning, according to 72% of respondents. While 18% said, it was ineffective since not everyone was focused on their modules. (Please refer to Table 7)
6. 56% of respondents are highly concerned since they are responsible for daily housekeeping and childcare. Furthermore, complex topics, particularly mathematics and physics, may heighten their anxiety if no one is willing to assist them or if they are unfamiliar with the lesson. According to 44% of respondents, they are somewhat stressed. They have difficulty managing their time, which causes them to get concerned about replying to their module. As deadlines and due dates approach, they get more stressed. (See Fig. 8)
7. Students regard modular learning as difficult owing to a lack of Internet connectivity (Rank 1). They utilize Google to discover videos and articles to assist them in comprehending the material in their classes. Rank 2: They do not understand the lesson since the modules are printed in black and white, with few images, and the font size is sometimes too tiny to read. They are uninspired to study, according to rank 3. Students sometimes put off completing and submitting modules due to a lack of motivation and desire for further study. The fourth ranking is that they do not manage their time correctly. They can do

several things at once because of their modular learning. (See also Table 9)

The above-mentioned issues with students during modular learning inspired the creation of AP Camp Activity, an outdoor program designed to re-engage students in their studies. Using their modules, it also attempted to improve students understanding of the subject. This practice will also encourage parents and teachers to communicate about their children's education.

The goal of the AP Camp Activity is to create engaging activities. Students' daily habits have changed due to COVID-19-related school closures; this activity will encourage students, teachers, and families to reconnect with the school and re-establish patterns to aid learning.

Another benefit of this activity is that it allows some learners and families who are averse to contact to participate in the mobile classroom, which will travel to various sitios and communities where students live. Learning recovery will be achievable even in the most remote parts of the region in this way.

All students struggling throughout their modular learning can benefit from the AP Camp Activity, a mobile classroom, and an outdoor remedial program. Below is the description of the program.

AP CAMP: AN INTERVENTION ACTIVITY

A. Description of the Program

The Araling Panlipunan AP Camp Activity is an outdoor remedial program. This is a mobile classroom that serves the community. A gymnasium, a barangay hall, wide open spaces shaded by trees, resorts, school grounds, and plazas are all excellent locations. The responsible instructor will supply objects easily hung in trees and on walls. Students might utilize single seats and single tables during the activity. However, technical tools such as an LCD projector, a laptop, and timers are needed to improve the instruction.

B. Objectives of the Program:

The AP Camp Activity is designed to help students recover from their lost learning time. Specifically, it seeks to achieve the following:

1. *To provide opportunities that stimulate the development of each student's self-esteem.*
 - a. Each student will select their activity during "me" time.
 - b. Each camper will participate in at least one activity to promote self-esteem, including a challenge course, values clarifications, cookouts, or magic circles.

- c. Students will participate in getting-to-know-you games to empower their selves to get ready again in school.
 - d. Teachers and parents will encourage the students throughout the program.
 - e. Each student is given a form to take home to share with their parents indicating what program and skill requirements they have worked on.
2. *To help each student appreciate their subject matter and take an active role in studying those lessons.*
 - a. Each student will participate according to their grade level. They will be grouped according to their grade levels.
 - b. Each student will attend lesson-based activities.
 - c. Each student will be able to participate in different games and group activities related to their lesson.
 - d. The students will have their reading time at the beginning of each session. Students will be given opportunities to read aloud and explain what they read.
 - e. Students and teachers will participate in cleaning the venue after each session.
 - f. Each grade level will be encouraged to do one daily performance task.
 3. *To provide assessment for each student to set goals and challenge themselves while discovering their skills and abilities.*
 - a. Each student will participate in AP exams.
 - b. Students will have the opportunity to work in small groups while answering the tests.
 - c. Students will learn about themselves and their lessons as well.
 4. *To allow each student to experience group activities.*
 - a. Each student will participate in games, and there will be tournament activities.
 - b. Students will be grouped accordingly and enjoy learning while having fun.
 - c. Each student will participate in a democratic decision-making process in each unit, each session, called student/group planning.
- C. How to Join this program / Mechanics*
1. All students of the Lawig National High School can join this activity.

2. Interested students should fill up the registration form on paper or in the google form.
3. Parents and guardians should sign the waiver so the students can join the outdoor activity.
4. Health Protocols will still be implemented: wearing face masks and social distancing.
5. Students who register should complete the program to receive a certificate of participation.

VI. CONCLUSION

During the COVID-19 pandemic, governments worldwide employed various remote and hybrid learning modes to assure learning continuity, alleviate learning losses, and minimize inequities. This paper gives an initial review of the DepEd's modular learning program since the pandemic outbreak. It outlines potential ways for planning and conducting catch-up learning programs, such as the AP Camp Activity, emphasizing students' learning recovery and rekindling their interest in school, which might lead to increased student engagement, achievement, and performance.

VII. RECOMMENDATION

Learning is lost during the pandemic, and there should be a strategy to recover it. The AP Camp Activity is recommended for restoring learning loss and satisfaction. The study suggests that the technique be replicated in multiple topic areas to regain learning as soon as possible. Let stakeholders and researchers help students rediscover their drive and determination to finish their education through AP Camp Intervention Activity.

ACKNOWLEDGMENT

This paper is a collaborative work of researchers from different schools to identify the problems encountered by students while doing modular learning. Ms. V. Abano did the statistical analysis. Ms. D. Bongtiwon initially approved the intervention activity. The other

REFERENCE

- [1]. <https://unesdoc.unesco.org/ark:/48223/pf0000377841/PDF/377841eng.pdf.multi>
- [2]. <https://wvde.us/wp-content/uploads/2021/02/Learning-Loss-Recovery-Best-Practices.pdf>
- [3]. <https://files.eric.ed.gov/fulltext/ED615067.pdf>
- [4]. Friestad-Tate, J., Schubert, C.A., & McCoy, C. (2014). Understanding Modular Learning--Developing a Strategic Plan to Embrace Change. *Journal on School Educational Technology*, 9, 32-44. <https://eric.ed.gov/?id=EJ1097629>