Digitalization of Modules and Learning Tasks for Flexible, Convenient, And Safe Learning Experience of Students

Carla Jobelle Culajara[1]*, Juan Paolo Martin Culajara[2], Olivia Portos[3], and Mark Kim Villapando[4]

[1,2,3,4]*Sta. Catalina National High School, Philippines*

*email: carlajobelle.culajara@deped.gov.ph

ABSTRACT

The qualitative research design aims to explore the experiences of Grade 10 students as they were dealing with the new normal of education utilizing a digital modality. This study sheds light on other ways and means of learning and adapting to the modern world using technology. Based on the study's results, five superordinate themes have emerged: flexible, convenient, and safe learning environment, submission challenges, and innovation policy. The digital modality has a substantial impact on the learning of the students. However, they sometimes have difficulty submitting outputs due to a slow internet connection. To reiterate, learning in digital modality is a great help student to in learning capabilities and adapting to change in education and being versatile in learning new different online platforms in simplifying the process and avoiding viruses to spread and becomes safe individual learns and further enhances learning in the modern world of education.

Keywords:

Digital Modality; Google Classroom; Learning Management System; Online Applications; Pandemic.

ABSTRAK

Desain penelitian kualitatif ini bertujuan untuk menggali pengalaman siswa kelas 10 menghadapi new normal pendidikan dengan memanfaatkan modalitas digital. Studi ini menyoroti cara dan sarana lain untuk belajar dan beradaptasi dengan dunia modern menggunakan teknologi. Berdasarkan hasil penelitian, muncul lima tema superordinat: lingkungan belajar yang fleksibel, nyaman, dan aman, tantangan dalam pengajuan, dan kebijakan inovasi. Modalitas digital memiliki dampak besar pada pembelajaran siswa. Namun, ada kalanya mereka kesulitan mengirimkan output karena koneksi internet yang lambat. Untuk mengulangi, belajar dalam modalitas digital

sangat membantu siswa dalam kemampuan belajar dan beradaptasi dengan perubahan dalam pendidikan dan menjadi serbaguna dalam mempelajari platform online baru yang berbeda dalam menyederhanakan proses dan menghindari penyebaran virus dan menjadi pembelajaran individu yang aman dan lebih meningkatkan pembelajaran di dunia pendidikan modern.

Kata Kunci:

Modalitas Digital; Google Classroom; Learning Management System; Aplikasi Online; Pandemi.

1.   Introduction

Education is a tough task given the plethora of mental and behavioral problems in present-day mainstream classrooms. This study aims to understand and comprehend students' digital learning experiences. This study intends to broaden future researchers' expertise in preparation for hybrid learning and to expand the school's implementation strategy for various learning modalities. At a time when our health, physical aspect, and mental capability have tested us, it is necessary that education cannot be stopped and continued with the help of innovation, collaboration, and creating connections to the students, parents, and stakeholders by producing efficient and effective learning approaches in all means and ways, safe learning environment and flexible in processing the skills and knowledge on technological aspects. As to the study of (Arifianto et al., 2021), during the Covid-19 pandemic, digital learning is an effective option.

Consequently, the challenges teachers must overcome to implement learning are inevitable. When we face that education needs to be continued and not stopped, teachers and every school have devised a solution to reach the students. This is in the existence of initiative projects which were school implemented, and one of them is the existence of "Project Digi-Mode." This learning modality can lessen the production of printed learning materials and reduce the spread of the virus that we face. (Kumar & Sharma, 2016) notions on students in the digital age are accustomed to using digital gadgets not just for entertainment and social interaction with their peers but also for education and study. These digital natives are completely enamored with internet-connected mobile devices and are constantly looking for multimedia-rich information. Teachers must meet this specific requirement in designing and executing teaching-learning pedagogies. Digital modality not only deals with the challenges posed by the current pandemic but will also improve learning. Students will benefit from the learning facility by utilizing different digital avenues as a platform in the teaching and learning process where educational technology plays a key role at this age. The dream of a school is to provide its students with new ways to make learning more innovative, energetic, long-lasting, and more suited to the outside of their classrooms, where they have access to the rest of the world.

As (Ravelli & Van Leeuwen, 2018) asserts that there should be a set of tone for such changes, as well as a broader reassessment of visual modality and its implications in the digital age. Furthermore, the effort to keep the new education system going and the setup faces several difficulties were evident in the digital technology. In every way, teachers, and students, make every means to

make teaching and learning easier in a country. Still, the internet service is infamous for being both pricey and slow, and it is, without a doubt, a huge endeavor to complete (Ancho, 2020).

The students' backgrounds are diverse, and by enhancing technological capability, realigning personal ideals and viewpoints on education preparation in their next level of schooling. The transitions to the new normal must undertake the required preparations to prepare the teachers for distance learning (De Villa & Manalo, 2020). Despite obstacles that may impede their tasks, individuals manage to cope with the new normal, complete their tasks, unlock their creative minds, and unleash their powerful capabilities in adapting to the new normal of education. Adopting digital media and techniques will enable the students and teachers to elaborate and enhance their knowledge and skills and keep up with the change taking place.

