AVLETI for G12 students of Lanipao high school in Torel (A-asynchronous V-video L-lesson as E-easier T-teaching I-intervention)

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ABSTRACT

The S. Y. 2021-2022 has been the 2nd year of the pandemic condition brought about by the Covid19. The Department of Education (DepEd) is addressing the challenges in the basic education for the school year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020 to which this action research is anchored (Pimentel-Tolentino, 2020). The BE-LCP aims to ensure the health, safety, and well-being of the learners, teachers, and personnel in the time of COVID-19, while finding ways for education to continue amidst the crisis. In line with this, the learning delivery modalities that schools can adopt may be one or a combination of the following, depending on the local health conditions, the availability of resources, and the particular context of the learners in the school or locality. These are face-to-face, blended learning, distance learning and home schooling. The purpose of this research was to determine the perceived opinion of the Grade12 students of the Lanipao High School who were cross-enrolled at some Torel-Qur'an Learning schools in Iligan City on the use of Asynchronous Video Lesson as intervention. It was concluded that the use of AVL has assisted them in the clarity of the lesson content found in the modules as further clarified in the discussion found in the Asynchronous Video Lesson.

Key words: Asynchronous Video Lesson, BE-LCP, asynchronous learning, blended learning.

INTRODUCTION

The S. Y. 2021-2022 has been the 2nd year of the pandemic condition brought about by the Covid19. The Department of Education (DepEd) is addressing the challenges in the basic education for the school year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020 to which this action research is anchored (Pimentel-Tolentino, 2020). The BE-LCP aims to ensure the health, safety, and well-being of the learners, teachers, and personnel in the time of COVID-19, while finding ways for education to continue amidst the crisis. In particular, the BE-LCP has been designed with a legal framework responsive to the “new normal,” keeping in mind the constitutional mandate to uphold the right of all citizens to quality education at all times (Pimentel-Tolentino, 2020). In line with this, the learning delivery modalities that schools can adopt may be one or a combination of the following, depending on the local health conditions, the availability of resources, and the particular context of the learners in the school or locality. These are face-to-face, blended learning, distance learning and home schooling. With this new normal condition, the Lanipao High School is using religiously all the possible mode of learning modalities found in the BE-LCP of DepEd just to avoid Covid19 contamination among any of the stakeholders in the community. In the said school modular use is used within homes of every enrolled student. But the problem is the student and his parents cannot understand fully the content of the modules. Worst than this are those students who enrolled in the Qur’anic learning in homestay at Torel until they have fully memorized the entire Holy
Qur’an. They have no parents to ask for with their modules except teacher via group chat online. Thus, an intervention must be used to support the distant learning of the students through the use of Asynchronous Video Lesson. The purpose of this research was to determine the perceived opinion of the Grade 12 students of the Lanipao High School who were cross-enrolled at some Torel-Qur’an Learning schools in Iligan City on the use of Asynchronous Video Lesson as intervention.

Research questions

The purpose of this research was to determine the perceived opinion of the Grade 12 students of the Lanipao High School who were cross-enrolled at some Torel-Qur’an Learning schools in Iligan City on the use of Asynchronous Video Lesson as intervention. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of age, gender, and C.G. P.A?
2. Is AVL an effective assistance with the respondents’ easy learning to modules online?
3. Is an AVL an effective form of learning intervention?
4. What implication can be drawn from the findings of the study?

Hypothesis

There is no significant relationship in the profile of the respondents with their perceived opinion on the use of Asynchronous Video Lesson.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter included a review of literature and studies which have significant relationship and similarities with the present study. This study can take its in-depth roots of causal explanation to this BE-LCP as mandated in Section 1, Article XIV of the 1987 Constitution for the state to protect and promote the right of all citizens to quality education at all levels and to take appropriate steps to make such education accessible to all students. Hence, the BE-LCP aims to ensure the health, safety, and well-being of the learners, teachers, and personnel in the time of COVID-19, while finding ways for education to continue amidst the crisis. In particular, the BE-LCP has been designed with a legal framework responsive to the “new normal,” keeping in mind the constitutional mandate to uphold the right of all citizens to quality education at all times. At this new normal period, online courses or learning could increase access to a rigorous curriculum with high-quality, trained teachers who would contribute to the success of all students (Museus et al., 2011). Effective online education is also a viable option for students who have become disengaged in school and need a fresh start, free from distractions. Taking courses online may be what some students need to successfully complete graduation requirements. Added to that picture of an effective online education is the distance learning, a type of modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types, namely: modular distance learning, online distance learning, and television/radio-based instruction. This is most viable for independent learners, and learners supported by periodic supervision of parents or guardians (Pimentel-Tolentino, 2020).

Other than that of distance learning is the blended learning. This is a learning delivery that combines face-to-face with any or a mix of modular distance learning, online distance learning, and television/radio-based instruction. Blended learning will enable the schools to limit face-to-face learning, ensure social distancing, and decrease the volume of people outside the home at any given time. Thus, asynchronous learning existed out from the use of blended learning through the use of video lesson. An asynchronous learning is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. The term is most commonly applied to various forms of digital and online learning in which students learn from instruction such as prerecorded video lessons or game-based learning tasks that students complete on their own that is not being delivered in person or in real time (Llego, 2020). According to the study conducted by Rehfeldt and Shayter (2016) titled: An investigation of the efficacy of asynchronous discussion on students’ performance in an online research method course explained that online instruction has become increasingly a commonplace in higher education, broadly and within the field of behavior analysis. Given the increased availability of online instruction, it is important to establish how learning outcomes are influenced by various teaching methods, in order to effectively train the next generation of behavior analysts. This study used a between-group design to evaluate the use of asynchronous online class discussion. Results indicate greater group mean performance on quizzes for students who were required to participate in asynchronous discussion as a component of instruction.

