Online Kumustahan: Connecting Teachers, Parents, and Students through Online Communication

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Abstract: This study intends to investigate the impact of online kumustahan/conversation as a communication platform in providing learners with monitoring and feedback on their learning progress in a modular distance learning mode. In addition, to assess and recommend strategies to improve effective monitoring and feedback between teachers, parents, and students. An online survey was issued to a random sample of 50 Grade 10 students from Bagong Nayon II National High School to collect the data. The studied data and information from the students all agreed with the study's questions. According to the findings, the majority of students still prefer classroom monitoring to online kumustahan/conversation due to some issues they face when participating in online kumustahan/conversation, such as unstable internet connections and load budgets, decreased communication levels between teachers and students due to limited participants, and increased feelings of isolation due to the fact that not all students participate in online kumustahan/conversation. However, this study discovered that online kumustahan/conversation has a favorable impact on teachers and students evaluating learning progress. Because the sample was exclusively made up of students, this study only looked at the impact from the perspective of students.

Keywords: Monitoring learning progress, Modular distance learning, Online communication, Online kumustahan.

1. Introduction

Since the pandemic hit the Philippines on January 30, 2020, the School Year 2020-2021 has been the most difficult academic year for educators, parents, and students. The typical educational setting was drastically altered to ensure that learning would be out of reach for our students throughout the pandemic. Despite the new normal scenario in education, the Department of Education (DepEd) established and implemented a variety of initiatives, programs, and guidelines to meet the needs of students. To achieve DepEd's goal during the COVID-19 pandemic, the department used a variety of learning modalities to ensure that learning would continue and that learners would still receive a high-quality education that would let them choose the appropriate learning mode for them.

Learning was aided through self-learning modules, online classrooms, TV and radio broadcasting, and video lessons, which insured that each learner would continue to acquire new knowledge and understandings in whatever format. In response to these new normal issues, the Bagong Nayon II National High School adopted modular distance learning, with an implementation based on the community's and school's ability to provide services and resources for the students. Monitoring learners' progress when implementing modular distance learning using self-learning modules as a way of learning acquisition is difficult. Without face-to-face or online communication, teachers and students do not interact.

In light of the circumstances, the Antipolo City Division Office's Curriculum Implementation Division (CID) lauded the implementation of Project *Kumustahan (Kumustahan ng Guro, Magulang at Mag-aaral para sa Patuloy na Magaan at Masayang Pag-aaral),* which was codified under the Unnumbered Memorandum – 476, s. 2020. Through *Kumustahan*/conversation with learners, parents, and teachers, this project engages educators to check on the state of learners and parents in the current distant learning modality.

The schools' use of online *kumustahan* as a communication medium to monitor students' progress during the pandemic should be researched and studied. Monitoring the development of students can help to improve the learning experience and set up a pleasant environment. Because there is no available teaching and learning engagement and collaboration between the teachers and the learners as a result of the pandemic, teachers are having a difficult time tracking the development in the learners' productivity level. The researchers will define monitoring in this study as the process of measuring student learning in order to make instructional decisions and provide feedback to students on their progress. As a result, good monitoring is one of the most important aspects of increasing the quality of teaching and learning so that every student can achieve their full potential.

The goal of online *kumustahan* is the same as it is in person: bonding, exchanging information, being heard, and developing understanding. This platform was created by each

institution to reach out to students electronically. Its goal was to address these issues and, with the support of their teachers, maybe alleviate the students' worries. Most significantly, to verify and monitor the status of learners and parents who choose modular distance learning as a means of delivery for their education. Fostering a feeling of community among online *kumustahan* students will enrich their learning experience. It can keep them engaged and motivated by reassuring them that they are not alone in the difficulties brought on by the pandemic. Teachers connect with students in a variety of ways, including face-to-face and online *kumustahan,* by delivering support, caring, and understanding in order to build a good relationship.