Using google classroom is beneficial for the teachers and students. It is one approach for schools and teachers to consider providing kids with digital learning that can appeal to students while the teacher learning process shifts to virtual courses (Okmawati, 2020). Moreover, Google Classroom will provide a blended learning platform for schools to make it easier to create assignments and provide grades to students in a paperless manner (Sukmawati & Nensia, 2019), which implies that in conjunction with the change in the learning environment and approaches is the input formulation of a school to be able to think of a program that will also help in reducing the production of learning tasks using paper. With this, the use of Google classroom utilizing in the teaching and learning process is a big reduction in school budget and preparation. In the categories of ease of access, perceived utility, communication and engagement, instruction delivery, and students' happiness with Google Classroom's learning activities, comparative performance is good (Izwan et al., 2016). Thus, a learning management system such as the Google classroom is a great help in adapting the 21st-century learning design to maximize students' capabilities and strengthen their technological skills. It is worth noting that this platform allows students to gain skills outside of the classroom. Initial training for teachers in using digital technologies is required for good professional performance. Moreover, this experience taught future teachers the importance of learning new technologies to adapt to the various demands of various educational scenarios in the information age (Dominguez-Lloria, 2021).

1.1. Conceptual Framework

As reiterated by (Sudarsana et al., 2019), one of the best ways to do this is by integrating technology into the classroom. The barriers to using online learning can be addressed by using education-based tools like Google Classroom. Using ICT (Bando et al., 2017) gives users computational tools, information storage, and communication opportunities. It also gives a chance to the users to improve digital literacy, save money from communication and travel costs, and access a wide range of sources of information. However, the evidence in the study by (Sami & Sant, 2017), as cited by (Bando et al., 2017), suggested that using ICT in learning may affect learning. These findings suggest that modular learning in digital format will affect students' learning experiences.

The various learning modalities available in Philippine secondary public schools have provided each student a dimension that will ease, benefit, and make the delivery of teaching in the learning process easier. The digital modality is one of the learning approaches. This is a method in which each

student is given a Google Classroom link through which they can access learning materials and pass on completed tasks. Students will better understand the benefits and drawbacks of adopting the digital modality for learning. As (Domínguez-Lloria et al., 2021) reiterates the impact of COVID-19 on our flexibility to cope with unique development situations, the educational system operates. As a result, we must adjust our teaching to non-face-to-face learning by adapting instructional approaches without compromising learning outcomes.
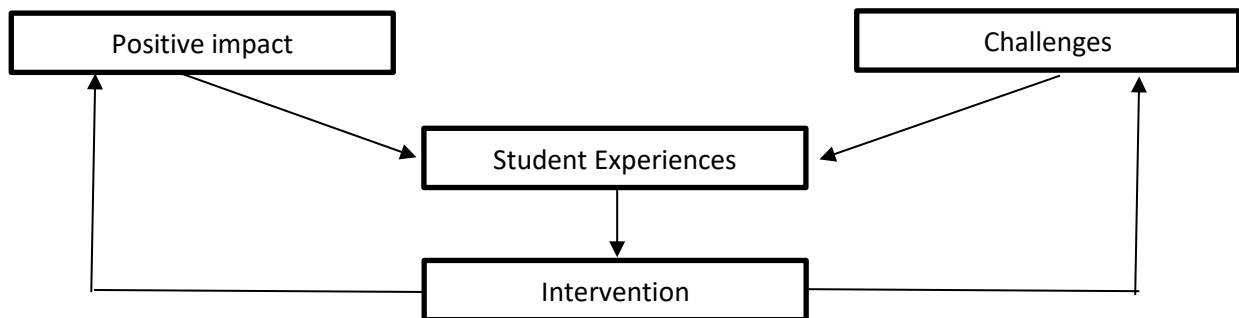

Figure 1. Conceptual Framework

1.2. *Statement of the Problems*

This study aims to find out the learning experiences of students. Specifically, it wants to analyze the following:

1. What is the positive impact of digital modality?

2. What challenges did the students encounter?

3. What interventions can be done to improve digital modality?

2. **Methods**

2.1. *Research Design*

The researchers employ a qualitative research design using a phenomenological approach where the respondents explain and share their experiences using digital modality. The method aided in generating qualitative data about respondents' experiences in utilizing digital modality. As (Butina, 2015) reiterates that the phenomena become the raw data in the inquiry, which is a type of qualitative research. The research design is ideally used to have in-depth knowledge of their experiences utilizing Google Classroom as part of their learning process.

