



THE IMPLEMENTATION OF FLEXIBLE LEARNING IN ENGLISH: INPUT FOR PRACTICE SUSTAINABILITY

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ABSTRACT

The research titled “THE IMPLEMENTATION OF FLEXIBLE LEARNING IN ENGLISH: INPUT FOR PRACTICE SUSTAINABILITY” this study aimed to find out the status of implementation of Modular and Online Distance Learning, the performance of first quarter grade in English, problems met by students and teachers, the level of involvement of parents and the level of readiness of school. Thirty eight (38) English Teachers from Pedro Guevara Memorial National High School, ten (10) English Teachers from Gov.Felicisimo T. San Luis Integrated Senior High School and selected fifty (50) students from Santa Cruz District were requested to participate in the study. The research design used in this study was descriptive method of research. Random Sampling was used and the statistical treatment of data such as mean, standard deviation, f-value and p-value was used to compute, analyze the given data and interpret it. Analysis revealed that the status of implementation of flexible learning modalities: Input for practice sustainability can contribute to further improve the modality by knowing the different problems encountered by teachers and students as well as their perception. Parent’s involvement in the utilization of flexible learning influenced learners to be motivated and enjoy answering the learning task. Schools have materials to produce modules and do some alternatives to make study possible. The effect of flexible learning modalities to the first quarter performance in English confirms that Modular distance learning (print), modular distance learning (digital), online distance learning (synchronous) does not have the significant effect on the flexible learning modalities on the first quarter performance of the students in English while online distance learning (asynchronous) have a significant effect on the flexible learning modalities on the first quarter performance of the students in English. Majority of the modalities does not have a significant effect on the first quarter grade of the learners. When it comes to the effect of flexible learning modalities to the readiness of school, It shows that modular distance learning (print) and modular distance learning (digital) have significant effect on the flexible learning modalities to the level of school readiness then online distance learning (synchronous) and online distance learning (asynchronous) does not have a significant effect on the flexible learning modalities to the level of school readiness. It only means that the hypothesis is partially accepted.

INTRODUCTION

Faced with the need to teach English to a large number of students and to secure the health of every personnel due to pandemic, leads the Department of Education in Philippines to create different ways of learning to protect the safety and well-being of learners, teachers and personnel. In addition, through different modalities, learners and teachers can communicate and give information to each other. Junior High Schools from Santa Cruz District had their Learning Continuity Plan which helps both learners and teachers by having flexible learning modalities. It is provided with learning while at home using Modular Distance Learning and the Online Distance Learning. Moreover, it provides opportunities for interaction with some elements of student that controls over time, place path or pace.

In today’s generation technology arises in which everyone can access on the internet and do the activities online and offline. Flexible learning modalities in New Normal Education seem to be one of the problems in school that needs focus. Variety of problems are encountered such as internet connection between



teachers and students which plays a vital role in communicating from each other, the difficulties of providing module for learners then parents who guide their children does not have sufficient knowledge and time to answer the module. In this way, students are not prepared to answer the task without assistance.

The study aimed to find out the status of implementation of Modular and Online Distance Learning, the performance of first quarter grade in English, problems met by students and teachers, the level of involvement of parents and the level of readiness of school.

Specifically, it sought to answer the following questions: (1)What is the status of implementation of the flexible learning modalities utilized by DepEd English Teachers in Santa Cruz District in terms of the following learning modalities?? 1.Modular Distance Learning 1.1 Modular (Print) 1.2 Modular (Digital) 2.Online Distance Learning 2.1 Synchronous 2.2 Asynchronous (2) What is the extent of utilizing the new normal flexible learning modalities as perceived by the respondents in terms of the following indicators? a.First Quarter Performance in English (3.) What are the common problems met by the students and teachers in the utilization of flexible learning modalities? (4)What is the extent of parent's involvement in the utilization of flexible learning modalities? (5)How ready is the school in the implementation of flexible learning modalities?(6) Do the flexible learning modalities significantly affect the extent of outcomes in terms of:a.First Quarter Performance in English b.Level of Schools' Readiness.

MATERIALS AND METHODS

Random Sampling was used in this study to identify the status of implementation of flexible learning modalities in Junior High School's Sta.Cruz, District ,the performance of first quarter grade in English, problems met by students and teachers, the level of involvement of parents and the level of readiness of school. Students and teachers were the direct respondents of this study.

