

Level of Effectiveness of Modular Learning and Academic Performance of Indigenous Pupils Taking EPP/TLE Subject in Lantuyang Elementary School

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ABSTRACT

This study aimed to find out and examined the effectiveness of Modular learning in the Academic Performance of Indigenous Pupils taking EPP/T.L.E subject in Lantuyang Elementary School by Identifying the level of academic performance of students based on the result on their final grade in EPP/TLE before the pandemic and assess the level of effectiveness of modular learning in terms of 4 steps in a conceptual framework of transfer of learning of Botma et.al 2013 activate existing knowledge, engage with new information, demonstrate competence and apply in real world. The researcher used a self-made questionnaire to collect data from the respondents. For the accurate size or number of respondents, the researcher used

Sloven's formula, Therefore the researcher divides the number of respondents into two grade levels the grades 5 and 6. In addition, they got a low percentage in academic performance before modular learning. However, in assessing the effectiveness of modular learning led to a higher mean which means that the respondents are agreed with the effectiveness of modular learning. By the use of Pearson's R, the researcher finds out that there is no significant relationship between the level of effectiveness of modular learning and academic performance of Indigenous Students taking EPP/T.L.E subject. Accepting the fact that innovative learning mode had a great influence in encouraging IP learners to perform better with the help of the culture bearer, the researcher was able to confirm that Indigenized Module was effective. Lastly, IP learners were active on the answering modules especially when the culture bearer explains the lesson using the indigenous language.

Keywords: *Indigenous students, localized and contextualized learning modules, modular distance learning, transfer of learning*

INTRODUCTION

The Department of Education's vision is to provide quality education to learners in the 21st century. Focus on a variety of educational strategies to develop students' skills and knowledge. For this reason, the basic education curriculum has been converted to the K12 curriculum. Implementation of the K12 system began in the 2012/13 semester, adding two years to the high school curriculum and changing the curriculum from elementary school to high school. This curriculum changes the subjects of TLE / EPP to include entrepreneurship, ICT (Information and Communication Technology), agriculture and fisheries, industrial arts and home economics, which are the five elements of the RA 10533 "Reinforced Basic Education Act

2013". It was subdivided. Improving the basic education system in the Philippines by strengthening the curriculum and increasing the number of years of basic education presents different approaches that can be used in different subjects, especially TLE.

In our current situation, it is difficult to teach. We need to find alternative methods and solutions that provide quality education and help overcome these tests caused by pandemics. Due to the COVID19 pandemic, traditional classroom learning is not permitted. For this reason, COVID 19 restrictions and various learning modality have been introduced to allow schools to have choices depending on the specific circumstances of the learner in the school or in the field. Later, this created discomfort and presented another challenge, especially for teachers teaching competence-based subjects such as technology and livelihood education (T.L.E.). It requires student skills, not the knowledge they handle. It may be a little common, but T.L.E. Sometimes it can be a difficult theme. Because of this, teachers struggle to find the easiest way to teach their skills without attending.

Lantuyang Elementary School is an IP (Indigenous Pupils) school in Baco, Oriental, Mindoro, with 100% IP learners with a population of 251. These IP learners are still alive in the culture of crop production. They still live on the top of the mountain. They lack the skills and knowledge to deal with modern technology. Therefore, schools continue to educate their students using modular learning. Indigenous peoples have less access to education and tend to be of lower quality than other groups. Their education often does not include curriculum or teaching methods that recognize history, culture, pedagogy, traditional languages, and knowledge of their community.

In education, we recognize that education is for everyone and no one is left behind. Therefore, distance learning (DE) allows indigenous students to learn where they live. However, obstacles to a successful program are limited course length flexibility, lack of collaboration with teachers and peers, and a balance between one's own learning needs and family needs (Ball, 2007).

According to researcher interviews, indigenous students at Lantuyan Elementary School taking EPP / TLE courses have difficulty acquiring skills, especially achieving the ICT and Industrial Arts modules. In addition, the medium of the 6th grade TLE 6 language was English, which made it difficult for students to understand and demonstrate the learning tasks in the module. The module has several words and phrases that you can understand, so students have a hard time following the instructions and steps to solve the problem. Also, according to teachers at Lantuyan Elementary School, teachers do not necessarily promote or guide students' learning, so they can determine if they are doing well or modify certain tasks at home. It is not. The teachers at Lantuyan Elementary School always make home visits to make it easier for students to study, but Kamanganan's home is so far away that it is not possible to visit all the students in one day. Some of their homes are on the top of the mountain, so teachers spend hours before arriving at their students' homes. Also, when the teacher is homeschooling the student, he finds that the reason the student cannot complete the task in the TLE module is due to the lack of tools and materials for the student to perform.