Online communication with students, on the other hand, necessitates a robust internet connection and more planning than traditional sharing. Because it can't exhibit body language, an online *kumustahan* can't have a close friend relationship. In a face-to-face context, teachers have the advantage of linking themselves and expressing all of the messages they wish to rely on to their students in an infinite manner. Teachers, on the other hand, do not have the advantage of employing body language and facial expression to connect and express messages in an online *kumustahan*. Teachers must decide how to construct timely and appropriate tracking and entrust feedback successfully with their online students due to a lack of communication skills in the context of endowing effective monitoring within online environments.

The study's goal is to see if online *kumustahan* has a negative impact on learners' monitoring and feedback on their learning progress, as well as if online *kumustahan* during the COVID-19 pandemic has an impact on students' well-being. The study also intends to analyze and offer strategies to improve effective monitoring and feedbacking between Bagong Nayon II National High School teachers, parents, and students via online *kumustahan.* Because most students, parents, and teachers are unfamiliar with the transition to online *kumustahan,* there is a lot of interest in this topic as they go through the process.

2. Literature Review

Keeping track of each student's progress during the pandemic can be difficult. It is simple for a teacher to ask a question to the entire class, but this is not an effective technique for determining individual students' progress [1], especially in a modular distance learning environment where physical interaction is impossible. As a result, teachers must adapt quickly to new situations, such as daily chores, obligations, and accountability. In this critical situation, teachers should develop new alternatives and techniques to monitor students' development amid the COVID crisis.

As educators, we are well aware that there are some successful and failing students in practically every class. There are a variety of approaches that may be used to lower the number of failing students. Monitoring learning progress is one of the strategies that can be used to determine whether or not a student will pass [2]. However, as the pandemic spread, online *kumustahan* was implemented, making it easy to communicate with students and monitor their progress. However, according to the Unnumbered Memorandum – 476, s. 2020, only three students will be a part of the online

kumustahan. Some of the unsuccessful or at-risk learners were unable to engage in the online *kumustahan* as a result of this.

Moreover, one of the most challenging tasks for teachers during this pandemic is to track each student's development so that their needs and obstacles may be identified and used to improve learning tactics [3]. To avoid this situation, teachers used a variety of interventions to ensure that all students had the best chance to learn and grow from this key event. Teachers, on the other hand, used various methods to monitor students' learning progress and provide them with real feedback on their learning, which can be used as an early warning system to alert students throughout the learning process. Students will be monitored utilizing a variety of platforms, including google forms, messenger, phone calls, text messaging, and virtual meetings, to ensure that their input is captured and appropriate solutions are provided. It will assist teachers in collecting various comments from all students in order to identify the majority of their concerns. Simultaneously, knowing a student's development allows teachers to enhance their teaching techniques. As a result, the number of failing learners will drop while the number of successful learners would increase.

Co M et al. [4] found ten studies that assessed students' feedback on using any online platform. The majority of comments were positive, with the most popular benefits of any online platform being flexibility, efficiency, greater motivation, and better viewing angles. Four studies found that adopting an online platform has drawbacks, including a lack of human touch with the teacher, a poor network, and a reduction in student attentiveness.

Monitoring and feedbacking are important components of scaffolding for learning, according to Cavalcanti, Barbosa, Carvalho, Freitas, Tsai, Gaevi, and Mello [5]. Monitoring reveals how learners are assisting one other in accomplishing learning goals and increasing self-regulation abilities. Because teachers and students are geographically and physically separated in online courses, monitoring and feedback become much more important. In this setting, monitoring and feedbacking enable teachers to tailor learning content to the requirements of their students.

This refers to the knowledge, skills, and dispositions required to interpret data in monitoring and feedback and utilize it to improve teachers' jobs and students' learning. Teachers have been regarded as critical frontlines in facilitating and promoting appropriate monitoring and feedbacking of learners' progress in order to promote larger attempts to improve student learning outcomes during this pandemic. Monitoring and providing feedback on students' progress is a technique for improving academic performance as well as a core obligation for the workplace and lifelong learning. This online *kumustahan,* given its relevance and complexity, requires further attention to address the problem of monitoring and conveying students' progress in a modular distance learning setting. We place our students at the center of all we do.

