PERCEPTION OF STUDENTS AND PARENTS IN USING ZOOM AND GOOGLE MEET FOR BLENDED INSTRUCTION DURING NEW NORMAL

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ABSTRACT: *The study aimed to determine the student's perception on the blended instructions implemented in the Department of Education during new normal. Blended instruction used synchronous and asynchronous classes. During asynchronous class, virtual meetings were conducted using Zoom and sometimes Google meetings. The teacher presents a teacher-made video lesson and record the proceeding of a particular virtual session. There was also interaction among students and teacher virtually during the meeting. A survey questionnaire comprises of an open-ended question was given to grade 10 students of Misamis Oriental General Comprehensive High School to get the perception of the students with regard to the modality used. The students' responses were analyzed using thematic analysis. The analysis revealed that using online modality such as Zoom and Google meet during asynchronous class helped them learned because they can repeatedly watch the teachers-made video and they can see and talked their teacher virtually.*

Keywords: Zoom, Google Meet, blended instructions, students learning perception, new normal**.**

1. INTRODUCTION

The Department of Education addressed the challenges brought by Covid 19 pandemic through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020 which states to ensure health, safety, and well-being of the learners, teachers, and personnel [3]. DM-CI 2020-00162 suggested strategies in implementing Distance Learning Delivery Modalities (DLDM) for school year 2020-2021 for the formal education through the following delivery modalities such as Blended Distance Learning (BDL) as defined by DepEd, refers to "face-to-face with any or a mix of online distance learning, modular distance learning and TV/Radio-based instruction [2]. Bendania study found that students hold positive attitudes toward blended learning environment and the influencing factors mainly include experience, confidence, enjoyment, usefulness, intention to use, motivation and whether students had ICT skills [1]. It has been acknowledged in the study of Naaj et. al., that students' perceptions and satisfaction are important for determining the quality of blended learning environment [5]. Findings from other studies of Dziuban *et.al.*, and Owston et al., (2006) also revealed students' positive attitudes toward the blended learning environment and the satisfaction could be attributed to features like flexibility, reduced travel time, and face-to-face interaction [4]. However, negative perceptions of the blended learning environment were also reported like in the study of Smyth *et. al.*, showed that delayed feedback from the teacher and poor connectivity of the internet were perceived as major disadvantage [8]. Another negative perception of blended learning environment was conducted by Stracke lack of reciprocity between traditional and online modes, no use of printed books for reading and writing, and use of computer as a medium of instruction was considered as major reasons for students to withdraw from the blended course [9].

2. METHODOLOGY

The respondents were exposed to blended instructions utilizing the DepEd modules for asynchronous and the online modality for synchronous. The online modality are uses various platforms such as Zoom and Google Meet, teacher-made video lessons and PowerPoint presentations.

2.1 Research Design

The data of the study were gathered by giving an open-ended question to the students and parents so that they can really exposed their true feelings regarding the learning modality implemented.

2.2 The Instruments

The study used a survey questionnaire with an open-ended question.

2.3 The Respondents

The respondents of the study are the forty-one (41) Grade 10 students and their parents who belong to the general section at Misamis Oriental General Comprehensive High School.

2.4 Data Gathering Procedure

The data of the study were gathered using a questionnaire on the students' perception about blended instructions implemented by the Department of Education.

3. RESULTS AND DISCUSSIONS

The following were the summary responses of the students:

Q1: How do you feel about synchronous learning?

I struggle sometimes because I might have a different solution and some of the answers are different.

I'm afraid to ask questions because I might disturb the teacher.

Sometimes I can't participate in google meet because I have house chores and I only have data.

It's easier for me to understand Math when there is a teacher who explain rather than just reading because it's hard to understand Math and you feel like you're a student.

Synchronous ma'am is ok, it's just difficult if the internet signal is lost.

2. Is the synchronous modality helpful to your study? Why?

even though synchronous helped but there are few who still don't understand.

synchronous is helpful because lessons can be explained and if you have questions, they can be answered directly. I only have a problem with the internet signal.

it's a lot of help and it's better to google meet ma'am.

3. Have you learned Mathematics in our online class?

yes and sometimes if I don't understand something I can ask my classmates.

"Yes ma'am…"
Yes, it's better to google meet ma'am.

Yes ma'am, however I am more ok with asynchronous.

The students' responses revealed that they struggle because they cannot compare their answers to their classmates. Sometimes they encounter problem on internet connection. However, in general, they were able to learn mathematics using the online modality because they can review the lesson using the teacher-made video lesson and the recording of the lessons posted at the google classroom.

Below are the parents' perception about the online learning modality of their students.

Q1: What can you say when your child is having synchronous learning modality?

I think they can focus and absorb the lessons more easily because there is a teacher who explains to them virtually.

I'm so happy that they have synchronous class even though he couldn't focus because they can close their camera and I saw that he wasn't very attentive.

He can interact if he doesn't understand something, he can even ask questions, but he sometimes he was not able to attend online class he was playing ML.

I am so happy to have online class because my son can be guided in the math activity, and he can feel that he has gone to school. It's a big help, especially for working parents.

There is a lot of intervening factors because while the mathematics video lesson is playing, other apps are also open, so no focus. I noticed that when he answers he will watch your video at least they have an idea.

The posted video lessons are ok, ma'am, because he has something to watch, but my son is the problem because he doesn't watch it.

During synchronous class he has an idea on to answer the activity because video lessons and google meet recordings are posted in their google classroom.

Responses of parents revealed a similar perception of the synchronous learning modality used in the study. Parents believed that their children were able to understand mathematics. However, sometimes students were tempted to play online games not related to the mathematics lessons.

Q2: Do you think your students Have learned mathematics in online learning modality?

Yes, ma'am online class is ok because there is a schedule for online class, they have to wait for your time to participate, they have an online class, and the teacher is there virtually.

Yes, ma'am there is learning because he can answer, I can also notice that if he understands, it is easy for him to answer.

Maybe not 100% but there is a little learning.

Yes, ma'am its very helpful, at least I can help him because we can watch the video lessons or the presentation.

The responses of parents revealed that even the learning modality adopted was online, still they believed that their children learned the mathematics concepts. Learning may not be 100% however it was noticed that at least there was.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the students' responses, blended instruction using Zoom and google meet implemented by the researchers were able the students learned the mathematics concepts in grade 10. The responses of the students were also confirmed by the parents as they observed their children while answering the given activities. Parents attested that synchronous classes enable the students to learn mathematics.

Researchers recommend Zoom and Google Meet maybe used as an alternative online delivery mode for learning instruction as the Department of Education encourages the implementation of blended instruction in the new normal.

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