Researcher evaluated the study so that both students and teachers could determine the effectiveness of modular learning and the level of academic performance of indigenous students taking EPP / TLE courses at Lantuyan Elementary School. I firmly believe that I should be able to do it. It is also envisioned that conducting this study will not only benefit students but will also leverage modular learning.

The researcher utilized the transfer of learning theory of (Allan, 2011; Maben et al., 2006) for educational design at modular level to promote transfer of learning. Which they developed to guide educators on how to design modules that promote transfer of learning. Framework consists of four steps – activation of existing knowledge, engagement with new information, demonstration of competence and application in real-world practice. Criteria for successful implementation can be identified for each of these steps.

Objectives of the Study

TLE aims to develop technical skills and is based on knowledge and information, entrepreneurial concepts, processes, precautions, and work. Values and life skills. This means that a functioning TLE can get the knowledge and information, skills and processes right, and the value of work and life skills right. Functional TLE provides students with skills for lifelong learning. TLE only deals with the following definition itself: The terms are meaningless and superficial. TLE focuses on the acquisition of decent work valuesless skills and processes and is anemic and dangerous. It is based on the cognitive, behavioral or psychomotor and emotional aspects of human development. Therefore, teaching TLE means teaching facts, concepts, and skills. Values as a whole. K to 12 Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education Curriculum Guide 2016

This study which features two significant variables. The first variable describes the final grade of Grade 5 and 6 in Lantuyang Elementary School in EPP/TLE subject before the modular learning. Meanwhile, the second variable describes the Academic performance of Grade 5 and 6 in Lantuyang Elementary School in terms of Activate existing knowledge, engage with new information, demonstrate competence and apply in real world.

This study aims to determine the relationship between the Final grade before modular learning and academic performance among the student-respondents, using a one-headed arrow on every two variables under study. This study will formulate and prepare a localized and contextualized learning module as output after analyzing and interpreting results.

METHODS

Research Design

This study used quantitative study design to determine the effectiveness of modular learning and the level of academic performance of indigenous students taking EPP / T.L.E courses at Lantuyan Elementary School. In this survey, we collected data using a questionnaire created by researchers. Quantitative aspects of the study were obtained by using statistics. Another term for the descriptive approach is the statistical study by Calderon (2008), cited by Alberto et al (2011), summarizing the characteristics and statistics of the phenomena and populations studied. Frequency, percentage, weighted average, and Pearson's R were all calculated using this research approach.

Research Participants

The respondents of the study are the Grade 5 and 6 Students of Lantuyang Elementary School in the School Year 2021-2022. There were one sections each grade in Lantuyang Elementary School. The researcher came up with the decision of getting 61 number of respondents out of 72 students.

Sampling Technique

The researcher used a Slovin`s Formula Sampling to obtain the desired number from the total population. The researcher used a self-constructed questionnaire will be used as the research instrument of this study to be validated by experts. It served as a tool to determine the level of effectiveness of modular learning and academic Performance of indigenous pupils taking EPP/T.L.E subject in Lantuyang Elementary School. The questionnaire being utilized was based primarily on the statement of the problem of the study. All questions given in the questionnaire mainly assess the academic performance of students taking EPP/T.L.E. As researcher created the questionnaires. The researcher used to collect data, researcher read many sources of modular learning and generated research questions. This study focuses on the academic performance of technology respondents in modular learning and livelihoods in terms of activating existing knowledge, manipulating new information, demonstrating skills, and applying them to the real

world. I'm guessing. The researcher listed four statements for each variable and created a total of 20 statements. Respondents were asked to review the columns that correspond to their academic performance responses in Technology Livelihood and Education.

After the questionnaire become created, it become despatched to 3 (3) validators who have been specialists withinside the area of research, together with IP-Teachers/ Teachers with 3 years of enjoy coaching in IP school, grammarians, and advisers. The researchers rewrote the questionnaire for the 1/3 validator, the advisor, through combining the corrections and hints of the two (2) validators. The representative double-checked the questionnaire earlier than starting the researcher`s facts collection.

