**ABSTRACT**

The COVID-19 pandemic has affected many aspects of our lives, including the educational system. The new way of learning, known as the "new normal" in education, has allowed students to learn inside their homes due to the COVID-19 virus. This qualitative research study was conducted to explore the experiences of students studying Modular Distance Learning (MDL) during the school year 2021–2022 at LORMA Colleges Special Science High School and Senior High School during the COVID-19 pandemic. This study sought to identify the students' reasons for choosing modular distance learning, the difficulties that they encountered, and the coping mechanisms that they used to overcome those difficulties. A descriptive research design was utilized in this study, which is the most suitable method since the researchers gathered data from people who have personal experiences with the Modular Distance Learning (MDL) method. There were a total of six (6) student respondents who were chosen through purposive sampling. Due to the current pandemic, the data was gathered through online questionnaires and was analyzed through thematization. According to the findings, the most common reasons given by students for choosing modular distance learning are internet problems, the ability to self-study, the effects of online classes, and the flexibility of personal schedules. The most prevalent difficulties that students encountered were difficulties in learning, controlling their schedule, ensuring that they understood the given modules, difficulties in understanding, lack of learning materials, and difficulties in managing time. Though students experience these difficulties, they seek assistance from a more knowledgeable other (MKO) and use relaxation techniques as their coping mechanisms.