2.2. *Respondents of the Study*

The study was participated by Grade 10 students from Sta. Catalina National High School, one of the secondary public schools in the Philippines, composed of 5 students under the digital learning

modality, was chosen to learn better about the existing phenomena they experienced using Google Classroom.

2.3. Sampling Technique

The purposive sampling technique was used to find out the existing phenomena in the school in the use of the digital modality and its impact on the learning of the students in the School Year 2021-2022. Due to the modern era, the Google Classroom serves as an avenue for student learning.

2.4. Research Procedure

The interview was undertaken throughout, with open-ended questioning from guiding questions permitting further study. To gather the data, the researchers used focus group discussion. With the parent's permission, the interview was done online and recorded. This method has been applied in various fields to learn more about culture, historical events, identity, and way of life. To gather the data, focus group discussion was utilized where the experts validated questionnaires to check the consistency and significance of the research problems. Using the digital learning modality, the researchers devised interview questions to elicit information about students' learning experiences. The study's primary objectives are to learn about the positive and negative effects of utilizing digital learning and what modifications to the learning modality may be made to address the benefits and drawbacks of using digital learning. A research expert reviewed the questions to ensure that they were appropriate for this research. This encapsulates the members' perspectives and knowledge of numerous elements (dealing with) difficulties, problem-solving, lessons acquired, and recommendations. After data gathering, the researchers transcribed the recording and employed themes and coding to analyze the data. This research used data triangulation to deepen and widen the result and validate the data.

3. Results and Discussion

This section contains an examination of perceptions of grade 10 students on digital learning modality. The effectiveness of digital modality to students' learning experience is captured in these themes. Five superordinate themes emerged from the data analysis: *flexible, convenient, and safe learning environment, challenges in submission, and innovation policy of digital modality.* Based on the findings of previous research, it is clear that Google Classroom, despite a paradigm shift in how instruction is delivered, has a major impact on each student's learning. As a result, this study's results will be clear and deeply engaging when using this platform, and they will demonstrate their influence.

Table 1 illustrates that the implementation of Google Classroom in the teaching and learning process in the new normal had a beneficial impact on students. There were three emergent themes based on the focus group discussion: *flexible, convenient, and safe learning environment.*

Table 1. Results of the thematic analysis on the positive impact of the modality

The positive impact of digital learning modality		
Relevant unit example	**Subordinate Themes**	**Superordinate themes**
Participant 1: It also makes the task that we students do easier and broadens students' minds about things they can use in the coming years.	The positive impact of digital learning modality	Flexible
Participant 2: I chose this modality because apart from being soaked in digital activities, I also know the facilitating effect of technology and improve my outputs. As with social media platforms, our task information is easily delivered in the google classroom to my teacher. I can describe that using google classroom is an organized, fast, easy, and helpful way to students.		
Participant 3: It makes my studies easier because we greatly reduce our expenses because the fare is expensive; instead of going to school, I can pass using google classroom.	Strengthen their technological skills and capabilities for future reference	Convenient
Participant 4: The use of digital modality is new to me. I have gained strength because it makes answering and passing assigned tasks easier.		
Participant 5: If I continue this, my knowledge of technology will also grow to help me face the future. I chose this so that when I enter Senior High School, I will not have to learn the use of modern technologies.		
Participant 5: I choose this modality for my parents and me to not go to school.	Avoid contact to prevent the infection (COVID-19) from spreading and save money and time	Safe learning environment
Participant 4: It will help my parents, who used to pass the module and go to school. They agree to this modality because they can save on the fares spent, and sometimes, they have a job, so they can't go to school on time right away.		
Participant 1: Digital modality helps students a lot, especially nowadays and if we go places with a lot of people, we can't avoid interacting with sick people.		

3.1. Superordinate Theme 1: Flexible

According to the study by (Albashtawi et al., 2020), students had positive views about Google Classroom's functionality, availability, and convenience. With the study (Culajara, 2022), being creative and imaginative to provide productive and effective teaching and learning process is one of the considerations that every teacher has, along with the changes that have been made in the way that instruction is delivered to students. Digital learning is flexible, allowing students to manage their time better and improve their innate talents and capacities in the technological world. Students and teachers demonstrated affirmative perspectives and sensitivity to the COVID-19 pandemic because the outbreak is still ongoing; it cannot be overstated (Talidong & Toquero, 2020). This has shown that despite the challenges that teachers and students are experiencing, it is an innate act that we will find a way to achieve and continue education for all and be allowed to grow and develop each other's strengths. The new normal transitions must make the necessary preparations for the teachers' preparation for distance learning (De Villa & Manalo, 2020). Digitalization of modules and learning

tasks using Google classroom as an avenue for the learning process paved the way for curriculum administrators and developers whose students' learning depends on the facilitator's continuous learning and the curriculum's aim.