After completing the preparation and verification of the questionnaire, the researchers wrote an official letter to the principal of Lantuyan Elementary School asking the respondents for permission to distribute the questionnaire. After the school director signed the approval form, the researcher submitted a questionnaire to the respondents. I can't meet you in person yet. No matter how high the mountain was, researchers climbed to the top of the mountain to reach the respondents' homes.

For the evaluation procedure, the first step is to conceptualize the question and create a data collection questionnaire. After the revision, the measuring instrument was checked and verified by experts. After approval by the advisor and confirmation by two reviewers, the researchers sent a formal letter to the school's management asking for permission. Once approved, researchers began collecting data by distributing questionnaires to respondents. Researchers will also receive a list of 5th and 6th grades enrolled in 2021-2022. For each respondent, the researcher asked the level of effectiveness of modular learning and EPP / T.L.E. Established research objectives to determine academic performance of indigenous students in the subject. After distributing the questionnaire, the researchers collected all the data collected from the respondents. After editing the list of respondents, researchers collected the final scores of pre-pandemic respondents at EPP / TLE. In addition, the researchers saved the data they collected. The researchers also consulted with statisticians to interpret and analyze the data.

RESULTS AND DISCUSSION

Academic Performance of Students

Final Grade in EPP/TLE Before Modular Learning

The researcher describes the academic performance of students taking EPP/T.L.E subject in Lantuyang Elementary school before pandemic based on the result on their final grade in EPP/TLE. Table 1 shows that there are 51 students, or 83.6%, who got fair grade in academic performance in EPP/TLE before the pandemic. There are only three students, or 4.8%, who got good grade in academic performance in EPP/TLE before the pandemic. While, there are only seven students, or 11.5%, who got passing grade in academic performance in EPP/TLE before the pandemic.

However, there are no students who excellent and very good in academic performance in EPP/TLE before the pandemic. It gives evidence that more than one-half of the respondents got fair grade based on the result on their final grade in EPP/TLE before the pandemic. According to Ballotpedia.org (2017), students from different disciplines can be evaluated for their academic performance, so we will use the student's final grade to measure their academic performance before the pandemic. Class grades, graduation rates, and standardized test scores are widely used by teachers and education managers to assess student grades.

The result means that the student understood the lesson during face-to-face or class discussion. Some students learn better by studying notes, lectures, and modules. Dargo and Dimas (2021) states that personal or class discussions have a significant impact on a student's academic performance. Students interact with teachers and learners based on the outcome of their learning, help them learn, are less distracting, are

exposed to important activities, and collaborate with other students in modular learning. I've done well before.

Table 1: *Frequency and Percentage Distribution of the Final Grade in EPP/TLE Before Pandemic*

GRADES	FREQUENCY	PERCENTAGE	INTERPRETATION
98 -100	0	0	Excellent
93 – 97	0	0	Very good
87- 92	3	4.8 %	Good
81 – 86	51	83.6 %	Fair
75 – 80	7	11.5 %	Passing
TOTAL			

Assessment of IP students’ Academic Performance in Modular Learning

A. *Activate existing knowledge*

Table 2 shows majority of the respondents were Strongly Agree with a 3.68 in item 1 and item 5 with total score of 3.33. For the other items, Respondents are agreed to the effectiveness of modular learning interms of activate existing knowledge in item 3,4,5. The Item 3 got 2.74 mean score, while item 4 got 2.79 mean score while item 5 got 3.33 mean score. However, item 2 got 2.15 mean score which means that the respondents are disagree that this item have no impact to their academic performance during modular learning. Based from the result with 2.94 composite mean which means the respondents are agreed that there is effectiveness in modular learning of students taking EPP/T.L.E subject in terms of Activate existing knowledge.

Table 2: *Level of Effectiveness of Modular Learning of Students Taking EPP/T.L.E Subject in Terms of Activate Existing Knowledge*

Items	Mean	Interpretation
1. It develops my knowledge in planting because of the module.	3.69	Strongly Agree
2. It increases my knowledge in using software,	2.15	Agree
3. The module helps me to learn more about caring animals.	2.74	Agree
4. My drawing or artwork now is better than before.	2.79	Agree
5. I learn more about business	3.33	Strongly Agree
Composite Mean	2.94	Agree

Respondents agree that modular student learning is effective in activating existing knowledge, so teachers at Lantuyan Elementary School have capacity, geographical status, daily life, and previous experience. This respondent may agree that the lesson content required for knowledge has been localized accordingly. What we must find useful in parallel with the study by Clark and Harrellson (2002)

Events that activate and stimulate relevant prior knowledge in long-term memory Internalization of working memory supports knowledge building .. But in reality, many educators will soon start new learning materials. Therefore, it is important to determine if the students have had the right experience and what they have done. In addition, according to Mezirov, Clapper quoted. (2010, p. E10); In other words, the process of interpreting using pre-interpretation. A new or revised interpretation of my experience to guide future actions. "(Klapper, 2010). When students become aware, they are more motivated to learn. The relevance of theoretical content.