After the title had been approved by the faculty of Graduate Studies and Applied Research of Laguna State Polytechnic University Sta. Cruz Main Campus, the researcher asked permission to the Schools Division Superintendent of Laguna, followed by the Junior High School Head in Santa Cruz District. The researcher also sought to help for the assistance of the statistician for the analytical interpretation, computation and tabulation of the data according to the presented variables in the study. Regular consultation with the adviser and members of the panel regarding on the progress and possible changes or revisions of the study was experienced by the researcher.To administer the distribution of questionnaires, experts were consulted to validate the adequacy of questions asked and for reproduction of materials. The researcher oriented the respondents of the selected junior high school English teachers and students on the objectives of the study in order to gather the complete data which are necessary for the completion of this research paper works. The researcher told them to take time in answering the questionnaires and collect it after a weeklong of waiting. As the document collected, the data based on the information that were gathered will be tabulated, analyzed and interpreted by the r The main tool in this study is a researcher-made questionnaire. The questionnaire contains question based on the problem areas of investigation that the English Teachers and students would answer to be able to check the truthfulness of the data and information which gather through major instrument.

RESULTS AND DISCUSSION

Status of Implementation of the Flexible Learning Modalities utilized by Department of Education

Table 1 showed that the status of Flexible Learning Modalities Utilized by Department of Education in terms of Modular Distance Learning (Print).

Table 1. Status of the Implementation of Flexible Learning Modalities Utilized by Department of Education in Terms of Modular Distance Learning (Print)

Indicator	Mean	SD	Verbal Interpretation
1. I am motivated to learn using print materials because my family is there to support and guide me in answering the activities.	4.20	0.94	Implemented
2. I love to learn new things in every task in the module because studying at home gives me the feeling of freedom and luxury of being less pressured.	4.27	0.80	Highly Implemented
3. I can set my preferred schedule in finishing the tasks in the module.	3.40	1.35	Moderately Implemented



4. I have my way of learning and I am more focused on finishing the learning tasks.	3.80	0.77	Implemented
5. I can easily answer the tasks because the contents of the module are easier to understand than those in the books.	3.53	0.92	Implemented
6. I can use print materials in any location.	3.80	0.56	Implemented
7. I am comfortable using print materials to learn.	3.80	0.68	Implemented
Weighted Mean: SD	3.83: 0.91		
Verbal Interpretation	Implemented		

<i>Legend</i>	<i>Range</i>	<i>Verbal Interpretation</i>
5	4.21-5.00	Highly Implemented
4	3.41-4.20	Implemented
3	2.61-3.40	Moderately Implemented
2	1.81-2.60	Fairly Implemented
1	1.00-1.80	Not Implemented

The use of Modular Distance learning as to print is one of the flexible learning modalities utilized by Department of Education was found enjoyable and important by the learners. The (M= 4.27, 4.20, 3.80,3.53, 3.40) and was noticed in the table. Learners strongly agreed based on the result of highly implemented that print module gives the feeling of freedom and luxury of being less pressured (M= 4.27, SD= 0.80). On the other hand, most of the learners agreed that print module is implemented and it is easier to understood than those in the books (M= 3.53, SD= 0.92) The (WM= 3.83, SD= 0.91) indicated that learners agreed that it is implemented in which the use of modular distance learning as to print was gratifying. The learners are guided by other family members to answer the activities.

Status of the Implementation of Flexible Learning Modalities Utilized by Department of Education in Terms of Modular Distance Learning (Digital)

Table 2 shows moderately implemented result of status of implementation of flexible learning modalities utilized by Department of Education in terms of modular distance learning (digital).

Table 2. Status of the Implementation of Flexible Learning Modalities Utilized by Department of Education in Terms of Modular Distance Learning (Digital)

Indicator	Mean	SD	Verbal Interpretation
1. I am willing to learn because the learning materials and instruction can actually be obtained in digital or soft copy at any time.	3.38	0.74	Moderately Implemented
2. I am able to learn new ways in technology that excites me to accomplish the task online.	3.38	1.06	Moderately Implemented
3. I can easily send my answer in every learning task to my teacher through Facebook messenger.	3.25	1.04	Moderately Implemented
4. I have my schedule for answering the module.	3.50	1.31	Implemented
5. Even if I have no internet connection using my cellphone or laptop is not difficult, I can easily study because the content of the module is saved in a digital format or soft copy.	3.38	1.30	Moderately Implemented
6. It saves my time in answering the modules. Once I'm finished for the day, I can do other things at home.	3.38	0.74	Moderately Implemented
7. If there are tasks I find hard to understand, I can spend as much time as I want to study them.	3.38	0.52	Moderately Implemented
Weighted Mean : SD	3.38 : 0.95		
Verbal Interpretation	Moderately Implemented		