3. Research Method

Due to the COVID-19 pandemic, this is a quantitative research study using a semi-structured online survey. Rather than handing out physical copies to students in the classroom, the researchers used a descriptive research design

with a semi-structured online survey to collect data on online *kumustahan* for monitoring and providing comments on students' progress. A descriptive research study, according to Kramer [6], tries to gain acquaintance with a phenomenon or gain new insights. The researchers will observe, describe, investigate, and analyze characteristics in order to build new information in areas where the past study has been missing or incomplete.

The researchers, on the other hand, used a descriptive survey because it gives an accurate depiction or account of the qualities of a specific individual, situation, or groups, such as behavior, opinions, talents, beliefs, and knowledge. This design was chosen because it entails acquiring information about events, then organizing, tabulating, displaying, and summarizing the information gathered [7]. It frequently uses visual aids such as graphs and charts to help the reader grasp the data distribution.

On the other hand, Shukla [8] defined a study's population as a collection or grouping of all the units to whom the research findings will be applied. The population can be defined as the targeted community or group of people participating or picked by the researchers for their study, according to the definition.

As a result, the sample population for this study was 50 Grade 10 students from Bagong Nayon II National High School in the Division of Antipolo City for the school year 2021-2022. It's safe to assume that they're representative of the entire population. The researchers used the simple random sample approach as the sampling methodology in this study since it is the most basic and convenient. The term "simple random sample" refers to the fact that every instance in the population has an equal chance of being included in the sample [9]. By exercising direct control over the selection of units, the lottery approach is used to pull samples from the public, preventing the researchers from being the result.

The researchers, on the other hand, were able to obtain the necessary clearance from the principal's office. The researchers carried out the investigation to completion after the permit was obtained.

Meanwhile, data was entered in Google forms, and students' replies were collected in an Excel spreadsheet. The mean, standard deviation, and percentages of replies were displayed in graphs, charts, and tables, as were descriptive statistics of the survey results. Answers to open-ended questions were collated and analyzed for common themes, and the researchers utilized a content analysis approach to analyze this qualitative data. Coding narratives based on emergent themes or conceptual categories will be the key analytical stage in the content analysis [10].

4. Findings and Discussion

The data from the online survey "Online *Kumustahan*: Connecting Teachers, Parents, and Students Through Online Communication," which was delivered to Bagong Nayon II National High School students, is analyzed in this part. Pie charts, figures, and tables will be used to illustrate the data. In addition, the examined data will be discussed in this area, as well as if the data agrees with the research questions.

"How happy are you with taking your online *kumustahan*?" is one question linked to the study's theme. "Of the 50 Grade 10 students, 10 were "Very Happy" (20%), 30 were "Happy" (60%), and 10 were "Unhappy" (20%).
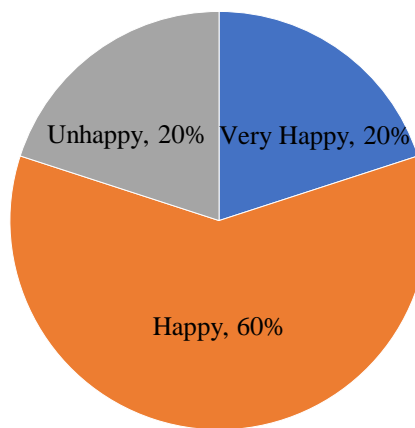

Figure 1. *"How happy are you with taking your online kumustahan?"*

With a total of 30 out of 50 students responding to the survey, the majority of students were "happy" with their online *kumustahan* (60%).

