BARO A NAMNAMA:
THE IMPLEMENTATION OF MODULAR DISTANCE LEARNING

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Abstract

The education system in the country is affected with the health crisis caused by COVID-19. With this uncertainty, the new way on the delivery of instruction is through modular distance learning in response for continuity of learning amidst the pandemic. Relatively, a lot of studies had been investigated on this area, it has been observed that challenges arose on its implementation of modular distance learning. Thus, this study aims to investigate the implementation from the sixteen (16) sourced out research articles on the following areas of scrutinization: internationalization and sustainability, curriculum, instruction, and research. According to the documents, the challenges were associated with the facilitation skills of parents in the delivery of instructions and overwhelmed contents of activities in the modules. As a result, provision of technical assistance and training to home facilitators and revising and reevaluating the content of modules may be considered to address the challenges in order to achieve the optimal outcome of learning.

Keywords:*Distance Learning,Implication, Instruction, Modular Distance Learning*

1.0 Introduction

The COVID 19 pandemic has created a tremendous impact in the delivery of learning in the basic education. It has posed challenges for both the learning institutions and the learners as well as their families. On this unprecedented circumstance which affected the education sector, the Department of Education (DepEd) made a way in order to ensure that learning shall continue in a healthy and safe implementation through the Basic Education Learning Continuity Plan (BE-LCP) (DepEd Order No. 12, s. 2020).

The agency transpired distance learning as the learning delivery modality where learning takes place based on the availability of learning resources and geographical set-up of the public institution. This

modality has three forms to choose from, (1) modular distance learning (MDL) where the delivery of learning is through printed or digital format which is helped by a home facilitator through the guidance of the teacher; (2) online distance learning which uses technological equipment and the use of internet connectivity; and (3) is the TV/Radio-based instructions where the lessons are aired on radio or televisions and the learners will be able to listen and watch while they are studying (DepEd Order No. 12, s. 2020). Relatively, these modalities in distance learning is a response of the agency to address the continuity of learning amidst the pandemic.

Though the rationale for the implementation of the BE-LCP in the education system is to support the continuity of learning in the basic education and enable teachers on the delivery of instructions in a safe learning environment during the time of COVID-19 pandemic. In fact, despite of the inputs of the executive personnel of the agency, considering the local situation in the community, the implementation of the BE-LCP creates clamor to stakeholders and school personnel. It received criticisms and battle cries from learners and home facilitators due to the learner-centered constructivist approach of teaching and learning, where it is affects their mental health and mo-

tivation towards learning especially in approach on the modular distance learning.

Furthermore, given on the drastic changes bought by COVID-19 in the country's education system, it emerged various perspectives from teachers in the archipelago to see how modular distance learning does being implemented. Hence, a lot of scholarly works and research have been conducted.

Distance learning is a transformational and new learning delivery in the Philippines' educational system. Learning takes place remotely between the teacher and learners during the instruction. This modality can be also associated with homeschooling where lessons take place at their home and instructions are aided by home facilitators.

As reflected on the report of Hernando-Malipot (2020) that there are 7.2 million enrollees of public elementary and secondary schools for School Year 2020-2021 choses modular distance learning (MDL). Thus, making the MDL as a common type of modality used in the basic education in the country, for the implementation of distance learning amidst the COVID-19 pandemic. These resource materials can be produced and distributed in print and digital format which considered to be efficient especially to schools in rural areas of the country where the availability of internet connec-

tion is not feasible.

Conducting modular distance learning faces challenges for both teachers and learners. The availability of printed modules from the head agency is incomplete and find some errors on key concepts of the lessons (Dangle and Sumaong, 2020). This entails that teachers must make necessary adjustments by making their own self learning modules (SLM).

Different factors take part in the implementation of distance learning especially family's involvement in the educational journey of their children where they play a vital role to close the gap between the interest of the learners to study and the experiences in distance learning. For instance, research found that parents who has lack of educational qualifications faces challenges in the MDL (Panganiban & Madrigal, 2021). This proves that education endeavors in the distance learning must be well-planned and well-facilitated since the educational qualifications and work aggravates the teaching and learning process in achieving the target goals.

The painstaking among the learners in answering their modules are observable (Aksan, 2020; Cos, et,al. 2021; Kintanar, et.al., 2021; Lopez, 2021; Panganiban & Madrigal, 2021). This reflects that SLMs contains numerous activities in all the subject areas which requires a lot of time on answering them.

As observed, though several studies explore the challenges that encompasses the implementation of the modular distance learning, there is no vast study on analyzing the challenges and experienced perceived by teachers, parents, and learners when it comes to the delivery. Hence, this study will craft an educational program that will benefit the people involved in the individuals in the institution.

The situation stated above, caught the interest of the researcher to conduct this study. it further shows that there are factors and underlying challenges on the implementation of modular distance learning in the BE-LCP, since this modality is a new to the basic education. Furthermore, it will serve as a lens and a closure of gaps in providing technical assistance in the grassroots especially to teachers, parents, and learners. Considering that parents and home facilitators play vital role in learning in support to the teacher. Thus, this will underscore the perspective of the implementation of the program at the grassroots while looking to the components of internationalization and sustainability, curriculum, instruction, and research.

The purpose of this paper is to analyze the challenges on the implementation of Modular Distance Learning based on the four areas

of scrutinization which are internationalization and sustainability, curriculum, instruction, and research. The research articles were mostly conducted in the Philippine setting where the MDL is a new learning modality in the education system.