<i>Legend</i>	<i>Range</i>	<i>Verbal Interpretation</i>
5	4.21-5.00	Highly Implemented
4	3.41-4.20	Implemented
3	2.61-3.40	Moderately Implemented
2	1.81-2.60	Fairly Implemented
1	1.00-1.80	Not Implemented

The use of modular distance learning (digital) was found to be exciting for learners because they have new ways to learn and they are resourceful in answering the task through digital way thus it should be in moderate way. The (M= 3.38, 3.38, 3.25, 3.50, 3.38, 3.38, 3.38) was noticed in the table. Learners agreed that having a schedule for answering the module gives them the feeling of less stress. On the other hand, most of the learners showed that it is moderately implemented because they can easily study the content of the module is saved in a digital format or soft copy which acquired the (WM=3.38, SD=1.30).

Status of the Implementation of Flexible Learning Modalities Utilized by Department of Education in Terms of Online Distance Learning (Synchronous)

Table 3 demonstrates implemented in the status of implementation of flexible learning modalities utilized by Department of Education terms of online distance learning (synchronous).

Table 3. Status of the Implementation of Flexible Learning Modalities Utilized by Department of Education in Terms of Online Distance Learning (Synchronous)

Indicator	Mean	SD	Verbal Interpretation
1. I can work online at home while the teacher assigns work and check it in digital form.	4.11	0.90	Implemented
2. I can use my comfortable furniture at home while enjoying free movement and a chance to further pursue my education. I don't have to worry about gaining access to a classroom or sitting on uncomfortable desks.	3.83	0.99	Implemented
3. Studying online is even made more interactive with the use of video conference. It improves my ability to acquire and retain knowledge on a given subject.	3.72	0.83	Implemented
4. I am more focused and dedicated to complete the task successfully.	4.06	0.64	Implemented
5. I have access to any of the resources using my gadget.	3.83	0.79	Implemented
6. I can understand the lesson effectively because the teacher explains the lesson at the exact time and I have my classmates who interact virtually.	3.89	0.58	Implemented
7. I enjoy learning virtually with my classmates together in the classroom with our teacher while working through their digital lessons and learning tasks.	4.06	0.94	Implemented
Weighted Mean : SD	3.93 : 0.81		
Verbal Interpretation	Implemented		

<i>Legend</i>	<i>Range</i>	<i>Verbal Interpretation</i>
5	4.21-5.00	Highly Implemented
4	3.41-4.20	Implemented
3	2.61-3.40	Moderately Implemented
2	1.81-2.60	Fairly Implemented
1	1.00-1.80	Not Implemented



The use of online distance learning (synchronous) was found to be agreeable and pleasurable by learn which made them committed in doing the learning tasks online. They also enjoy learning new ways in technology as well as discover the different usage of websites. The (M= 4.11, 3.83, 3.72, 4.06, 3.83, 3.89, 4.06) and the (SD=0.90, 0.99, 0.83, 0.64, 0.79, 0.58, 0.94) was noticed in the table. Learners agreed that they are relaxed while doing the activities at home. It obtained the over-all weighted mean of 3.93 and standard deviation of 0.81 which resulted to Implemented.

Status of the Implementation of Flexible Learning Modalities Utilized by Department of Education in Terms of Online Distance Learning (Asynchronous)

Table 4 presents the result of implemented in status of the implementation of flexible learning modalities utilized by Department of Education in terms of online distance learning (asynchronous).

