The Impact of Modern Teaching Strategy in Enhancing the Learning Skills of the Grade 9 Students at Holy Rosary College Foundation

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Abstract

Modern teaching strategies can help students create activities that allow them to cooperate and learn from one another while having fun. Research has shown that collaborative learning fosters students' academic learning style in addition to help them acquire Higher Order Thinking Skills (HOTS). Thus, this study aims to determine the most effective way for students to acquire modern teaching strategies. A total of 30 students (Grade 9) from Junior High School of Holy Rosary College Foundation participated in this study, with data collected through the use of a survey questionnaire. The main aim of the study is to find out how modern teaching strategy affects students' ability to learn. Drawing upon modern teaching strategy, this research suggests that implementing innovative teaching methods (i.e. collaborative learning, gamification and thinking-based learning) can contribute to boost high school students' confidence. Moreover, these strategies also foster the development of students' social skills and promote communicative interaction with their peers. Equally important, modern teaching strategy yields benefits for both students and teachers.

INTRODUCTION

Modern teaching strategies have become increasingly significant in the realm of education, especially concerning students' academic and educational advancements (Sunil Prasad Chauhan, 2021). There is a widespread acknowledgment that aligning teaching strategies with students' diverse intellectual capacities produces superior outcomes compared to conventional teaching methods (Harris & Jones, 2018; Tymon, 2013). This study seeks to explore the teaching methodologies adopted by secondary school educators, emphasizing their congruence with students' varied intelligences and their association with educators' professional credentials (Pillay, 2014; Robson, 2007).

The direction of educational service development is geared towards learning innovation (Guiamalon et al., 2022). This is aimed at achieving learning effectiveness, which concurrently influences the quality of graduates (Müller & Mildenberger, 2021; Sartika et al., 2022). Therefore, implementing collaborative learning requires meticulous planning, a suitable dynamic for forming collaborative groups, the relevance of student practices connected to daily technology use, a shift in the teaching role, and autonomy in learning management (Appiah-Kubi & Annan, 2020; Chan et al., 2019).

Research suggests that educators with advanced professional credentials, like a Master's in Education, often excel in employing existentialistic, linguistic, and interpersonal teaching methods (Santisi et al., 2014; Yuzar et al., 2022). However, their proficiency tends to be less pronounced in utilizing visual and musical instructional strategies (Darling-Hammond, 2020; Watkins, 2000). To foster enhanced teaching techniques and bolster secondary-level student outcomes, it is recommended that teacher training programs and curricula address the multifaceted intellectual domains of educators (Firestone et al., 2021; Prasetyo et al., 2022).

As we navigate deeper into the digital era, the demand for contemporary teaching methodologies has surged (Hikmawati & Hosnan, 2022). Modern classrooms, equipped with cutting-edge tools such as speakers, online streaming capabilities, interactive whiteboards, visualizers, response systems, CDs, projectors, and educational software, serve as indispensable assets, aiding educators in effectively imparting knowledge (Bandyopadhyay et al., 2021; Bonfield et al., 2020; Hoban, 2004).

The transformative impact of Information and Communication Technology (ICT) on education cannot be overstated, championing active learning paradigms and fostering collaboration between educators and learners alike (Korkmaz & Erden, 2014; Lassa et al., 2022). Especially during the COVID-19 era, where virtual instruction became ubiquitous across global academic institutions, including Holy Rosary

College Foundation (HRCF), tech-driven platforms emerged as vital conduits, preserving students' educational trajectories (Generelao et al., 2022; Tan et al., 2019).

Given this context and the unique challenges encountered by junior high students at HRCF in amplifying their learning proficiencies amidst the pandemic-induced shift to virtual or online modalities, this study gains paramount importance (Raihani, 2011; Zhang et al., 2023). The central aim is to discern which contemporary teaching strategies are most efficacious for Grade 9 learners in honing their academic skills. By delving into these facets within a rigorous academic research framework, this investigation aspires to furnish invaluable insights for refining pedagogical approaches tailored to junior high education.

