

**MOVE: MODULAR TO ONSITE VARIATION OF EDUCATION OF GRADE 2 PUPILS IN
PLATERO ELEMENTARY SCHOOL**



LIWAYWAY C. GAZZINGAN

Master Teacher I
Proponent

MARIA ELENA B. HERNANDEZ

Master Teacher I

MARLYN A. TEODORO

Teacher II

PLATERO ELEMENTARY SCHOOL

ABSTRACT

When COVID-19 broke out, the learners were forced to immediately adapt to modular distance learning. The past two years brought about heightened concerns about the gaps experienced by the learners. Inconsistencies between what a learner knows and what he or she should have known by a specific point in his or her education are what we considered gaps. How will the learners adjust from home to the classroom situation? How are they going to mingle with their peers? How prepared the institution is?

This action research aimed to determine the readiness of the school and

INTRODUCTION

All schools nationwide prepared for the limited face-to-face classes. Based on the DepEd memorandum no. 071 s. 2021. signed by the DepEd secretary, schools must take all necessary precautions to ensure the safety of the learners who will join the face-to-face classes. Schools have been assessed using the School Safety Assessment Tool (SSAT) to ensure the readiness of schools that will undergo face-to-face classes. Experts believe that schools must have appropriate tools to ensure the health and welfare of the learners (American Academy of Pediatrics, 2022).

METHODOLOGY

This study used descriptive analysis in interpreting the data using the Likert Scale.

The data that has been gathered during the conduct of Project MOVE: Modular – Onsite Variation in Education of Grade 2 Pupils in

Platero Elementary School aimed to help the teachers and the learners in transitioning from Modular Distance to Onsite Learning. Learners have been assessed to determine the gaps needed to fill in since modular distance learning. And also, to determine the appropriate approach and strategies for the learning of the learners once the transition from modular to onsite learning takes place.

RESULT

Table 1. Preparations were conducted by the school to prepare for the expanded limited face-to-face classes.

STATEMENT	Mean Score	Verbal Interpretation
Nakapagbigay ng guidelines ang paaralan para sa limited face-to-face classes.	4.74	Lubhang nasisiyahan
Nakipag-ugnayan ang paaralan sa sangguniang barangay at pamayanan.	4.74	Lubhang nasisiyahan
May nakalaang klinika/isolation	4.68	Lubhang nasisiyahan

room na pagdadalahan sa oras na sumama ang pakiramdam ng bata.		
Ligtas ang silid-aralan para sa limited face-to-face classes.	4.78	Lubhang nasisiyahan
AVERAGE MEAN	4.73	LUBHANG NASISIYAHAN

Table 1 shows the preparedness of the school for the expanded limited face-to-face classes has an average mean of 4.73. Parents and learners were extremely satisfied with the preparation done by the school.

Table 2. Considerations have been undertaken by the school and the teachers to ensure the safety of the learners.

STATEMEN T	Mean Score	Verbal Interpretation
Ang oras ng klase ay angkop para sa mga bata.	4.65	Lubhang nasisiyahan
Sinisigurong ang mga gawain ng mga bata ay naaayon sa safety health	4.78	Lubhang nasisiyahan

protocol ng AITF.		
Nakikipag-ugnayan ang paaralan sa sangguniang barangay at pamayanan.	4.78	Lubhang nasisiyahan
AVERAGE MEAN	4.74	LUBHANG NASISIYAHAN

Table 2 shows the considerations that have been undertaken by the school and the teachers to ensure the safety of the learners has an average mean of 4.74. Parents and learners were extremely satisfied that the school and the teachers considered everything in preparation for the expanded limited face-to-face classes.

Table 3. Parents' satisfaction in the conduct of expanded limited face-to-face classes.

STATEMEN T	Mean Score	Verbal Interpretation
Ang oras ng klase ay angkop para sa mga bata.	4.72	Lubhang nasisiyahan
Sinisigurong ang mga gawain ng mga	4.61	Lubhang nasisiyahan

bata ay naaayon sa safety health protocol ng AITF.		
Nakikipag-ugnayan ang paaralan sa sangguniang barangay at pamayanan.	4.66	Lubhang nasisiyahan
AVERAGE MEAN	4.66	LUBHANG NASISIYAHAN

Table 3 shows the parents' satisfaction in the conduct of expanded limited face-to-face classes has an average mean of 4.66. Through the preparations and considerations that have been done by the school, we are now ready for the face-to-face classes.

DISCUSSION

Modular to Onsite Variation of Education was able to identify the gaps needed to meet. Learners were able to adjust to a classroom situation from modular distance to onsite. During the expanded limited face-to-face classes, learners were able to adjust. The teacher-pupil interaction to pupil-pupil interaction developed the self-

confidence of the learners. They were able to talk and express themselves.

Modular to Onsite Variation of Education brought the learners out of their shells. Learners were able to understand the lesson easily with the activities prepared by the teacher. It's a different experience, after the 2 years of home study made them feel that they are now ready to attend face-to-face classes regularly.

Based on the results, the researcher recommends the continuous monitoring of the expanded limited face-to-face to ensure the safety of the learners. Monitoring of the different learning areas to ensure to meet the gaps due to the pandemic.

Different reactions of the learners were shown on their faces during the limited face-to-face. Some were excited, others were afraid of how to interact with the group. The study helped the learners to become ready to face the class for the coming

school year and also the faculty foresee what will happen and what to do when they encountered learners coming from modular distance learning. A lot of things needed to consider but with the help of this study and faculty, the learners, as well as the parents, were now ready.

This study enlightened the parents that they are part of the community and their involvement is very much needed not only by the school administrators and faculty but most especially their kids. And also, this study made the learners feel that they can go back to school after the pandemic and they are safe in the school. This study would help the learners to adjust in classroom situation.

ACKNOWLEDGEMENTS

Immeasurable appreciation and deepest gratitude for the help and support are extended to the following persons who in other ways have

contributed to making this study possible:

To Grade 2 learners who served as respondents to this action research.

To the parents of Grade 2 learners for cooperation and for giving time and effort in terms of providing needed information.

To Ms. Marlyn A. Teodoro and Ms. Maria Elena B. Hernandez who served as my members in this study and assisted me to finish this study.

To Mrs. Jessica B. Penales for the insights.

Wonderpets for the moral support and words of encouragement.

Platero Elementary School Faculty, family, and friends, inspired the researcher to strive harder.

Joelan and Angela served as my inspiration and source of my strength.

Lastly, Almighty God for the knowledge and wisdom.

REFERENCES

American Academy of Pediatrics. (2022, 1 27). *Staying Safe in School*

During *COVID-19.*
healthychildren.org. Retrieved 13 7,
2022, from
<https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Return-to-School-During-COVID-19.aspx>