3.1.1 Subordinate Theme 1.1. Positive Impact of digital modality

Each aim must be met through "thinking outside the box" and developing a personal aptitude to think about one's role. This will prepare the path for people to think about the changes they want to make and accept, employ a growth mindset, and create a connection to the world of technology. Utilizing Google Classroom in the teaching and learning process significantly reduces school preparation and money. Comparative performance is good in accessibility, perceived utility, communication and engagement, education delivery, and student satisfaction with Google Classroom's learning activities (Izwan et al., 2016). Thus, learning in varied ways make the students grow and develop their inherent capabilities and strengthens their skills in adapting to the use of technology, specifically in using google classroom. As they contemplate, students in learning digital modality made their submission and tasks easier and convenient:

"It also makes the task that we students do easier, and it also broadens students' minds about things they can use in the coming years." – Participant 1

"I chose this modality because apart from being soaked in digital activities, I also know the facilitating effect of technology and improve my outputs. As with social media platforms, our task information is easily delivered in the google classroom to my teacher. I can describe that using google classroom is organized, fast, easy, and helpful way to students." – Participant 2

3.2. Superordinate Theme 2: Convenient

Technology is more accessible than ever before. Instead of going to school, they submit their learning tasks and get the modules via google classroom digitally so that they don't have to go to school to cope with the hot weather and rain and spend on the fare. With this response, students' technology proficiency and the frequency of technology-based class activities improved with real-time integration and immersion in using technology (Shapley et al., 2011). Similarly to the study (Izenstark & Leahy, 2015), Google Classroom made it easier to distribute materials to students in single- and multi-meeting classrooms as such, (Fitriningtiyas et al., 2019) reiterate that Google Classroom is a tool that allows for constant communication, task management, and time and paper reductions. The ease of integration into other online platforms was well-liked by the students. This proves that students are adapting to the technological aspect of our educational system. Thus, participation in real-time interaction and digital activities enables the students to better utilize their skills and knowledge in coping with different online applications to perform learning tasks.

3.2.1 Subordinate Theme 2.1. Strengthen their technological skills and capabilities for future reference

Google Classroom improved teaching and learning dynamics and increased student participation and learning. To the study of (Pendidikan Bahasa dan Seni et al., 2020), in this industry

4.0 revolution, the growth of technology and information is still expanding, notably the expansion of internet-based technologies. It has an impact on teaching and learning, particularly regarding pedagogical approaches. Google Classroom is one of the breakthroughs in teaching and learning techniques presently in use. It also indicated worries about the speed of the process and the user experience (Heggart & Yoo, 2018), which implies that students become creative in submitting outputs in digital learning activities and tasks because they are allowed to think of online applications that students can use in producing the outputs.

Moreover, to the study (Graham & Borgen, 2018), one of the best tools available for improving teachers' efficiency is Google Classroom. Thus, (Akpunonu & Fomsi, 2021) asserts that teachers should create more interactive and engaging content and use digital teaching tools like the Google Classroom application because it is simple and helpful. It provides strong features that make it the appropriate tool to engage with students. Google Classroom helps teachers and students save time, keep lessons orderly, and promote student engagement.

"It makes my studies easier because we greatly reduce our expenses because the fare is expensive, instead of going to school I can pass using google classroom." – Participant 3

Young people are interested in technical things but have mixed feelings about technology education and professions. In various ways, education will not stop and will despise everything to reach every student. One of the ways is to create and use a learning management system for delivering modules and learning tasks to students. One of the initiatives is to gain knowledge of its use and to widen the perspective on 21st-century learning design. It needs a deeper knowledge of the factors influencing students' attitudes about technology if we wish to encourage them to embrace it (Ardies et al., 2015). It is also a key for students to widen their perspective in using technology and getting out of their comfort zones:

"The use of digital modality is new to me. I have gained strength because it also makes it easier to answer and pass assigned tasks. "- Participant 4

"If I continue this, my knowledge of technology will also grow to help me in facing the future. I chose this so that when I enter Senior High School, I will not have to learn the use of modern technologies used by the school." – Participant 5

3.3. Superordinate Theme 3: Safe learning environment

In truth, schools face a challenging problem in delivering authentic learning to the students and completing the learning criteria. Students must be actively involved in their learning. With the aid of technology, students can learn, and technology has become a vital option for continuing classes and may lead to new learning opportunities and instructional ways (Arrieta, 2020). Moreover (Widyaningrum et al., 2020), Distance learning is a method of education that permits students and teachers to be in different places and to stop the COVID-19 pandemic from spreading. Technology can be utilized to enhance rather than distract student engagement in learning when handled effectively. It can lessen the spread of the virus we were experiencing in times of pandemics.