The research articles were analyzed thematically and synthesized. Hence, this study was guided by the following research questions:

1. How do the educational institutions implement MDL?

2. What are the challenges encountered by the educational institutions in in the implementation of MDL?

3. What educational program or policy that will serve as a springboard for the grassroot in the implementation of the MDL?

2.0 Method

The researcher used a qualitative research design that deals with content analysis of on the trends in education using the MDL. An in-depth critical content analysis on research articles give clear perspective and understanding on the challenges in the implementation of the MDL.

There are four areas of scrutiny in the content analysis employed in the study. These were internationalization and sustainability, curriculum, instruction, and research. Each

area has four journal articles from open source journals were analyzed. Afterwards, the main idea, findings, recommendations, gaps, and issues on the implications of each reading were determined with its themes persuaded in the study. From that point, a synthesis and framework of the articles reviewed. From the four syntheses, a grand synthesis and grand framework were crafted for that will aid the school and its stakeholders for educational program and policy.

The purpose of study investigates the implementation of the modular distance learning which were sourced out from sixteen (16) research articles from open access local and international research journals. The researcher selected 4 articles for each area of scrutinization that are as follows: internationalization and sustainability, curriculum, instruction, and research with articles from 2019 to 2021. The modular distance learning is a new modality in the Philippine education system, the researcher seeks to find the challenges, mechanism, and mainstream on the implementation for each area of scrutinization. Each area of scrutinization has framework and synthesis based on the gaps and findings of the study leading. This will lead to grand framework and grand synthesis which will be used for the formulation of an educational program or policy that will serve

as a springboard for the grassroot in the implementation of the MDL.

Internationalization and Sustainability		
Title	Author(s)	Year of Publication
The Implementation of Modular Distance Learning in the Philippine Secondary Public Schools	Ysthr Rave Pe Dangle, and Johnine Danganan Sumaoang	2020
Utilizing Modular Distance Learning (MDL) Modality in the Delivery of English Lessons in Nasugbu West Central School	Andro M. Bautista and Priscila C. Dacillo	2020
The Effect of Coronavirus (Covid19) Outbreak on Education Systems: Evaluation of Distance Learning System in Turkey	Enes Beltekin & İhsan Kuyulu	2020
Curriculum		
Modular-Based Approach and Students' Achievement in Literature	Cristobal M. Ambayon	2020
Grade 12 Students' Perceptions of Distance Learning in General Chemistry Subject: An Evidence from the Philippines	Fredyrose Ivan L. Pinar	2021

Effect of Modular Distance Learning Approach To Academic Performance In Mathematics Of Students In Mindanao State University-Sulu Senior High School Amidst Covid-19 Pandemic	Jainalyn Annong Aksan	2021
Grappling with the learning modules: Experience of Public Elementary Pupils Attending English Written Modular Classes	Gladys L. Panganiban, Dennis V. Madrigal	2021
Instructions		
Teachers Difficulties and Struggles in Modular Distance Learning Delivery: Input to BE-LCP	Lordian V. De Leon	2021
Teachers Issues and Concerns on the Use of Modular Learning Modality	Tarhata S. Guiamalon, Sittie Almirah S. Alon and Sofia U. Camsa	2021
The Viability of DepEd Textbooks as the Primary Material for the Modular Distance Learning Modality of Carrascal National High School	Fluellen L. Cos and Matt Paguia	2021
Solo Parents' Involvement in the Literacy Instruction of their Children in Modular Distance Learning: Challenges and Opportunities	Joshua Eriberto Miguel G. Llames	2021
Research		
Parent-Teacher-Learner Collaboration in Modular Distance Learning	Elymar A. Pascual	2021

Plight of the Parents of the Filipino Learners in the Implementation of the Modular Distance Learning	Fitzgerald C. Kintanar, Suzette T. Elladora, & Frenah R. Cuizon	2021
Exploring the role of primary learners' parents in modular		
distance learning	Julie Anne Lopez	2021
Perceptions of Parents and Learners to Modular Distance Learning as Contemporary Teaching Strategy	Emma S. Trovela	2021

The Table 1 shows the list of the studies that were analyzed. The studies were sectioned into the four areas – internationalization and sustainability, curriculum, instructions, and research. In this study, it utilized the critical content analysis on the trends of the implementation of modular distance learning. The figure below shows the procedural flow of the employed in the study. Figure 1. Summary of procedures in gathering data.
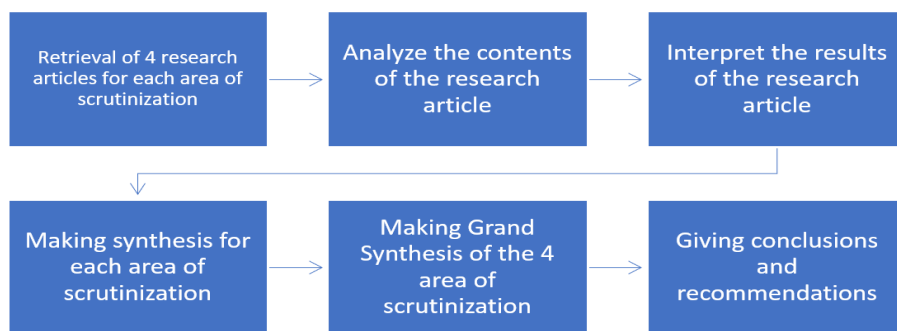
The Figure 1 shows the summary of procedures in gathering data. The first stage on the process of this study is the selection and retrieval of four research articles for each are of scrutinization: internationalization and sustainability, curriculum, instruction, and research. The researcher singled out studies which are related to each area of scrutinization. Since the modular distance learning is an emerging trend on the delivery of learning amidst the COVID-19 pandemic, articles were chosen from 2019 to 2021.