Table 4. Status of the Implementation of Flexible Learning Modalities Utilized by Department of Education in Terms of Online Distance Learning Asynchronous

Indicator	Mean	SD	Verbal Interpretation
1. I can easily search for answers in the internet whenever my teacher assigns learning task.	4.22	0.83	Highly Implemented
2. I can chat or send a message to my teacher through messenger to ask questions if I don't understand the activity.	4.22	0.44	Highly Implemented
3. I can make my study schedule during the time the tasks are given and study the recorded video based on my own pace, path, and availability.	3.67	0.71	Implemented
4. After I finished answering the tasks, I have more time to spend with my family at home.	4.00	0.50	Implemented
5. I can get enough rest and sleep. I can also set my alarm, do morning routines, and then turn on my computer to start my day of learning.	3.00	1.12	Moderately Implemented
6. My teacher answers my question online that enables me to learn more and do the activities effectively.	3.56	0.73	Implemented
7. I developed my determination, responsibility, and self-control in finishing the task. I am able to maintain the right pace of learning without any stress.	3.44	0.88	Implemented
Weighted Mean : SD	3.73 : 0.85		
Verbal Interpretation	Implemented		

<i>Legend</i>	<i>Range</i>	<i>Verbal Interpretation</i>
5	4.21-5.00	Highly Implemented
4	3.41-4.20	Implemented
3	2.61-3.40	Moderately Implemented
2	1.81-2.60	Fairly Implemented
1	1.00-1.80	Not Implemented

The use of online distance learning (asynchronous) was found to be amenable which made them to be motivated in doing the learning task online without following the time for the reason that they have their own choice. Basically, they developed their willpower, accountability, and self-will in finishing the task and able to maintain the right step of learning without any pressure. The (M=4.22, 4.22, 3.67, 4.00, 3.00, 3.56, 3.44) and the (SD=0.83, 0.44, 0.71, 0.50, 1.12, 0.73, 0.88) was noticed in the table.

Outcomes Utilized the New Normal Flexible Learning Modalities in terms of First Quarter Grade

Table 5 demonstrates the outcomes utilized in the new normal flexible learning modalities in terms of first quarter grade in English.



Table 5. Outcomes Utilized the New Normal Flexible Learning Modalities in terms of First Quarter Grade

	Modular Print	Modular Digital	Synchronous	Asynchronous
Mean	87.6	90.63	90.83	89.89
SD	4.79	4.57	2.5	5.13
Verbal Interpretation	Proficient	Advanced	Advanced	Proficient

Legend:

1	70.00-74.99	Beginning
2	75.00-79.99	Developing
3	80.00-84.99	Approaching Proficiency
4	85.00-89.99	Proficient
5	90.00-100	Advanced

As indicated in the table most learners who prefer learning modalities in terms of modular as to print got the (M= 87.6, SD=4.79) and with interpretation of proficient the same as the learners in online distance learning as to asynchronous got the (M= 89.89, SD= 5.13) with interpretation of proficient. On the other hand, learners who chose modular as to digital got the (M= 90.63, SD= 4.57) with interpretation of advanced also online distance learning as to synchronous got the (M= 90.83, SD= 2.5) with the interpretation of advanced also.

Common Problems Met by the Students in the Utilization of Flexible Learning Modalities

Table 6 presents the common problems met by learners in the utilization of flexible learning modalities.

Table 6. Common Problems Met by the Students in the Utilization of Flexible Learning Modalities

Indicator	Mean	SD	Verbal Interpretation
1. I am easily distracted and I have a problem in time management which hinders me from finishing the task on time.	3.58	1.20	Challenging
2. I feel unmotivated because I find it difficult to answer the learning tasks.	3.42	1.05	Challenging
3. I am not provided with a strong internet connection that online learning requires; thus I fail to catch up with the lessons.	3.00	1.25	Moderately Challenging
4. Studying in distance is a challenge for me. I feel frustrated because I gain less support from my parents in answering the tasks.	2.80	1.20	Moderately Challenging
5. I have a problem in internet connection and gadget; I find it difficult to answer the tasks especially the ones that require online research.	2.92	1.18	Moderately Challenging
Weighted Mean : SD	3.14 : 1.20		
Verbal Interpretation	Moderately Challenging		

Legend

	Range	Verbal Interpretation
5	4.21-5.00	Highly Challenging
4	3.41-4.20	Challenging
3	2.61-3.40	Moderately Challenging
2	1.81-2.60	Fairly Challenging
1	1.00-1.80	Not Challenging



Learners often experience destruction and problem about time management ($M= 3.58$, $SD= 1.20$). Others feel unmotivated with the ($M= 3.42$, $SD=1.05$). The poor internet connection that online learning requires were sometimes experienced and learners fail to catch up with the lesson got the ($M= 3.00$, $SD= 1.25$). Less support from parents in answering the task with the ($M= 2.80$, $SD=1.25$). It can be shown that learners encounter the different difficulties occasionally which results to Moderately Challenging and has a weighted mean of 3.14 and standard deviation of 1.20.