3.3.1 Subordinate Theme 3.1. Avoid contact to prevent the infection (COVID-19) from spreading and save money and time

Using technology to enhance learning and teaching may aid in creating student-centered discovery experiences in which students are active for the majority of the class (physically, cognitively, and socially). The use of Google Classroom influences students' learning (Suparman et al., 2022), and learning engagement is a major mediator of the impacts of technology-mediated learning (Hu & Hui, 2012). This also paved the way for the safety of the parents and lessened the contact of the teachers with every individual during the retrieval and distribution of learning materials:

" I choose this modality in order for me and for my parents to not go to the school." – Participant 5

"It will help my parents who used to pass the module and go to school. They agree to this modality because they can save on the fares spent and sometimes they have a job so they can't go to school on time right away. " – Participant 4

"Digital modality helps students a lot especially nowadays and if we go to places with a lot of people, we can't avoid interacting with people who are sick." – Participant 1

By thinking of a comprehensive program that will give everyone a chance on development and growth to better reach them with technology, one of its functions is to facilitate student submissions and unlock their technological skills. In preparation for their leveling up of skills and knowledge, to keep pace with technology, and to alleviate and prevent parents, teachers, and students from contracting the virus and the socio-economic impact we face instead of them going to school, they can save on fares and avoid contact with other people. Furthermore (Sukmawati & Nensia, 2019) for schools, Google Classroom will offer a blended learning platform that will make it simpler to design assignments and give students grades in a paperless way; thus (Arifianto et al., 2021) reiterated digital learning is a practical choice during the Covid-19 pandemic.

Table 2 provides information on the participants' responses to the difficulties they encountered when using Google Classroom and the theme of *challenges with output submission.*

3.4. Superordinate Theme 4: Challenges in the submission of outputs

One of the emerging challenges of the students is having trouble submitting learning tasks because they lack time and preparation to accomplish the learning tasks. As to the study (Culajara, 2022), despite barriers and challenges teachers and students encountered, they learned to adapt and recognize the alterations in every challenge and opportunity for education. This theme will tackle the different challenges the students encounter using digital modality.

3.4.1 Subordinate Theme 4.1. Internet Connectivity

In one solution, there is an associated problem. This study shows the project's weakness and its effect on the students' performance. Based on the results, connectivity was the prime reason for students' failure in submitting the tasks.

"The submission of modules has not been easy because of our location. Power and internet outages often go down because there are problems with the power line and the cause of the malfunction. " – Participant 1

"I lose focus in my studies because of the use of cell phones, I can use other social media, but I do not let it because I set time to use the cell phone and answer the lesson. " – Participant 3

Table 2. Results of the thematic analysis on challenges in utilizing the digital modality

Challenges in utilizing digital learning modality		
Relevant unit example	Subordinate Themes	Superordinate themes
Participant 1: The submission of modules has not been easy because of our location. Power and internet outages often go down because of problems with the power line and the cause of the malfunction.	Internet Connectivity	Challenges in the submission of outputs
Participant 3: I lose focus in my studies because of the use of cell phones, I can use other social media, but I do not let it because I set time to use the cell phone and answer the lesson.		
Participant 5: I had some difficulty passing the outputs due to the lack of gadgets and internet access, but I solved it through the piso-wifi of our barangay."	Lack of gadget	
Participant 2: Despite the strength of digital modality, my only weakness is my complacency in accomplishing my learning tasks.	The complacency of time and becoming irresponsible in the submission of learning tasks	
Participant 4: One common problem is becoming irresponsible in submitting the outputs.		

3.4.2 Subordinate Theme 4.2. Lack of gadgets

Because of the restricted resources at the school, only a few pupils prefer the digital modality due to the limited gadgets they have, causing difficulty with internet access.

"I had some difficulty in passing the outputs due to the lack of gadgets and lack of internet access, but I solved it through the piso-wifi of our barangay." – Participant 5

In the study of (Dimaculangan et al., 2022), the focus is to improve their knowledge of digital practices, and more student-centered digital instructional techniques can be a basic foundation for dealing with the problems that have been identified. For communication and use, students rely on the internet. However, stability and speed make it difficult for them to do so, and their tasks are hampered by an inconsistent and poor internet connection (Abante, 2021). But despite the challenges they already experience in connectivity, they are working on ways for them to accomplish their tasks and

fulfill their responsibilities as a student. By all means and ways, students respond to the challenge of the digital modality. Still, they emphasize and pay attention to answering learning tasks and complying because it is one of the modalities they choose to accompany them in reaching their goals.

3.4.3 Subordinate Theme 4.3. The complacency of time and becoming irresponsible in the submission of learning tasks

Students become complacent and at ease in completing tasks since they have control over their schedule and have assigned the correct time and day in their submission of learning tasks. They only do what they must submit when it is about to be passed, so they lose track of time and fail to take responsibility for their work.

"Despite the strength of digital modality, my only weakness is my complacency during the shift."
– Participant 2

" One common problem is becoming irresponsible of the students in submitting the outputs."
– Participant 4

Also, (Arrieta, 2020) reiterates that students displayed lethargy and indifference at home. They put off doing their schoolwork, and instead of doing the assigned tasks, they work harder when they are about to submit because of their complacency in time. Students have different learning styles, and with that difference, the teacher needs more attention and focus on each child to be more responsible and continuous update on their tasks.

