

Online Learning on Biology Among Senior High School Students towards an Enhanced Instructional Design

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Abstract

The shift from face-to-face to online instruction may become a constraint for students learning. How the subjects are presented is also shifted to blend the new modality in learning. Such subjects include Biology, one of the specialized subjects in senior high school, particularly in the STEM strand. Given this situation, this study aimed to determine the relationship between and among students' perceptions, and challenges in learning Biology, especially during online learning. The researcher concluded from this study that 1.) Students have a very high perception of learning Biology. 2.) Students face challenges in learning Biology in terms of connectivity and 3.) There is a significant relationship between the perception and challenges faced by students in learning Biology. In line with these findings, the researcher recommends that Biology teachers adapt the hand-outs developed through this study to aid the instruction on the said subject and to lessen problems in terms of connectivity that hinders the learning experience of the students. School administrators are also encouraged to support the development of supplementary materials for students by allowing teachers to conduct needs analysis evaluation and provide resources in the development of such materials for instructional development, especially in teaching Biology subjects.

Keywords: online learning, Biology, instructional design