"Which do you like to take, classroom or online *kumustahan*?" is followed. "Of the 50 students, 32 (64%) chose classroom *kumustahan*, while 18 preferred online *kumustahan* (36%).
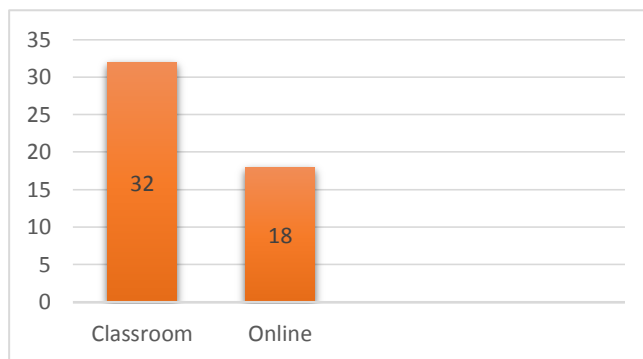

**Figure 2.** *"Which do you like to take, classroom or online kumustahan?"*

The majority of students who responded to the survey favored Classroom, with 32 out of 50 (64%) choosing it (Table 1).

Table 1. *Kumustahan viewpoints from students who favor the classroom vs. students who prefer the online.*

Students who prefer classroom *kumustahan'* opinions	Students who prefer online *kumustahan'* opinions
"When monitoring in a classroom, things are a little different. If I make progress in my studies, I feel inspired." "Because I want to meet my classmates and adviser, and I believe that *kumustahan* should take place in the classroom so that we may get to know each other." "In the classroom, because not everyone has access to WI-FI or electronic devices. As a result, I prefer classroom instruction or face-to-face consultation."	"Many students are unable to attend an online *kumustahan*, and actual communication is superior. However, we are currently dealing with a pandemic."

"How has your concept of offering feedback and monitoring learning status evolved when it transitioned from the

classroom to online *kumustahan*?" they ask. "Out of 50 Grade 10 students, 25 said, "It has improved" (50%), 21 said "It hasn't changed" (42%), and four said, "It has become worse" (8%).
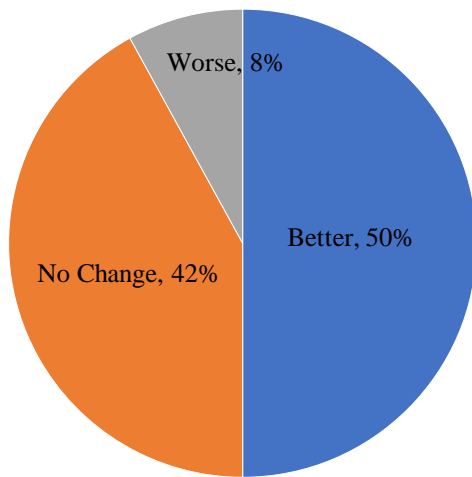
Figure 3. *"How has your concept of offering feedback and monitoring learning status evolved when it transitioned from the classroom to online kumustahan?"*

With a total of 25 out of 50 votes, the majority of students who responded to the survey said their comprehension of delivering feedback and evaluating their learning status has improved (50%).

"Has participating in the online discussion piqued your interest in participating in the *kumustahan*?" "Of the 50 students that voted, 42 voted yes (84%) and 8 voted no (16%).
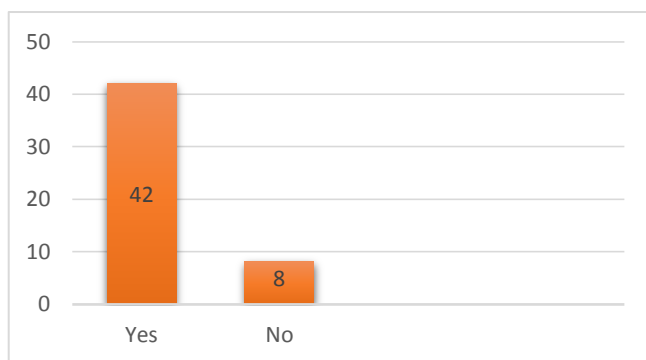

Figure 4. *"Has participating in the online discussion piqued your interest in participating in the kumustahan?"*

The majority of students who responded to the study said that online conversation motivated them to engage in the *kumustahan*, with 42 out of 50 saying yes (84%). However, despite the fact that only three students are permitted, many students expressed an interest in participating, particularly those who had not previously experienced online *kumustahan*.