Based on the focus group discussions, the participants highlighted that a school must have enough *policy innovation in digital learning modality* to adopt Google Classroom to be more stable and systematic.

3.5. Superordinate Theme 5: Policy innovations in digital learning modality

By recognizing the weaknesses and strengths of the digital modality in the modern world of learning while rapidly adapting to technology, it is necessary to elevate every skill and knowledge of students, teachers, and parents to achieve better the curriculum goals addressed by our educational system. For both teachers and students, using Google Classroom is advantageous. One strategy is for teachers and schools to think about providing students with meaningful digital learning while the teacher instructional shifts to distance learning (Okmawati, 2020). It is necessary to study and offer different programs and technical assistance for teachers to expand their skills and knowledge in using google classroom and different digital tools and applications. Digital avenues serve as the strength of every teacher to reach every knowledge and lesson in any way as long as no child is left behind.

Table 3. Results of the thematic analysis of enhancement program for digital modality

Enhancement of the learning modality can be proposed by addressing the pros and cons of utilizing the digital learning modality		
Sample of Meaningful unit	Subordinate Themes	Superordinate themes
Participant 4: Offer students further resources to learn on their own, such as a YouTube channel and recorded videos that they think will be helpful in the lesson where they can make it over again.	Adaption on online platforms extension	Policy innovations in digital learning modality
Participant 3: The schedule of retrieval and distribution of learning materials is longer.	Distribution and retrieval of learning tasks	
Participant 1: They need to reduce the assignments and allocate more resources to adaptive learning because, in my experience, I'm having difficulty learning due to simultaneous activities.	Preparation of the learning materials and learning outputs of the students	
Participant 2: The school will have its online platform, such as Google Classroom, where all subjects will be available, and no mobile data will be used.	Provide devices and internet allowance	
Participant 5: For students in digital format, the school will give free or borrowed gadgets and freeload or mobile data.		

3.5.1 Subordinate Theme 5.1. Adaption on online platforms extension

As stated by (Ravelli & Van Leeuwen, 2018), there must be a common theme for such adjustments in addition to a more comprehensive review of the visual modality and its implications in the digital age. Simultaneously with the promotion of the support system is the empowerment of each student by providing information in upskilling their knowledge in digital modality. Providing and innovating programs in providing devices and access to the students in this learning modality.

Offer students further resources to learn on their own, such as a YouTube channel, recorded videos that they think will be helpful in the lesson where they can it over again. – Participant 4

Proper dissemination of the project for the stakeholders for continuity of support of the digital learning modality and adapting to the new era of teaching and learning process as key to success in reaching every student. In the modern normal of education, every school wants to know the digital modality's positive and negative impact to study further, plan the next steps for adapting to the digital modality, and widen the perspective on distance learning.

3.5.2 Subordinate Theme 5.2. Distribution and retrieval of learning tasks

Thanks to the distribution and retrieval schedule, students have the correct time to complete their learning assignments. As a result, they can develop and prepare their learning tasks in numerous

areas. As a result, teachers are given ample time and are not pressed to generate instructional materials for their pupils in the Google classroom.

The schedule of retrieval and distribution of learning materials is longer. – Participant 3

3.5.3 Subordinate Theme 5.3. Preparation of the learning materials and learning outputs of the students

Leeway allows teachers to organize their classwork for posting in the Google classroom with the two-week retrieval and distribution of learning resources. Teachers continue to provide effective education to children despite simultaneous school reports and paper tasks.

They need to reduce the assignments and allocate more resources to adaptive learning because, in my experience, I'm having difficulty learning due to simultaneous activities. – Participant 1

3.5.4 Subordinate Theme 5.4. Provide devices and internet allowance

As we yield to the new normal of education and offer different learning modalities, students hope they will be given proper gadgets and internet allowance.

The school will have its own online platform, such as Google Classroom, where all subjects will be available, and no mobile data will be used. - Participant 2

For students in digital format, the school will give free or borrowed gadgets, as well as free load or mobile data. – Participant 5

4. Conclusion

In terms of teaching and learning, today's educators face a huge challenge. As a result of the pandemic's impact on our social environment, we've begun a learning process. The following are the study's findings, based on the data gathered: The digital modality has a positive impact based on being flexible on students' time and availability on answering the learning time at their own pace even in their home confinement. It makes it easier to submit tasks by scanning and taking a picture. This makes the process of submitting and completing the task easier as long as you know how to follow the instructions given, have the teachers' guidance, and be a responsible student. Internet connection was the main reason for students' failure in submitting the outputs and completing the tasks. To continue the program, proper information dissemination and further strengthening the school support system for digital modality is a good thing to do for the modern world using technology. Teachers, students, and even parents, it was a genuinely trying experience. The reality was that we needed to be strategic and develop an intervention to help students learn more effectively, develop our basic teaching skills, and suit our students' demands teachers and students may work together. In the new educational change, you'll face hurdles. It's crucial in terms of teaching and learning and adjusting to change, and overcoming obstacles by utilizing various tactics and ways**.**