The next procedure was the analysis of the content of the research articles. The researcher prepared table matrix which extracts the purpose, findings, conclusions and recommendations of the study. The researcher also finds the strength and weaknesses of the study.

Then, for the interpretation of the results of the study, the researcher highlighted the important key terms, main ideas, and implications in the findings of the study. These important key terms were used and generated a theme. The gaps, challenges, and issues were cascaded from the conclusion and recommendations.

The corpora were synthesized and analyzed on focused on the four areas of scrutiny, internationalization and sustainability, curriculum, instructions, and research. These concepts were collated and coded and generated with themes to give clarity, cohesive structure, and discussions on the implications Hsieh & Shannon (2005). These were organized and crafted to a frame.

Table 2. Implementation of Modular Distance Learning on Internationalization and Sustainability

Title of Article, Author(s), Year	Excerpts and Findings of the Study	Challenges, Gaps, and Issues in the MDL (Themes)
The Implementation of Modular Distance Learning in the Philippine Secondary Public Schools by Ysthr Rave Pe Dangle, and Johnine Danganan Sumaoang (2020)	Activities in the modules should be lessen but the quality of its content should be simplified to achieve independent learning. Home visitations is also suggested in order to investigate the immediate needs of the learners. There must be provision of technical assistance for both parents and guardians.	Communication Home Visitation Technical Assistance

Utilizing Modular Distance Learning (MDL) Modality in the Delivery of English Lessons in Nasugbu West Central School by Andro M. Bautista and Priscila C. Dacillo (2020)	Teachers play vital role on the implementation of the MDL in the delivery of learning outcomes to the learners. However, it also involves that learners' study habits are factors on its implementation, especially the learning environment

An Intervention Program shall be crafted based on the learning capabilities and needs of pupils.

Determine the positive and negative attributes of the MDL improving teaching and learning

Use various teaching strategies and methodologies in order to enhance the delivery of lesson through the MDL | Study Habits

Learning Environment

Intervention Programs using teaching strategies and methodologies

Negative and Positive attributes of the MDL |
| The Role of Parents' Interests and Attitudes in Motivating Them to Homeschool their Children by Baidi Baidi (2019) | Children are secured from morality and religions is perceived in homeschooling. The modality offers an equal opportunity as to formal schooling | Home schooling as an equal opportunity to formal schooling

Homeschooling Curriculum |

	A curriculum for homeschooling that is appropriate to the learners' areas and learning environment should be considered. Most of the homeschooling programs creates a wide-range programs that can be discovered in the community where they belong.	
The Effect of Coronavirus (Covid19) Outbreak on Education Systems: Evaluation of Distance Learning System in Turkey by Enes Beltekin & İhsan Kuyulu (2021)	Learners' social attributes on distance learning was deteriorated. The undesirable technical problem occurred disturbs their motivation to learn and has an impression that they aren't schooling in the distance learning. It was concluded that the digital devices do not differ extensively in the distance learning. Trainings should be provided to students in the distance learning using information and communication technology.	Challenges and problems on the motivation of learners ICT does not differ in distance learning. Development Plan for teachers and students Distance Learning is not effective

	In order to the stake-holders contribute to the efficiency and the quality of education, they must have a development plan. Provide technical assistance to teaching staff to improve the efficiency of distance learning. The practicality of distance learning during the pandemic is not as effective as compared to face to face learning and needs technical development.	

Table 2 shows the implementation of modular distance learning on internationalization and sustainability.

In the studies of Dangle, et.al. (2020) entitled "The Implementation of Modular Distance Learning in the Philippine Secondary Public Schools" reveals the challenges encountered in the implementation of modular distance learning. However, and Beltekin and Kuyulu (2021) entitled "The Effect of Coronavirus (Covid19) Outbreak on Education Systems: Evaluation of Distance Learning System" in Turkey" describes that the aid of ICT does not vary in the implementation of distance learning and consider it as ineffective. It can be noted in the study of Bautista and Decillo (2020) entitled "Utilizing Modular Distance Learning (MDL) Modality in the Delivery of English Lessons in Nasugbu West Central School" that there must be intervention programs that needs to be devised for the implementation of the MDL. On the other hand, the study of Baidi (2021) entitled "The Role of Parents' Interests and Attitudes in Motivating Them to Homeschool their Children" elaborates that homeschooling offers the same oppor-

tunity to regular schooling. However, it suggested that there must be a separate curriculum based on the learners' learning environment.

Internationalization and Sustainability

The challenges encountered, communication, and learning environment are the generated themes and primary attributes in the implementation of the modular distance learning. So, to mainstream a policy based on this generated theme on the implementation of MDL, there must be a development plan that will support. Considering that the head agency is the prime source of this policy, they shall look into these perspectives on how they shall address it.

The first component of the framework is the challenges encountered. It is suggested in the findings of the study of Dangle et.al. (2020) that activities in the modules should be reviewed, reevaluated and lessened to obtain mastery and independence in learning, for having an overwhelming activity became more tedious on the part of learners. Due to loaded of activities to be accomplished in the modules, the learners were exhausted in finishing the assigned tasks in each module.

Subsequently, the second component of the framework deals with learning environment. Distance learning can be also recognized as homeschooling, where learning takes place at home under the supervision and facilitation of their parents. To encapsulate these attributes of modular distance learning, there must be a sustainability on its implementation. The conduct of distance learning is an equal opportunity to formal schooling (Baidi, 2020). It is suggested in the study of Bautista & Decillo (2020) that educational institutions must be an intervention program based on the learning style, needs, and capabilities of learners. Further, teachers must have varied teaching strategies in the delivery of MDL (Bautista and Dacillo, 2020). However, Belteken & Kuyulu (2020) advocate that there must be also instruction in the use of information and communications technology (ICT) among learners as a reinforcement on the implementation of distance learning. Alongside with this, the parents must ensure that there must be learning must be addressed at home with their facilitation skills and guidance of the teacher.