Common Problems Met by the Teachers in the Utilization of Flexible Learning Modalities

Table 7 shows the results of often based from common problems met by the teachers in the utilization of flexible learning modalities.

Table 7. Common Problems Met by the Teachers in the Utilization of Flexible Learning Modalities

Indicator	Mean	SD	Verbal Interpretation
1. I have difficulties when it comes to my availability to guide or support my students when they need it most particularly the complicated task since they do independent learning.	2.31	1.17	Fairly Challenging
2. Technological issues disrupt my work, particularly when talking to students online.	3.60	0.89	Challenging
3. I find it hard to check several students' output with different learning tasks every week.	3.29	1.05	Moderately Challenging
4. Preparing lessons during this pandemic is way more challenging than before since the concern is not just limited to make sure that the learning will be transferred to the learners, but also to make sure that this is delivered to them effectively.	4.27	0.68	Highly Challenging
5. Aside from fluctuating to an interrupted internet connection, I am bothered by the unnecessary background noises I hear, as these serve as distractions to my students and myself.	3.94	0.56	Challenging
Weighted Mean : SD	3.48 : 1.12		
Verbal Interpretation	Challenging		

Legend

5

4

3

2

1

Range

4.21-5.00

3.41-4.20

2.61-3.40

1.81-2.60

1.00-1.80

Verbal Interpretation

Highly Challenging

Challenging

Moderately Challenging

Fairly Challenging

Not Challenging

The common problems met by the teachers in the utilization of flexible learning modalities was found challenging in which teachers who experienced troubles in distance learning tend to develop sense of acceptance to resolve problems in their own way. Even if they experienced it frequently being resourceful is needed in accomplishing the tasks. The ($M=2.31$, 3.60 , 3.29 , 4.27 , 3.94) and the ($SD=1.17$, 0.89 , 1.05 , 0.68 , 0.56) was noticed in the table. It indicates that the difficulties they experienced have a weighted mean of 3.48 and standard deviation of 1.12. Teachers tend to encounter different problems. They often run into trials in this new normal education.

Extent of Parent's Involvement in the Utilization of Flexible Learning

Table 8 illustrates the extent of parent's involvement in the utilization of flexible learning.



Table 8. Extent of Parent's Involvement in the Utilization of Flexible Learning

Indicator	Mean	SD	Verbal Interpretation
1. The involvement of supportive parents can allow the students to learn and succeed on their own.	4.44	0.76	Highly Involved
2. Parents know when to lean in and lean out of their children's experience in doing the learning tasks.	3.98	0.71	Involved
3. Parents have a direct impact on the education their children receive, especially in an online learning set-up.	4.34	0.80	Highly Involved
4. Modular and online learning is a huge help to students because parents and family members can supervise them in learning.	4.12	0.66	Involved
5. Parents connect with the teachers to monitor their children's learning.	4.12	0.75	Involved
Weighted Mean : SD	4.20 : 0.75		
Verbal Interpretation	Involved		

<i>Legend</i>	<i>Range</i>	<i>Verbal Interpretation</i>
5	4.21-5.00	Highly involved
4	3.41-4.20	Involved
3	2.61-3.40	Moderately Involved
2	1.81-2.60	Fairly Involved
1	1.00-1.80	Never Involved

The extent of parent's involvement in the utilization of flexible learning influenced learners to have a deeper understanding of learning task that made them feel appreciated and encouraged to learn. This was proven through the result of involved. As indicated the (M=4.44, 3.98, 4.34, 4.12, 4.12) and (S=0.76, 0.71, 0.80, 0.66, 0.75) was noticed in the table. It achieved the results of Involved with a weighted mean of 4.20 and standard deviation of 0.75. It reflects that having parent's involvement plays an indispensable role in new normal education.

The Level of Readiness of School in the Implementation of Flexible Learning Modalities

Table 9 indicates the result of readiness of the school in the implementation of flexible learning modalities.