Table 2, on the other hand, summarizes the results for items answered using the Strongly Agree, Agree, Disagree, and Strongly Disagree scales.

Questions	Scale	N=50	Percentage (%)
I believe that online *kumustahan* has had a negative impact on my teacher's monitoring and feedback.	*Strongly Agree* *Agree* *Disagree* *Strongly Disagree*	6 12 25 7	12% 24% 50% 14%
Now that I'm doing online *kumustahan*, I'm aware that my academic progress is being tracked.	*Strongly Agree* *Agree* *Disagree* *Strongly Disagree*	14 21 13 2	28% 42% 26% 4%
Because we do not have a strong internet connection, participating in an online *kumustahan* has become more difficult.	*Strongly Agree* *Agree* *Disagree* *Strongly Disagree*	22 14 12 2	44% 28% 24% 4%
I'm feeling more isolated now because participation in an online *kumustahan* is limited, and not everyone is allowed to participate.	*Strongly Agree* *Agree* *Disagree* *Strongly Disagree*	20 15 13 2	40% 30% 26% 4%
Do you think Bagong Nayon II National High School has successfully continued its online *kumustahan*?	*Strongly Agree* *Agree* *Disagree* *Strongly Disagree*	11 25 11 3	22% 50% 22% 6%

"Do you think your well-being as a student has improved as a result of your experience?" follows. And, of the 50 Grade 10 students polled, 31 voted Yes (62%) and 19 voted No (38%).
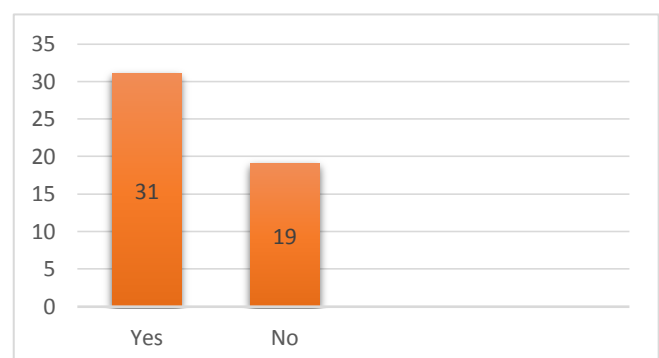

Figure 5. *"Do you think your well-being as a student has improved as a result of your experience?"*

The majority of the students who responded to the survey said their well-being has improved, with 31 out of 50 saying yes (62%). Since the majority of students voted "Yes," here are some of the students' thoughts on the subject:

Table 3. Students' perspectives on online kumustahan

Opinions of students who voted yes	Opinions of students who voted no
"In my experience as a student, I can state that it has boosted and improved my learning skills because my teachers were able to hear and respond to my difficulties through the online *kumustahan*. As a result, my academic well-being has improved." "Because our lecturers watched us using the online *kumustahan*, I can do better on my modules." "I believe my well-being has improved as a result of my increased maturity in making decisions and my improved health."	"I'm not constantly online since I don't always have a budget to load, so it's difficult at times." "I'm reading the announcement in our group chat a little late."

"Do you believe your teachers are more cooperative and understanding of the issues we are now experiencing as students?" "Out of 50 Grade 10 students, 48 voted Yes (96%) and two voted No (4%).
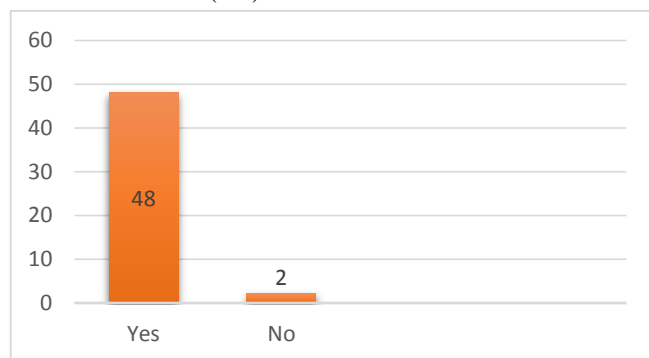
Figure 6. "Do you believe your teachers are more cooperative and understanding of the issues we are now experiencing as students?"

