Due to the global upheaval brought about by the Corona Virus, numerous institutions, including educational contexts in many areas of the world, have been altered. Specifically in the Philippines, where the Department of Education (DepEd) reopened classes last October 2020, despite the ongoing coronavirus outbreak, one form of teaching that the department found to be effective was modular learning.

Accordingly, Moon (1988) characterizes a module as a unit of teaching and learning that is stated as a number of study hours. Although certain pairings of modules may show a progression through the curriculum, the module will be self-contained. As it aids students in comprehending difficult and complex subjects. In the educational context, the trend has shifted away from traditional teaching methods and toward modular teaching methods.

Modular learning is a type of distant education that makes use of self-study modules. These self-learning modules are based on the Department of Education's most essential learning competencies (MELCS). Moreover, with the following amendments that happened in the educational system of the country, it is also evident that many students as well as parents who are struggling in complying with all the requirements that the Department of education have amended. Moreover, the modular learning approach is on a knife's edge, upon implementing the above-mentioned approach, the idea appears to be substandard. Substandard in a way that there is inappropriate content that must not be included in the module of the students that are all hardly to answer by the students all by themselves. On the other hand, on teacher’s perspective it was likewise difficult to provide each student equal and undivided attention with so many students, especially in
public schools. Teachers also struggle to reach out to all of their pupils and students due to economic and societal barriers that they are facing and the fear of getting covid and become a carrier to the family was also a factor that needs to be considered.

Additionally, it is evident in the country that more Filipino students who come from below average families are struggling financially and cannot afford any access from internet connection or own a laptop or any device that can access online. Due to these reasons, DepEd came up with the solution to provide students with modules that contains different assessments, activities and assignments in their respective subject courses. However, beside from the struggle of coping up with the new normal many Filipino families specially the parents of students are stressed on how they are going to attend their children’s education while working hard to provide for the whole family. It is also a major factor that makes modular learning system a burden to poor Filipinos who are dependent to all the teachers and institution to teach their children all the different subjects required in education. Additional in fact that some of the low-income earners’ families are parents that was not able to attend college due to poverty, supplementary lessons are accessible as long as they are written on paper. The student will have a difficult time understanding their lectures if there isn't someone more qualified person who can clarify these challenging concepts.

Subsequently, the Movement for Safe, Equitable, Quality, and Relevant Education conducted a nationwide online survey from November to December 2020. (SEQuRe Education Movement). There were 1,395 teachers, 1,207 parents, and 620 students from grades 4 to 12 who took part in the survey. According to the poll's findings, 70.9 percent of teachers "do not believe or are not convinced that the competences established by the Department of Education (DepEd) under distant learning are being cultivated." Moreover, only 42.7 percent of parents are confident that their children grasp their lectures, while slightly more than half of pupils (53%) are unsure if they can learn the DepEd competencies through distance learning.
In line with this, there are so many factors that need to be considered that the students are experiencing in this new normal set-up that has brought a total stressed and anxiety to the students whether will be able to finished their study under the modular learning system. According to the poll, four out of every ten students noticed faults in the modules they utilize. Nine out of ten students enrolled in modular distance learning contact with their teachers via Facebook Messenger, and 57.4% of them believe that a lack of connection with their lecturers is a problem. Likewise, only 0.8 percent of pupils claimed they are visited by DepEd learning support aides, while 25% said they had no adult help in their courses, according to the poll, and 4 percent of teachers stated all of their students could keep up with the lessons, 54 percent said a specific piece of their class falls behind, and 42 percent said an indefinite segment could not keep up with the lessons.

References:
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