Table 9. Level of Readiness of School in the Implementation of Flexible Learning Modalities

Indicator	Mean	SD	Verbal Interpretation
1. The school provides alternatives to make the learning modality efficient for other students.	4.08	0.82	High Readiness
2. The school communicates with other stakeholders and LGU's to deliver the educational materials needed in distance learning.	4.13	0.67	High Readiness
3. The school provides initial effort in ensuring that all students have access to the internet.	3.48	0.80	High Readiness
4. The school provides various preparations to guide teachers, parents, and learners in the conduct of basic education in the new normal.	3.98	0.67	High Readiness
5. The school ensures that all teachers feel confident in using the tools to assign materials for every learning modality.	4.02	0.60	High Readiness
Weighted Mean : SD	3.94 : 0.75		
Verbal Interpretation	High Readiness		

<i>Legend</i>	<i>Range</i>	<i>Verbal Interpretation</i>
5	4.21-5.00	Very High Readiness
4	3.41-4.20	High Readiness
3	2.61-3.40	Moderate Readiness
2	1.81-2.60	Low Readiness
1	1.00-1.80	Unreadiness



The level of readiness of the school in the Implementation of Flexible Learning Modalities results to high readiness that attests to be prepared in this kind of situation. The (M=4.08, 4.13, 3.48, 3.98, 4.02) and (S=0.82, 0.67, 0.80, 0.67, 0.60) was noticed in the table. It shows high readiness with the weighted mean of 3.94 and standard deviation of 0.75.

Effect of Flexible Learning Modalities to the First Quarter Performance in English

Table 10 confirms the effect of flexible learning modalities to the first quarter performance in English.

Table 10. Effect of Flexible Learning Modalities to the First Quarter Performance in English

Flexible Learning Modalities	Mean	First Quarter Performance	Mean	R Square	F-value	p-value	Analysis
Modular Print	3.83	Modular Print	87.6	.001	.007	.933	Not Significant
Modular Digital	3.38	Modular Digital	90.63	.372	3.562	.108	Not Significant
Synchronous	3.93	Synchronous	90.83	.034	.568	.462	Not Significant
Asynchronous	3.73	Asynchronous	89.89	.583	9.794	.017	Significant

This reflects the effect of flexible learning modalities on the first quarter performance of the learners in English. The computed p- values on the modular print (p= .933) modular digital (p=.462) are higher than .05 level of significance indicating no significant effect on the said factor to the first quarter performance in English. On the other hand, the (p= .017) in asynchronous is much lower than .05 level of significance indicating significant effect on the said factor to the first performance of the learners in English.

Effect of Flexible Learning Modalities to the Level of School Readiness

Table 11 determines the effect of flexible learning modalities to the school readiness.

Table 11. Effect of Flexible Learning Modalities to the School Readiness

Flexible Learning Modalities	Mean	School Readiness	Mean	F- value	p- value	Analysis	
Modular Print	3.83		3.94		5.908	.022	Significant
Modular Digital	3.38				27.301	.004	Significant
Synchronous	3.93				3.034	.066	Not Significant
Asynchronous	3.73				.123	.975	Not Significant

This indicates the effect of learning modalities on the school readiness. The computed p-values on the modular print (p= 0.22) modular digital (p= .004) are much lower than .05 level of significance indicating significant effect on the said factor to the school readiness. On the other hand, the computed (p= .066) in synchronous and (p= .975) asynchronous are higher than .05 level of significance indicating no significant effect on the said factor to the school readiness.

CONCLUSION

In light of the findings in this study, it can be concluded that the status of implementation of flexible learning modalities: Input for practice sustainability can contribute to further improve the modality by knowing the different problems encountered by teachers and students as well as their perception. Parent's involvement in



the utilization of flexible learning influenced learners to be motivated and enjoy answering the learning task. Schools have materials to produce modules and do some alternatives to make study possible. The effect of flexible learning modalities to the first quarter performance in English confirms that Modular distance learning (print), modular distance learning (digital), online distance learning (synchronous) does not have the significant effect on the flexible learning modalities on the first quarter performance of the students in English while online distance learning (asynchronous) have a significant effect on the flexible learning modalities on the first quarter performance of the students in English. Majority of the modalities does not have a significant effect on the first quarter grade of the learners. When it comes to the effect of flexible learning modalities to the readiness of school, It shows that modular distance learning (print) and modular distance learning (digital) have significant effect on the flexible learning modalities to the level of school readiness then online distance learning (synchronous) and online distance learning (asynchronous) does not have a significant effect on the flexible learning modalities to the level of school readiness. It only means that the hypothesis is partially accepted.

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