B. Engage with the new information

Table 3 shows majority of the respondents were Strongly Agree in all items. Respondents are agreed to the effectiveness of modular learning in terms of engagement of new knowledge. The number 1 question got 3.40 mean score. The number 2 question got 3.31 mean score. The number 3 question got 3.49 mean score. The number 4 question got 3.36 mean score. While, number 5 question got 3.18 mean score Based from the result with 3.35 composite mean which means the respondents are agreed that there is effectiveness in modular learning of students taking EPP/T.L.E subject in terms of Engage with the new information.

Respondents strongly agree that modular learning for students is effective in dealing with new information, so teachers at Lantuyan Elementary School have some new ideas, especially tools for commercial art that they do not know. It may be the reason why this respondent agreed because it was raised. In addition, researchers note that teachers are adding some new vocabulary, including clear explanations and examples of each word. The teacher seems to convey all the content and knowledge that the student has to learn.

The learning process and learning transfer are central to understanding how people develop important skills. Learning is important because no one is born who has the ability to function effectively in society as an adult. It is especially important to understand the types of learning experiences that lead to transfer, defined as the ability to apply what is learned in one context to a new context (Byrnes2020). Educators want students to work from problem to problem, from class to class, from school to home, and from school to the course. The transfer assumption is closely tied to the belief that it is better to completely "educate" people than to simply "train" for a particular task (Broudy, 2015). In addition, the engagement phase is student-centric and results-oriented. Deep learning is encouraged when students are actively involved in the goal of making information meaningful by exploring content and task integration (Pascoe & Singh, 2008; Rust, 2002; Sefton, 2006). For More, Forbes, and Hicky (2009) Estimates that education itself needs to be questioned based on whether information is used in a particular context in most situations. When planning learning content, mediation deliberative activities should help learning occur most often. For example, students see if multiple meanings are involved.

Table 3: *Level of Effectiveness of Modular Learning of Students Taking EPP/T.L.E Subject in Terms of Engage with the New Information*

ITEMS	MEAN	INTERPRETATION
1. I understand the definition of words in module.	3.40	Strongly Agree
2. I learned new word from the module.	3.31	Strongly Agree
3. I discovered new lesson because of the module.	3.49	Strongly Agree

4. The module gives new vocabulary words from the lesson.	3.36	Strongly Agree
5. I discovered new tools in TLE because of the module	3.18	Strongly Agree
COMPOSITE MEAN	3.35	Strongly Agree

C. Demonstrate Competencies

Table 4 shows majority of the respondents were Agree and Strongly Agree in some of items however item number 2 got strongly disagree. Respondents are agreed to the effectiveness of modular learning in terms of Demonstrate competencies. The number 1 question got 2.77 mean score. The number 3 question got 3.25 mean score. The number 4 question got 3.26 mean score. The number 5 question got 3.31 mean score. Item 1,3,4,5 are all got agree remark result from the respondents however item number 2 got strongly disagree. Based from the result with 2.74 composite mean which means the respondents are agreed that there is effectiveness in modular learning of students taking EPP/T.L.E subject in terms of Demonstrate competencies.

Table 4: *Level of effectiveness of modular learning of students taking EPP/T.L.E subject in terms of Demonstrate competencies*

Items	Mean	Interpretation
1. I followed the proper procedure in planting.	2.77	Agree
2. I can search and download from the internet	1.13	Disagree
3. I created an image using paper and pencil because of our industrial arts.	3.25	Strongly Agree
4. I performed proper hygiene and sewing clothes in my house.	3.26	Strongly Agree
5. I planted and cared the seeds given by our teacher	3.31	Strongly Agree
Composite Mean	2.74	Agree

Respondents agree that modular learning of students is effective in demonstrating their abilities, so teachers at Lantuyan Elementary School are required to have students' abilities, geographical conditions, and daily life. These respondents may agree because they are envisioning activities. In addition, teachers make home visits during performance assessments to guide and monitor student performance and skills during activities. The main problem in conducting modular distance learning in parallel with the study entitled "Modular Distance Learning: Impact of New Normal Learners on School Performance" by Dargo and Dimas 2021 is for teachers and learners. It was a limited interaction between. Another problem is that the module contains too many tasks / activities. For this reason, teachers should constantly monitor the learner's progress (home visit) in order to provide a feedback mechanism and guide the learner with special attention. Perhaps the reason the item numbers are so inconsistent is that IP students are not the devices they can use to perform certain ICT-related tasks.