The majority of students who responded to the survey said their teachers are more cooperative and understanding of the issues they are now facing, with 48 out of 50 saying yes (96%).

Finally, "How do you think monitoring and feedbacking of learning progress in an online communication through *kumustahan* may be improved?"

"I guess the teachers will advise how this learning progress will improve by hearing our thoughts," said the first student. "Other students agree that there is no need for change, and the monitoring so far is good." "The online monitoring should be done on a regular basis, not once every quarter, to monitor all students' learning status," the second student proposed. Another student added, "If students still have questions about their learning status, they can always contact their teachers through emails, texts, phone calls, or chat on their Facebook messenger."

According to the data presented and described above, while some students were content with taking their *kumustahan* online, the majority of students prefer to take their monitoring in a classroom. Half of the students also stated that their understanding of providing feedback and monitoring their learning status has improved as a result of most of the students who had previously participated in the

online *kumustahan* hearing and responding to their issues and concerns about their modular distance learning experiences. Second, the majority of students feel that online *kumustahan* has a beneficial impact on teachers and students evaluating learning progress, especially because we are still in the midst of a pandemic. Given this situation, the student understands the need of conducting online *kumustahan* to track their academic progress, even if it is only used by a small number of students to engage in online conversation. Third, the majority of students say that participating in the online *kumustahan* is motivating. Their happiness has improved as a result of engaging in an online *kumustahan*. Students also think their teachers are more cooperative and understanding of their present problems. However, because we do not have a stable internet connection, students claimed that engaging in an online *kumustahan* has grown more difficult. They don't always have enough money to load their cell phones. Finally, many students today feel more isolated because participation in an online *kumustahan* is selective, and not all students are able to participate in the online conversation. As a result, not all students are able to express their concerns about their learning experiences and track their progress. It agrees with Saha et al. [11], who found that the most difficult aspects of any online platform during COVID-19 were the difficulties in doing practical work, the difficulty in monitoring students, and the lack of feedback.

5. Conclusion

To summarize, the study aimed to investigate the impact of online *kumustahan* as a communication platform in providing learners with monitoring and feedback on their learning progress in a modular distance learning mode. In addition, to evaluate and offer strategies to improve effective monitoring and feedbacking between Bagong Nayon II National High School teachers, parents, and students in online *kumustahan*. An online survey was issued to a random sample of 50 Grade 10 students from Bagong Nayon II National High School to collect the data. The examined data and information collected from the students all agree with the study's questions, as stated in the results above. The majority of students still prefer classroom monitoring to online *kumustahan* due to some issues they face when participating in online *kumustahan*, such as unstable internet connections and load budgets, decreased communication levels between teachers and students due to limited participants, and increased feelings of isolation due to the fact that not all students participate in online *kumustahan*. However, this study discovered that online *kumustahan* has a favorable impact on teachers and students evaluating learning progress.

During this time of the pandemic, it is critical to closely monitor students' learning progress in order to improve their learning experiences to a greater extent. This has a substantial impact on teaching techniques among teachers at Bagong Nayon II National High School and other schools throughout the Antipolo City Division. Despite the fact that we are currently on the cusp of a pandemic, it is highly suggested that teachers embrace technology-based monitoring in order to assist students in improving their learning experiences. This can also assist teachers in rethinking alternative approaches to monitoring and administering the process in order to improve students' learning experiences during the pandemic.

6. Limitations and Further Research

The goal of the study was to see how online *kumustahan* could be used as a communication platform for monitoring and feedback on learners' learning progress in a modular distance learning mode. The online *kumustahan* is an initiative of the Antipolo City Division's Curriculum Implementation Division to assess learners' and parents' progress in the current distant learning mode through *Kumustahan*/conversation with learners, parents, and teachers. During the school year 2021-2022, a total of 50 Grade 10 students from Bagong Nayon II National High School in the Schools Division of Antipolo City participated in this study

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