Thirdly, the component of the framework is communication. Teachers play vital role in the implementation of the MDL. There must home visitation must be also conducted to delve into the current needs of the learners and provide technical assistance to the home facilitators (Dangle, et.al., 2020). In the view in the study of Baidi

(2020) that educational institutions must delve into programs that will give a practical approach in the delivery of instructions where suited to the community and capacity of learners. To narrow the communication gaps between the teacher and parents, as well as to the learners, there must be a clear instruction in terms of the implementation and instructions of the MDL. Thus, implies that schools must have an open line of interaction in addressing the distance learning.

Finally, these components will lead in making development plan. The prevailing challenges of the respondent of the study is the main points of the four articles scrutinized under the internationalization and sustainability. It can be distinguished as a strong point of the article that teachers, parents, and learners have their own roles on the implementation and facilitation of learning in the modular distance learning. Since this is a new way of teaching and learning process, the adjustments of everyone is needed in order to achieve the targeted goals despite of this gradual shift of this learning modality in the educational system.

Curriculum

Table 3. Implementation of Modular Distance Learning on Curriculum

Title of Article, Author(s), Year	Excerpts and Findings of the Study	Challenges, Gaps, and Issues in the MDL (Themes)
Modular-Based Approach and Students' Achievement in Literature by Cristobal M. Ambayon (2020)	Validated modules with an acceptable and excellent content serves as reinforcement of learning and implies learners' performance. Modules are effective material to supplement instructions.	Trainings for teachers Use methods and strategies
Grade 12 Students' Perceptions of Distance Learning in	The learning outcome is met in the both modalities of distance	Tedious Tasks

General Chemistry Subject: An Evidence from the Philippines by Fredyrose Ivan L. Pinar (2021)	learning -synchronous and asynchronous session. There is a dynamic learning in synchronous method. The interaction between the teachers and peers creates collaboration, engagement, and reinforcements. This implies that independent learning can be acquired by the students' flexibility and convenience	Lack of feedback and communication Poor Time management Study Habits Blended learning
Effect of Modular Distance Learning Approach to Academic Performance in Mathematics of Students in Mindanao State University-Sulu Senior High School Amidst Covid-19 Pandemic by Jainalyn Annong Aksan (2021)	The modular distance learning offers a flexible learning and requires focus and motivation. The painstaking among the learners in answering their modules are visible especially in Mathematics. Learners need to be assisted by home facilitators. MDL makes them become independent. Learners has performance of very	Technical assistance on the delivery of instruction Home Facilitators Quality assurance of modules

	satisfactorily in their academics. Modules can serve as supplemental materials for face-to-face instructions.	
Grappling with the learning modules: Experience of Public Elementary Pupils Attending English Written Modular Classes by Gladys L. Panganiban, Dennis V. Madrigal (2021)	Considering the situation encountered amidst this pandemic, the MDL is beneficial and convenient way in the delivery of instructions. Due to various technical aspects in terms of context, content, and activities carried out on these learning resources, learning is crucial with those who have limited resources and qualifications of home facilitators. Thus, it requires a guidance from teachers. Distance learning gives an opportunity to learners to become independent.	Supplementary Materials Teachers' facilitation Curriculum standards Environmental factors Parents' educational attainment

Table 3 shows the implementation of Modular Distance Learning on Curriculum

In the study of Ambayon (2020) entitled "Modular-Based Approach and Students' Achievement in Literature" describes that modules who are validated and quality assured with acceptable and excel-

lent content are reinforcement and supplemental to learning; making the learners become independent. It further presumes on the other point in the study of Aksan (2021) entitled "Effect of Modular Distance Learning Approach to Academic Performance in Mathematics of Students in Mindanao State University-Sulu Senior High School Amidst Covid-19 Pandemic" that modules that improves the performance of learners. From the point in the findings of Pinar (2021) entitled "Grade 12 Students' Perceptions of Distance Learning in General Chemistry Subject: An Evidence from the Philippines" that it is likely effective when MDL has a is combined in a synchronous session, where it creates collaboration, engagement, and reinforcements. The "Grappling with the learning modules: Experience of Public Elementary Pupils Attending English Written Modular Classes" by Panganiban and Madrigal (2021) indicates that MDL are beneficial and convenient way in the delivery of teaching and learning amidst the pandemic.

Curriculum

The main component of this development plan which is derived from scrutinized articles under the area of internationalization and sustainability. The feedback and communication and study habits and are the collated themes from the corpus of studies under the curriculum.

The feedback and communication are the first component of the framework. Challenges arise in terms of instructions and the educational qualifications of home facilitators as expanded in study of Panganiban & Madrigal (2021). Although Pinar (2021), found that in a synchronous learning, there is an interaction between teachers, students, and peers which creates collaboration, engagement, and reinforcements; in distance learning, there is a need of intervention of the teacher and provision of supplemental materials to support the instruction. Moreover, the provision of technical assistance from the teachers is needed to guide the learners and parents.

The second component is the study habits. The abrupt disruption to the educational endeavors of this time of pandemic is crucial to the teaching and learning process. In order to adapt these changes, distance learning modalities had been introduced in schools to ensure that there is a continuity of learning. It can be noted on the articles for curriculum, that learning outcomes are met on distance learning. MDLs are flexible, convenient, dynamic, and beneficial to learners in order for them to become independent Amabayon (2021) observed that modules are good reinforcement of learning tasks and performance.