This is 99% of schools across the country responding to this situation in parallel with the 2019 Education Super Highway Report survey. It has enough bandwidth to support digital learning in the

classroom and you can expand your network as needed. However, according to the latest federal data, 14% (about 7 million) of kindergarten and high school students do not have access to the internet at home. A major recent survey by the School Supervisors Association found that 81% of respondents' biggest obstacles to being unable to switch to a complete online learning environment due to lack of internet access were positive. It is said that it is. "Even today, there is no money to take students home without internet access, so when it comes to distance learning, the county really has few options," said the Texas K12 CTO Council and Independence. Frankie J. Jackson, Director of the K12 CTO's Strategic Initiative.

D. Apply in real World

Table 4 shows majority of the respondents were Agree and strongly agree in some of items however item number 4 got disagree. Respondents are agreed to the effectiveness of modular learning in terms of Apply in Real World. The number 1 question got 3.49 mean score. The number 2 question got 2.59 mean score. The number 3 question got 3.57 mean score. The number 5 question got 3.54 mean score. Item 2 got agree and the item 1, 3 and 5 are all got strongly agree remark result from the respondents however item number 4 got disagree with 1.30 mean score. Based from the result with 3.10 composite mean which means the respondents are agreed that there is effectiveness in modular learning of students taking EPP/T.L.E subject in terms of Apply in Real World.

Respondents agree that student modular learning is effective in terms of real-world applications, so these respondents have three categories of modules provided to students by teachers at Lantuyan Elementary School. You may agree that you have been assigned knowledge. According to Braband (2008), this focuses on ensuring that students are competent if they can effectively use their knowledge and skills while maintaining a positive attitude. In different places and situations, in other words, basic content knowledge (what you know), procedural knowledge (how to do it), and conditional knowledge are three categories of knowledge. (When) It will be useful information. In addition, according to Bates (2014), learner support focuses on what teachers or trainers can or should do to assist their students, other than providing formal materials and developing skills. Facilities, administrative aid, supplemental reading materials and references, human connection, and moral support are all examples of learner support. Sim, Atan, and Idrus are three characters in the game Sim, Atan, and Idrus (2020) However for item number 4, maybe the reason why the respondents disagreed because the content is not suitable to their environment or without any instrument to their house to perform the desirable outcome. This explains by the (Clack, 2006) which is the working environment or organizational atmosphere Culture influences and does not always help to learn.

Table 5: *Level of Effectiveness of Modular Learning of Students Taking EPP/T.L.E Subject in Terms of Apply in Real World*

ITEMS	MEAN	INTERPRETATION
1. I fix broken furniture in our house	3.49	Strongly Agree
2. I sew broke and torn in garment	2.59	Agree
3. I plant ornamental plant at the side of our house	3.57	Strongly Agree
4. I create presentation and documents in laptop or computer	1.30	Disagree
5. I can assign right price	3.54	Strongly Agree

COMPOSITE MEAN	2.89	Agree
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2. Correlations

Table 5 shows the significant difference of the level of academic performance of Indigenous Students to modular learning in EPP/T.L.E subject.

Table 5: *Correlation*

		Academic Performance	Modular Learning	Interpretation
Academic Performance	Pearson Correlation	1	.106	Not Significant
	Sig. (2-tailed)		.416	
	N	61	61	
Modular Learning	Pearson Correlation	.106	1	
	Sig. (2-tailed)	.416		
	N	61	61	

*** $p < 0.05$ Significant

Statistics show that there is no significant difference between indigenous students' academic performance and modular learning in EPP / T.L.E subjects. This means that students during modular learning will remain the same regardless of their pre-pandemic student performance. Even today, students perform the same before and during modular learning. This finding is corroborated by the Pressreader 2020 blog, which states that the module is physically separated from teachers and classrooms, but still affects students' academic performance. There are several advantages to using modules. First, self-study. Student-centric learning is facilitated through modular distance learning. Students can take courses to determine what they are good at and what they need to focus on. This allows students to determine the learning style that suits them best. The second advantage is flexibility. The module is delivered to the student's home, so you can set your own timetable for performing activities in the learning materials. The third is accessibility. The module is responsive remotely, so resources are available 24 hours a day. Students can access the module at any time and search for additional information on the Internet. Fourth, it's cheap. Parents and legal guardians no longer have to spend as much money on modules as they do in class.