Students will benefit from overcoming challenges and having a positive learning experience. It aims to reach every student and open the door to new modalities adapted to the demands of education for every teacher and school. It is beneficial to be a good teacher and school leader who is willing to go above and beyond for the success of others and the beauty of the intended outcome. It will help you become a more efficient and successful teacher if you have your excitement and dedication. These works implicitly support the use of strategies that are not only student-centered but also provide opportunities for students and teachers to experiment and practice to become experts in a particular field because learning is a lifelong process

4.1. Recommendations

1. School Heads will provide training/re-training on upskilling teachers' skills in using google classroom as a means of Learning Management System in said project.

2. Teachers will further deepen their knowledge and skills in the use of technology and collectively adapt to the changes occurring in education for fast and organized instruction and versatility in providing varied instructions and opportunities for all students.

3. The school should locate the barangay officials to develop a project in each barangay that will help the education of each student in their area.

4. Dissemination of information is necessary for students and parents to know about this project and help the school.

5. Further research on digital modality is needed for continuity and consistency.

5. References

Abante, A. S. (2021). A Comparative Analysis on the Challenges of Online Learning Modality and Modular Learning Modality: A Basis for Training Program. *International Journal of Multidisciplinary Research and Analysis*, *04*(04). https://doi.org/10.47191/ijmra/v4-i4-17.

Akpunonu, H. N., & Fomsi, E. (2021). Perception of Undergraduate Students towards the Use of Google Classroom Application for Online Learning in the 21st Century. *British Journal of Education*, *9*(8), 20–34. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3905127.

Albashtawi, A., Albashtawi, A., & Bataineh, K. Al. (2020). The Effectiveness of Google Classroom Among EFL Students in Jordan: An... *International Journal of Emerging Technologies in Learning (IJET)*, *15*(11), 78–88.

Ancho, I. (2020). Graduate Education during COVID-19 Pandemic: Inputs to Policy Formulation in the New Normal. *Recoletos Multidisciplinary Research Journal*, *8*(2), 87–105. https://doi.org/10.32871/rmrj2008.02.07.

Ardies, J., De Maeyer, S., Gijbels, D., & van Keulen, H. (2015). Students attitudes towards technology. *International Journal of Technology and Design Education*, *25*(1), 43–65. https://doi.org/10.1007/s10798-014-9268-x.

Arifianto, C. F., Mutawali, & Subekti, H. (2021). The Teachers' Online Readiness: an evaluation of Online Learning during Covid-19 Pandemic in Indonesia. *International Journal of Social Learning (IJSL)*, *1*(3), 270–282. https://doi.org/10.47134/ijsl.v1i3.63.

Arrieta, G. (2020). *The Experiences Of Junior High School Teachers In Online Teaching And Learning During Enchanced Community Quarantine : Inputs For The Learning Continuity Plan For The New Normal In Education*. *August*. https://www.researchgate.net/publication/343523387_The_Experiences_Of_Junior_High_School_Teachers_In_Online_Teaching_And_Learning_During_Enchanced_Community_Quarantine_Inputs_For_The_Learning_Continuity_Plan_For_The_New_Normal_In_Education.

Bando, R., Gallego, F., Gertler, P., & Fonseca, D. R. (2017). Books or laptops? The effect of shifting from printed to digital delivery of educational content on learning. *Economics of Education Review*, *61*, 162–173. https://doi.org/10.1016/J.ECONEDUREV.2017.07.005.

Butina, M. (2015). A Narrative Approach to Qualitative Inquiry. *American Society for Clinical Laboratory Science*, *28*(3), 190–196. https://doi.org/10.29074/ascls.28.3.190.

Culajara, C. J. (2022). *Maximizing the Use of Google Sites in Delivering Instruction in Physical Education Classes*. *1*(2), 79–90. https://doi.org/10.56003/pessr.v1i2.115.

Culajara, C. J. (2022). The Labyrinth of Multitask Teachers in Learning and Working Environment in Times of Pandemic. International Multidisciplinary Research Journal, 4(1), 100–108. https://doi.org/10.54476/iimrj13.

De Villa, J. A., & Manalo, F. K. B. (2020). Secondary Teachers' Preparation, Challenges, and Coping Mechanism in the Pre-Implementation of Distance Learning in the New Normal. *IOER International Multidisciplinary Research Journal*, *2*(3), 144–154. https://doi.org/10.5281/zenodo.4072845.