Thus, affirmed in the study of Aksan (2021) that it can also serve as supplemental materials for instructions when face-to-face instructions will be available. In order to mainstream a policy for the implementation of modular distance learning, institutional support is the process. Considering that institutions are the primary source in the transfer of knowledge, skills, and competencies.

Instructions

Table 4. Implementation of Modular Distance Learning on Instruction

Title of Article, Author(s), Year	Excerpts and Findings of the Study	Challenges, Gaps, and Issues in the MDL (Themes)
Teachers Difficulties and Struggles in Modular Distance Learning Delivery: Input to BE-LCP by Lordian V. De Leon (2021)	Teachers find the modular distance learning as a suitable learning modality amidst COVID-19 pandemic. The communication between the teachers and parents in facilitating learning needs help them devise various ways to ease the gaps in this modality. This formulation of enhancement programs will support the difficulties, experiences, and challenges of learners.	Communication Technical Assistance Development of enhancement program Content validity of modules
Teachers Issues and Concerns on the Use of Modular Learning Modality by Tarhata S. Guiamalon, Sittie Almirah S. Alon and	The use of Modular Distance Learning as modality raises issues and concerns on to the implementation process. They find difficulty on giving instruction and process the	Motivation towards Learning Crafting of Development Plan on MDL Interventions

Sofia U. Camsa (2021)	learning outcomes. Since home is considered as the new learning facility, there are also factors that divides their attention of learners towards learning, such as household chores.	Trainings of Teachers on MDL Capacity building for Home Facilitators
The Viability of DepEd Textbooks as the Primary Material for the Modular Distance Learning Modality of Carrascal National High School by Fluellen L. Cos and Matt Paguia (2021)	The implementation of the MDL in distance learning brought chaos and the clamor to the teachers and learners. The unavailability and insufficiency of SLMs is the major concern of the implementation of MDL. Since majority of SLMs are derived from the textbooks, it is more efficient and effective for the MDL. If the schools have enough textbooks in all subjects, this will be more feasible and sustainable to use since the competencies of the SLMs and textbooks are the same.	
Solo Parents' Involvement in the Literacy Instruction of their Children in Modular Distance Learning:		

Challenges and Opportunities by Joshua Eriberto Miguel G. Llames (2021)	In order to achieve the learning outcome, the delivery of instruction must simulate content delivery, independent practice, feedbacking and assessment. Home facilitators are the extended hands of teachers in providing instruction of learning. It serves as a bonding activity and a new learning experience between the learner and the home facilitators. They also encounter challenges such as time constraints from their workload, inadequate knowledge on the delivery of skills to be acquired. Nonetheless, they still find ways to motivate their learners to study and accomplish the tasks.	Intervention programs for Home Facilitators Digital Supplementary Materials

Table 4 shows the implementation of Modular Distance Learning on Instructions

In the study of De Leon (2021) entitled " Teachers Difficulties and Struggles in Modular Distance Learning Delivery: Input to BE-LCP" reveals that modular distance learning as a suitable learning modality amidst COVID-19 pandemic. However, Guiamalon, et.al (2021) entitled "Teachers Issues and Concerns on the Use of Modular Learning Modality" points out that it appears that the implementation of MDL raises issues and concerns on to the implementation and de-

livery of instructions. Nonetheless, Cos & Paguia (2021) entitled "The Viability of DepEd Textbooks as the Primary Material for the Modular Distance Learning Modality of Carrascal National High School", the textbooks could be a more feasible and sustainable to use in the delivery of MDL as compared to modules. Finally, the study of Llames (2021) entitled "Solo Parents' Involvement in the Literacy Instruction of their Children in Modular Distance Learning: Challenges and Opportunities" reveals that through feedbacking and provision of technical assistance of parents to the home facilitators relatively stipulates quality instructions.

Instruction

The main components on the instruction is the development plan which is derived from scrutinized articles under the area of internationalization and sustainability and institutional support from the analyzed corpus of studies under curriculum. The feedback and communication and study habits and are the collated themes from the corpus of studies under the curriculum. The intervention materials, and facilitation skills for home facilitators are the gathered themes from the examined studies under the area of instructions. These themes are connected to capacity building which encapsulates the process to aid the delivery of instructions. Thus, it pertains to quality instructions in the delivery of MDL.

The first component which is enabling skills for home facilitators. The delivery of instruction is always crucial and vital to the teaching and learning process. Teachers has the capability on various technical aspects in the preparation and implementation of MDL. Considering that home is the new learning facility, the assumption of parents to be responsible in the delivery of instruction takes place in the MDL (Guiamalon, et.al. 2021). With the assistance of teachers in the capacity and upskilling of home facilitators in the delivery of instructions, it is likely that learners shall sustain the transfer of knowledge. Time constraints and inadequate knowledge in the delivery of the content hampers them in accomplishing the tasks (Llames, 2021). This predicament makes the learners find it hard to become independent and unmotivated.

The second component of the framework is the provision of intervention materials. The teachers and school administrators are fully equipped with technological advancement and availability of resource materials and equipment. Aside from using the SLMs, they should also consider the utilization of textbooks as a learning material for it is feasible, efficient, and

effective to use in the MDL (Cos, et.al., 2021). It is further affirmed that teachers must be innovative in the implementation of MDL through engaging activities that can be assisted by home facilitators (De Leon, 2021). This entails that teachers and home facilitators should craft intervention materials that will give them the opportunity to discover on how they can improve the operation of MDL especially to the struggling learners. This will also aid the parents who has low educational qualitifications.