CONCLUSION AND RECOMMENDATIONS

The author would like to suggest that other researchers do more research on this topic. Other researchers can investigate the same topic, but the data and respondents are different. Implementation of further seminars and training courses for IP Teachers. In addition to this technical material, classroom support such as localized books and reading materials has been added to allow IP students to learn more with ICT. And our parents are also focused on supporting and training their parents on how to support their children's learning.

In summary it was concluded that in academic performance of students of Lantuyang Elementary School got high percentage in fair grade and followed by few students got passing grade. However, the result was presented that there is effectiveness in modular learning in academic performance of students in terms of activate existing knowledge, engage with the new information, demonstrate competencies, and apply in real world. And for the final result that academic performance and modular learning that there is no significant difference.

The Importance of Indigenous Knowledge Systems and Practices

Indigenous knowledge systems and practices are local knowledge that has been developed through centuries of experimentation and has been verbally passed down from generation to generation. As they are directly related to resource management and conservation, they have proven to be important catalysts for sustainable development. Indigenous knowledge systems and practices need to be implemented in order to convey and maintain indigenous systems and practices for the younger generation of indigenous peoples. It also helps us to see the world and understand that there are different ways to gain knowledge about indigenous cultures and customs. Also, to protect the endangered way of life. Finally, we will learn from the perspective and knowledge of indigenous peoples. This system and practice is supported by the Ministry of Education order number. 62 S. 2011 Adoption of the National Indigenous Peoples (IP) Education Policy Framework was implemented. This policy was developed in consultation with representatives of indigenous communities, civil society and other government agencies. This framework aims to be a tool for promoting accountability, ongoing dialogue, engagement and partnerships among governments, intellectual communities, civil society and other educators. We recognize education as a necessary means to realize other human rights and fundamental freedoms, strengthen the education policy of the Ministry of Intellectual Property Education, and develop and implement intellectual property education programs.

Importance of Having Professional Development Resources

This collection of materials helps teachers and parents better understand how to help educate endemic students. Students must be aware of the topic. Best practices to improve your ability to teach remotely, or more generally to assist your students. And in the midst of a fad, we need to teach our students to study at home rather than at school. It's backed by Washington 2019 and mentions career development on the 21st. Practicing pondering is required to identify areas of strength and areas that require attention for progress.

Importance of Providing Enough Tools and Instructional Materials

The use of teaching materials is an important aspect of teacher education that has received a lot of attention. What teachers use to simplify lessons is known as classroom material. They are either tangible or abstract and include both visual and audiovisual support. Or you can't be specific. These materials bring learning to life by motivating children to learn. This includes communication tools, learning management systems, and other technologies that teachers, parents, and students can use to generate or access educational information. Teaching materials are available, especially in remote areas. In addition, Kadzera 2006 helps teachers use materials in the classroom to clearly explain new concepts and help students better understand the concepts being taught. However, it is not an end in itself, but a means to an end.

Propose Localized and Contextualized Learning Material

Providing guidance through localization and contextualization is one of the basic functions of the K12 EPP / TLE curriculum. The concept of localization and contextualization is not new to teachers of the Ministry of Education. This is because it is already firmly established in the mission statement "to protect and promote the rights of all Filipinos to a comprehensive foundation based on high quality and fair culture". education. "The premise behind localization and contextualization is that students learn best when the material or module has meaning and relevance to their lives. The learning that students do and are connected to is It lasts a lifetime. In order to perform localization and contextualization in education, you must follow the rules of learning by execution, applied learning, and operational learning. As you can see from the collected data, EPP / Technology and Life For 5th and 6th grade IP students at Lantuyan Elementary School who are taking education courses, modular distance learning will improve academic performance in terms of activating existing knowledge, engaging in new information, and demonstrating.

Agree skills and apply them in the real world. To further improve respondents' academic performance, researchers have created localized, contextualized learning modules.

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