SCOPE AND LIMITATIONS

This study was limited only to the perceived opinion of the Grade 12 students who were Toreled/in-house for Qur’anic memorization and to the use of asynchronous video lesson to the students who were cross-enrolled to Quranic memorization and to the case of the pregnant ones who cannot travel to Lanipao school. The study was conducted online via messenger of the eight identified respondents of
Table 1: Respondents’ age by frequency and percentage distribution.

<table>
<thead>
<tr>
<th>Profile by age</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>18</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>20</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>21</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>75.0</td>
</tr>
</tbody>
</table>

Table 2: Respondents’ gender by frequency and percentage distribution.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3: Respondents’ C.G.P.A. by frequency and percentage distribution.

<table>
<thead>
<tr>
<th>C.G.P.A.</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-85</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>86-90</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>91-95</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

METHODOLOGY

This study utilized descriptive research design in order to describe the perceived opinion of the respondents towards the use of asynchronous video lesson as an intervention. The researchers conducted the data gathering using a self-made structured questionnaire containing questions related to the respondents’ profile and questions related to the use of AVL as an intervention. There are eight (8) respondents who cross-enrolled in Torel, a Qur’anic Learning Center found in Palao and Tambacan while 2 are pregnant who are in Digkilaan and Pantar. The study made use of purposive sampling by purposively taking the 8 students who cannot come for a face-to-face consultation because of their inability by Torel’s protocol to go out from those Torels. The data gathered were tallied, treated statistically, analyzed and interpreted.

RESULTS AND DISCUSSION

As shown in Table 1, three (37.5%) of the senior high students are aged 20 among the females; followed by two (25%) young students who are aged 21 while only one (12.5%) respondent is 19 years old. While among the male side, one (12.5%) of them is aged 19 years old while another one (12.5%) is twenty years old. Thus, the highest numbers of respondents are from students who are 20 years of age. They are at the right age and mental capacity to judge the advantages and disadvantages of an Asynchronous Video Lesson for their own effective learning. Table 2 shows the data about respondents’ gender. Six (75%) of the Grade 12 students who are in Torel are female while two (25%) of them are male. This indicates that there are more females than males. As shown in Table 3, four (50%) of the respondents have Cumulative Grade Point found within this range 86-90%. Three (37.5%) of them got a general grade average ranging from 80-85% while only one (12.5%) of them has general average found within 91-95%. This implies that half (50%) of the respondents are having a general grade average in the 3rd quarter found within 86-90. An indication of a very satisfactory academic performance and strong ground to judge if AVL as learning intervention while they are at distant locations. Table 4 shows the respondents’ perceived opinion towards AVL use through online. Indicator no. 1
AVL is an effective assistance with my easy learning with the modules via online where agreed to be the choice of five (62.5%) student-respondents; while only three (37.5%) of them were undecided. This implies that great majority (62.5%) of the respondents agreed that with the AVL use as a form of assistance with their module learning at Torel can help them better understand the module content. Table 5 shows that AVL is an effective form of learning intervention. This indicator was answered by six (75%) of the respondents who agreed to it while one (12.5%) respondent was undecided and another one (12.5%) disagreed. This implies that greater majority (75%) of the respondents agreed to the situation of AVL is an effective form of learning intervention for them at Torel. Being in Torel for Qur’anic memorization is very strict to the extent that even their mobile phones are kept away from them by their Ustadj. Thus, only Friday is their free time to contact their parents or friends within the reach of their social media. More so, the respondents’ use of AVL in consonance to their perceived opinion may be justified by the statement of Pappas (2015) that an asynchronous learning respects factors affecting regular attendance to online training courses and ensures that they are accessed and completed at different times for each employee, improving learning outcomes. Meaning, as long as the respondents have load and signal to where they are, they can watch the video at their free time from Qur’anic learning.

**CONCLUSIONS**

Lanipao High School Students in Grade 12 specifically those who are Toreled at the areas of Iligan City proper, within Palao and Tambacan vicinity, Digkilaan and added also is Pantar, can readily access to internet connections during Friday, their free time from Holy Qur’an memorization, and much on that access to internet connections or data load, give ways for them to work on their modules with of course the assistance of asynchronous video lesson as an intervention for them not to be totally crippled in understanding the content of their modules in the absence of their parents or any adults who can help them interpret those hard concepts or words found in their modules. Moreover, their dropping off from the school has been deterred while they continually do their spiritual and religious obligations towards their Creator. Thus, this simply ascertain the description of the respondents that the use of AVL has assisted them in the clarity of the lesson content found in the modules as further clarified in the discussion found in the Asynchronous Video Lesson.

**RECOMMENDATIONS**

The findings of the study are highly recommending to other hinterland schools and teachers the use of Asynchronous Video Lesson (AVL) as an intervention to ease the difficulty of the Senior High School Students with their modules in guiding and understanding the content of the lessons. If connections and loads are problems then everyone must accept the fact that education is an investment so parents have to find ways to support materially and financially their schooled children to fully attain such efficacy of learning. Secondly the use of AVL can provide time for the students to repetitively watch them for as long as they need to understand the topic. Thirdly, AVL is a student-centered teaching method that facilitates information sharing outside the constraints of time and place among busy people.

**REFERENCES**

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