Research

Table 5. Research in the Implementation of Modular Distance Learning

Title of Article, Author(s), Year	Excerpts and Findings of the Study	Challenges, Gaps, and Issues in the MDL (Themes)
Parent-Teacher-Learner Collaboration in Modular Distance Learning by Elymar A. Pascual (2021)	Modular Distance Learning develops confidence, independence, and study habits among the learners. Though parents are the one who facilitates learning, their work is not a hindrance for them to give time and facilitate learning to their children. In order for them to achieve the targeted goals, schools must have intervention programs that will support the implementation of the MDL. This mechanism will not be limited to the provision of supplemental materials aligned with the learners' interest	Strengthen learning at home Support to home facilitators

	and comfort. Teachers must also have a feed-back mechanism to ensure that the parents' delivery of instructions fits to the learners' ability.	
Plight of the Parents of the Filipino Learners in the Implementation of the Modular Distance Learning by Fitzgerald C. Kintanar, Suzette T. Elladora, & Frenah R. Cuizon (2021)	Parents play vital role in the implementation of the MDL. Though some finds MDL as a challenging and un-favorable modality where the educational background is import-ant in the delivery of instructions, they still find ways in keeping their learners on track; ensuring that the learn-ers have healthy and safe learning environ-ment. Moreover, they also make sure that learners follow the allotted schedule for study and recreation. This will ease the ac-ademic overload and shall balance their lei-sure activities. Thus, making the distance learning a meaning-ful and productive ap-proach.	Communication be-tween school and home facilitators in ensuring academic success Perception and experi-ence of parents on the MDL will aid policy makers and educators in crafting program de-velopment
Exploring the role of primary learners' par-ents in modular dis-tance learning by Julie		

| Anne Lopez (2021) | A safe and engaging in-classroom environment at home eliminates the anxiety, and dissatisfaction of learners towards MDL. Even parents who has low educational background and fear of the integration of technology-based instructions, it may give motivation to their learners through a responsive approach by having clear directives in the delivery of instructions through the content of learning tasks and concepts of lessons. As they commit themselves, it entails to a smooth delivery of instruction and easily monitor their child's progress. It should be also noted that there must be also time management between the delivery of instruction and leisure, this will maintain the equilibrium of tasks to be accomplished to achieve the targeted goals. Nonetheless, schools must create programs that will ease struggles and efforts | Provision of supplemental printed materials that will support home facilitators on their roles in the implementation of MDL

Methods and strategies of home facilitators

Trainings of teachers |

	exerted by the home facilitators and parents in the delivery of MDL.	
Perceptions of Parents and Learners to Modular Distance Learning as Contemporary Teaching Strategy by Emma S. Trovela (2021)	Learners have different level of learning and understanding. The MDL creates them to become independent learners and work on the assigned tasks alone at their own pace and with minimal guidance from their parents. It can be noted that they set priorities in accomplishing tasks. They rely on the facilitation skills of their parents on concepts and tasks that are tough to accomplish or using the search engines. The educational qualification of parents is also a key factor for the transfer of knowledge and delivery of instructions. Certainly, the guidance and assistance of teachers are vital especially to those who has low educational background. To aid these uncertainties, they must provide supplemental materials to easily understand the concepts of the lessons	Intervention Program that will support the implementation of the MDL

Capacity training for home facilitators in SLAC. |

	and activities that will fit on the learners' level of learning and understanding.	

Table 5 shows the implementation of Modular Distance Learning on Instructions

In the study of Pascual (2021) entitled "Parent-Teacher-Learner Collaboration in Modular Distance Learning" MDL develops independence and study habits of learners with minimal supervision from the home facilitators. Though the study of Elladora and Cuizon (2021) entitled "Plight of the Parents of the Filipino Learners in the Implementation of the Modular Distance Learning" reveals that home facilitators educational background is imperative in the delivery of instructions in the MDL and follows the allotted schedule to ensure balance of learning and recreation. The study of Lopez (2021) entitled "Exploring the role of primary learners' parents in modular distance learning" discloses that the home facilitators with low educational background commit themselves on the delivery of instructions in the MDL despite of the workload they have. Lastly, Trovela (2021) entitled "Perceptions of Parents and Learners to Modular Distance Learning as Contemporary Teaching Strategy" describes that learners depend on the enabling mechanism of the home facilitators. Thus, teachers must provide and guide them especially those who have low educational qualifications.

Research

The main components of this framework are the development plan which is derived from scrutinized articles under the area of internationalization abd sustainability, curriculum, and instruction. The institutional support and capacity building are from the analyzed corpus of studies under curriculum and instructions respectively. The feedback and communication and study habits and are the collated themes from the corpus of studies under the curriculum. The intervention materials, and facilitation skills for home facilitators are the gathered themes from the examined studies under the area of instructions. The capacity building is the generated theme from the analyzed studies under instructions. Trainings and intervention are the key component in research. These themes are associated to mechanism of the school in the implementation of the modular distance learning.

Parents play vital role in the delivery of instructions for the MDL for they lead the facilitation of learning and maintain the learning standards. As revealed in the study of Rovela (2021), that learners have different level of learning and understanding.

The first component pertains to training. The educational background of parents is important in the delivery of instructions (Kintanar et.al, (2021); Lopez (2021) & Rovela (2021). The provision of trainings and technical assistance of teachers on feedbacking and mentoring must be observed. Indeed, it can increase confidence and ease the struggles of home facilitators in transferring knowledge and delivery of instructions in the MDL. Moreover, they must also provide supplemental materials that can be easily understand and activities which suits on the learners' level of learning and understanding (Rovela, 2021).