Dimaculangan, K. A., Hadji Abas, H., & Quinto, C. S. (2022). Narrative Study of Teaching Strategies and Challenges Encountered by Teachers in Synchronous Online Classes. *International Journal of Social Learning (IJSL)*, *2*(2), 201–216. https://doi.org/10.47134/ijsl.v2i2.113.

Domínguez-Lloria, S., Fernández-Aguayo, S., Marín-Marín, J. A., & Alvariñas-Villaverde, M. (2021). Effectiveness of a collaborative platform for the mastery of competencies in the distance learning modality during covid-19. *Sustainability (Switzerland)*, *13*(11). https://doi.org/10.3390/su13115854.

Fitriningtiyas, D. A., Umamah, N., & Sumardi. (2019). Google classroom: as a media of learning history. *IOP Conference Series: Earth and Environmental Science*, *243*(1), 012156. https://doi.org/10.1088/1755-1315/243/1/012156.

Graham, M. J., & Borgen, J. (2018). Google Classroom. *Google Tools Meets Middle School*, *3*, 23–36. https://doi.org/10.4135/9781506360188.n3.

Heggart, K. R., & Yoo, J. (2018). Getting the most from google classroom: A pedagogical framework for tertiary educators. *Australian Journal of Teacher Education*, *43*(3), 140–153. https://doi.org/10.14221/ajte.2018v43n3.9.

Izenstark, A., & Leahy, K. L. (2015). Google classroom for librarians: features and opportunities. *Library Hi Tech News*, *32*(9), 1–3. https://doi.org/10.1108/LHTN-05-2015-0039/FULL/XML.

Izwan, Jastini, & Sarah. (2016). The Application of Google Classroom as a Tool for Teaching and Learning. *Journal of Telecommunication, Electronic and Computer Engineering*, *8*(10), 5–8.

Sudarsana, K. I., Bagus Made Anggara Putra, I., Nyoman Temon Astawa, I., & Wayan Lali Yogantara, I. (2019). The use of Google classroom in the learning process. *Journal of Physics: Conference Series*, *1175*(1), 012165. https://doi.org/10.1088/1742-6596/1175/1/012165.

Kumar, V., & Sharma, D. (2016). Creating Collaborative and Convenient Learning Environment Using Cloud-Based Moodle LMS: An Instructor and Administrator Perspective. *International Journal of Web-Based Learning and Teaching Technologies*, *11*(1), 35–50. https://doi.org/10.4018/IJWLTT.2016010103.

Okmawati, M. (2020). The Use of Google Classroom during Pandemic. *Journal of English Language Teaching*, *9*(2), 438. https://doi.org/10.24036/jelt.v9i2.109293.

Pendidikan Bahasa dan Seni, F., Nyoman Tri Darma Putra English Lecturer, I., & Tinggi Pariwisata Mataram, S. (2020). Students' Attitudes in Learning English for Tourism Using Google Classroom in Mataram Tourism College. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, *7*(1), 9–17. https://doi.org/10.33394/JO-ELT.V7I1.2735.

Ravelli, L. J., & Van Leeuwen, T. (2018). Modality in the digital age: *Https://Doi.Org/10.1177/1470357218764436*, *17*(3), 277–297. https://doi.org/10.1177/1470357218764436.

Sami, F., & Sant, A. (2017). Related Papers. *Over The Rim*, 191–199. https://doi.org/10.2307/j.ctt46nrzt.12.

Shapley, K., Sheehan, D., Maloney, C., & Caranikas-Walker, F. (2011). Effects of Technology Immersion on Middle School Students' Learning Opportunities and Achievement. *Http://Dx.Doi.Org/10.1080/00220671003767615*, *104*(5), 299–315. https://doi.org/10.1080/00220671003767615.

Sukmawati, S., & Nensia, N. (2019). The Role of Google Classroom in ELT. *International Journal for Educational and Vocational Studies*, *1*(2), 142–145. https://doi.org/10.29103/ijevs.v1i2.1526.

Suparman, A., Danim, S., Nirwana, N., Kristiawan, M., & Susanto, E. (2022). The Effect of Using Google Classroom and Whatsapp Applications on Learning Activities. *Education Quarterly Reviews*, *5*(1). https://doi.org/10.31014/aior.1993.05.01.434.

Talidong, K. J. B., & Toquero, C. M. D. (2020). Philippine Teachers' Practices to Deal with Anxiety amid COVID-19. *Journal of Loss and Trauma*, *25*(6–7), 573–579. https://doi.org/10.1080/15325024.2020.1759225.

Widyaningrum, H. K., Hasanudin, C., Fitrianingsih, A., Novianti, D. E., Saddhono, K., & Supratmi, N. (2020). The use of Edmodo apps in flipped classroom learning. How is the students' creative thinking ability? *Ingenierie Des Systemes d'Information*, *25*(1), 69–74. https://doi.org/10.18280/ISI.250109.