The second component which is innovation safeguards the parents and teachers in the delivery of MDL. There must be a balance between the instructions and leisure to the learners. To ensure this, parents must have a safe and healthy learning environment. For instance, they should allot time for learning and recreation. This will maintain the equilibrium of tasks to be accomplished and to be achieved. Thus, it ensures that distance learning shall be meaningful and productive in nature (Kintanar, et.al., 2021). A decent and engaging in-classroom set-up at home eliminates anxiety and dissatisfaction of learners towards MDL. They must be responsive by setting clear directives in the delivery of instructions and content of learning tasks (Lopez, 2021).

3.0 Results and Discussion

This part presents the content analysis of the sixteen (16) research articles in the implementation of the MDL, the underlying challenges in terms of the four areas of scrutiny: internationalization and sustainability, curriculum, instruction, and research. This include the themes that emerged from the frameworks generated in the four areas of scrutiny which will answer the research questions.

1. How do the educational institutions implement MDL?

The MDL is one of the learning modalities under the BE-LCP of the Department of Education, where most of educational institutions adapted this modality which is suitable to the community. According to the study of Baidi (2019) that home schooling is recognized as formal teaching and learning and offers wide range of opportunities (Baidi, 2019). Thus, the distance learning can be perceived as homeschooling

in the Philippine education. In order to fulfill the set-up of a classroom, parents transform a learning area at home where their learner feel the ambiance of school (Lopez, 2020). In addition, the modular distance learning allows learners to study in the comfort of their home (Panganiban & Madrigal, 2021). Thus, it means that the perception of parents and learners towards modular distance learning must be also a classroom-based instruction.

Modules serve as a form of instruction and promotes independent learning paralleled to the usual teaching and learning process (Ambayon, 2020 and Dangle & Sumaong, 2021). Differing from the findings of Beltekin and Kuyulu (2020) that learners conveyed an adverse effectivity of distance learning. Clearly, that this implementation of modular distance learning is crucial for a successful experience in the teaching and learning by educational institutions.

Modular distance learning allows learners to acquire knowledge, skills, and competencies in the absence of the teacher. For instance, MDL requires skills, competencies, and proficiency and instructional materials in teaching language to achieve learning experience (Panganiban and Madrigal, 2021). In addition, it has also positive effect to learners' performance (Aksan, 2021). Although the results seem

supports each other, it will not tell the totality of the implementation of MDL in the country.

In the study of Pinar (2021) said that learners accomplish well in an asynchronous session in learning. In addition, learners become independent through a discreet facilitation of the parents (Pascual, 2021). This means that through MDL offers a flexible, accessible, and convenient way in learning at home.

In addition to the benefits of learners, it can be noted in the study of Lopez (2021) that parents fulfill their role in the implementation of MDL. They have the notion that there might be challenges that they might encounter in the delivery of instructions. This concern is crucial to the successful learning experience in the MDL. Undeniably, these beliefs towards the implementation of MDL reflects on their actions.

2. What are the challenges encountered by the educational institutions in in the implementation of MDL?

It can be observed that teachers, parents, and learners experience challenges in the implementation of MDL such as management and practices. It can be noted in the study of Bautista and Dacillo (2020) that they find difficulty in the delivery of English instructions. Along

with this, learners fail to improve their skills in language acquisition and communications (Panganiban & Madrigal, 2021). Moreover, learner find tedious and needs adequate time answering their modules (Dangle & Sumaong, 2020). These challenges appear to articulate that modules contain overwhelming instructions and activities.

Another challenge depicted in the scrutinized studies that teachers need to give clear directives and instruction in modules and scaffolding the delivery of lessons (De Leon, 2021). Teachers fell short on making sure that the delivery of instructions in the modules are concise and contains clear instructions This challenge decreased opportunities to achieve the target goals. Hence, there is a need for a line communication between teachers and parents in order address this concern.

Not only teachers and learners but also parents experience challenges in the implementation of MDL. Parents believe that they are disadvantaged and lack of confidence in the facilitation of learning due to their educational experience and workloads (Guimalon, 2021; Llames, 2021; Pascual, 2021; and Trovela, 2021). Thus, it is likely having an impact on the academic success of learners in the delivery of instruction in the MDL.

3. What educational pro-gram or policy that will serve as a springboard for the grassroot in the implementation of the MDL?

There are recommended educational programs and policies from the scrutinized corpus of studies that may serve as a springboard for schools for the implementation of MDL. It is suggested in the study of Dangle and Sumaong (2021) that modules should be revisited and undergo quality assurance suited for the level and appropriate needs and learning style of learners. Furthermore, the provision of supplemental materials such as textbooks, innovative works, or intervention programs should be also provided to parents and learners to support and enhance the delivery of instruction (Cos & Paguia, 2021; Pascual, 2021; and Trovela, 2021). These endeavors could aid the challenges encountered by the parents and learners in the delivery of instructions in MDL.

Teachers and parents should have a mutual support in the terms of communicating, feedbacking, and mentoring to achieve academic success of learners (Lopez, 2021 and Kintanar, et.al., 2021). In order to achieve this, the participation of teachers to trainings and seminars will aid and upskill them on how they will empower parents in the delivery of instructions (Aksan, 2021; Llames, 2021; Lopez, 2021). These claims will be relatively supporting

the facilitation skills of parents.

Further findings generated in this study showed that there are also good qualities in the implementation of MDL. In fact, it offers an opportunity for learners to become independent in honing their skills, knowledge, and competencies. Though this analysis differs from each other in terms of research design, research participants, and research setting, it cannot be presumably agreed to the other findings of other studies, given on limitations included in its implementation and studies are encouraged to make further investigation.

In light of findings, this study recommends the policymakers and institutional leaders to take into consideration the challenges in the grassroots to improve the implementation of the modular distance learning.

First, they might review and assessing the educational qualifications of parents, the capacity of parents as home facilitators is important in the success on the implementation of MDL. Considering that home facilitators are the primary source on the transfer of knowledge to the learners, educational institutions and teachers must ensure that they provide technical assistance on how these home facilitators progress in the delivery of instruction.

Second, they might also consider the facilitation of school-based trainings of parents. In the studies of Guimalon (2021), Llames (2021), Pascual (2021), and Trovela, (2021) disclosed that parents believe that they are disadvantaged and lack of confidence in the facilitation of learning due to their educational experience and workloads. The teachers and school administrator must equip the parents on the delivery of instructions will aid them on the delivery of instructions. On this note, the delivery of learning in modular approach and involvement of the parents in the provision of instructions may lead to good learning outcome.

Lastly, they might also look in revising and reevaluating the content of modules. Looking back at the study, the challenges fall on the overwhelming activities included in each module. Hence, module writers might also consider the current setting of schools and community before they develop the modules localized modules suited for the learning needs. In order to plan and implement an efficient and effective implementation of MDL. The studies of Cos & Paguia (2021); Pascual, (2021); and Trovela, (2021) stressed that provision of supplemental materials such as textbooks, innovative works, or intervention programs should be also provided to parents and learners to support and enhance the delivery of instruction. If carefully crafted, these modules can be

utilized as a supplemental material when face-to-face instructions is available. Therefore, in order to have a successful implementation of the MDL, every aspect of problems must be taken into consideration.

Findings generated from the generated from the corpus of studies lead to the grand framework.
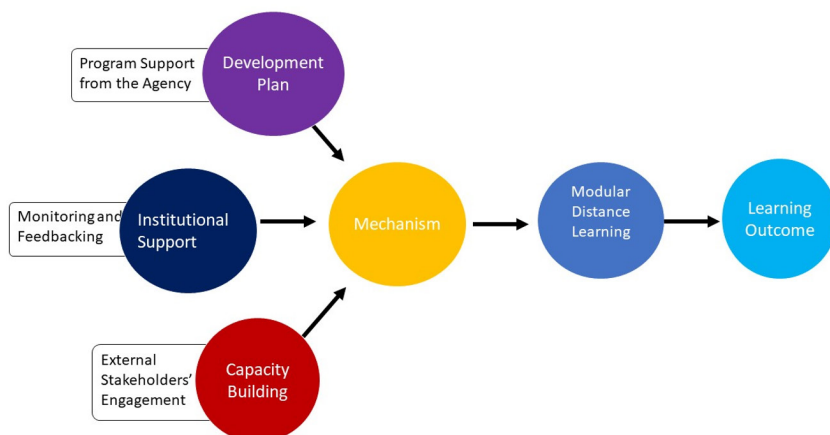
The diagram shows the framework from the four areas of scrutinization. The main components of this framework are the development plan which is derived from scrutinized articles under the area of internationalization and sustainability, institutional and capacity building support from the analyzed corpus of studies under curriculum and instructions, respectively. The mechanism is derived from the scrutinized studies from research.

  The development plan which is anchored to the program support from the agency transpires as the source of this policy, they shall look into these perspectives on how they shall address the implementation of the MDL. Institutional support deals with monitoring and feedbacking since the school has the immediate interaction with the children. The capacity building deals on external stakeholder's engagement since, they have been the prime source in the transfer of knowledge, skills, and competencies. The three components which in turn to mechanism that will serve as the source of the educational program or policy and springboard for schools for the implementation of MDL.

  Mechanism is lead to the modular distance learning, where skills, knowledge, competencies are corporate functions of learning. Therefore, educational institutions and the home facilitators directly impacts the learners in the modular distance learning. If a program or policy is planned, crafted, and im-

plemented thoroughly and able to sustain, it can potentially result to a learning outcome.

4.0 Conclusion

The Modular Distance Learning (MDL) is a forefront modality in the Philippine education, aligned with the Basic Education Learning Continuity Pla (BE-LCP) of the Department of Education. This modality resembles homeschooling and independent flexible learning at home. The roles of parents are pivotal in making at home conducive for learning, akin to traditional instructional instruction in the classrooms. Furthermore, it promotes independent learning, though the challenge is on proficiency due its complexity of its content.

There are mixed perceptions towards the effectiveness of MDL where some learners succeed to this modality. However, challenges arise on the approach and language of instruction, comprehension of concepts, and time management. In addition, the educational background of parents and workload hampers the full swing of learning, making an impact on academic success and achieving learning goals. Teachers must provide concise and clear instructions on how to scaffold learning effectively to the parents or home facilitators.

The implementation of modular distance learning as a pol-icy in the new learning delivery is not a wicked move as perceived by anyone. In fact, it is still considered to be equally important with other learning modalities but there should be a closer look on its implementation and delivery of instruction in order to assure that it won't hamper the purpose attached into it.

Recommendations include revisiting the content of the modules for quality assurance, provision of supplementary materials, and foster mutual support between teachers and parents. These efforts will enhance the instructional delivery of the MDL on unprecedented times.

The implementation of modular distance learning as a policy in the new learning delivery is not a wicked move as perceived by anyone. In fact, it is still considered to be equally important with other learning modalities but there should be a closer look on its implementation and delivery of instruction in order to assure that it won't hamper the purpose attached into it.

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