This research zeroes in on the efficacy of modern teaching strategies in augmenting students' learning proficiencies and scholastic achievements. It underscores the pivotal role of collaborative learning, gamification, and thought-driven instruction for Grade 9 students at Holy Rosary College Foundation.

The study focuses on the effectiveness of modern teaching strategies in enhancing students' learning skills and academic performance. It emphasizes the importance of collaborative learning, gamification, and thinking-based learning as effective approaches for students in grade 9 at Holy Rosary College Foundation. The purpose of this study was to analyze the potential of contemporary pedagogical strategies to elevate the learning style of Grade 9 students, with a particular focus on higher-order thinking Skills (HOTS). The research was designed around the following detailed inquiries:

(1) What are the modern teaching strategies that can be used to foster the development of HOTS in Grade 9 students?
(2) What advancements can be observed in the HOTS of Grade 9 students when exposed to these modern teaching strategies?
(3) What measurable impact do these modern teaching strategies have on the enhancement of HOTS in students?
(4) What recommendations can be proposed to aid educators in determining the most effective contemporary teaching strategy to optimally cultivate HOTS in Grade 9 students?

These research questions aim to provide an in-depth understanding of the role and impact of modern teaching strategies on the development of HOTS in students. The study intends to contribute to pedagogical research by offering insights that could guide the formulation of teaching strategy frameworks that effectively foster advanced cognitive skills in learners.

METHODS

This action research employed a quantitative approach. The researchers administered a survey questionnaire to gather data, aiming to identify modern teaching strategies that could enhance the learning skills of Grade 9 students. Data were collected from 30 respondents through this survey questionnaire.

Tabel 1: Learning Teaching Strategies Analysis

Input	Process	Output
Modern teaching strategies used by the teachers in a class. The enhancements in an effective of modern teaching strategies.	Analysis of the answers of respondents for Grade 9, Section Roman students.	Implementing an action plan about Modern strategies to enhance the learning skills of the students.

The research team adopted a systematic approach for this action research. Initially, they identified and analyzed challenges within the learning environment of Grade 9 students. In the subsequent phase, the team conducted an extensive literature review to establish a theoretical framework, gaining a comprehensive understanding of the issues at hand and facilitating the formulation of research questions.

The third phase entailed developing appropriate statistical methodologies for designing survey questionnaires. Subsequently, the research team obtained permission from school administrators to initiate data collection. A survey questionnaire was then administered to Grade 9 students in Section Romans, beginning on December 14, 2022. The collected data underwent analysis using descriptive statistics, aiming to assess the effectiveness of modern pedagogical strategies in enhancing learning abilities among Grade 9 students.

The study's findings aim to guide pedagogical approaches tailored to the distinct needs of Grade 9 students, enhancing their learning capabilities. The proposed intervention entails a comprehensive week-long program comprising a range of activities across both digital and traditional platforms. This initiative seeks to acquaint students with various contemporary teaching strategies and stimulate reflection on their potential impact on academic performance. In light of the research findings, the study will propose a strategic action plan to the school, offering recommendations for selecting and implementing the most effective modern teaching strategies for Grade 9 students.

RESULT AND DISCUSSION

This section contains the study of an actual data. It examines the information gathered and interprets the result.

Diagram 1: Modern Teaching Strategies Used in Improving Learning Skills

The chart depicts the responses of 30 participants regarding the effectiveness of various teaching strategies in enhancing the learning skills of Grade 9 students. Among the respondents, 23 highlighted the prevalence of cooperative learning as an effective strategy, underscoring its popularity in bolstering student learning. Conversely, gamification garnered 16 responses, indicating a less widespread adoption. Flipped learning emerged as the least recognized strategy, with only three participants acknowledging its use.

Analysis of the survey questionnaire revealed that Design Thinking received positive feedback from 14 respondents, establishing it as a favored strategy. Thinking-based learning closely followed, earning recognition from 13 participants. Notably, both problem-based learning and project-based learning garnered an equal number of positive responses. These insights, directly sourced from Grade 9 students' feedback, illuminate their perspectives and experiences with various teaching strategies.

Diagram 2: Modern Teaching Strategies Used in Improving Learning Skills
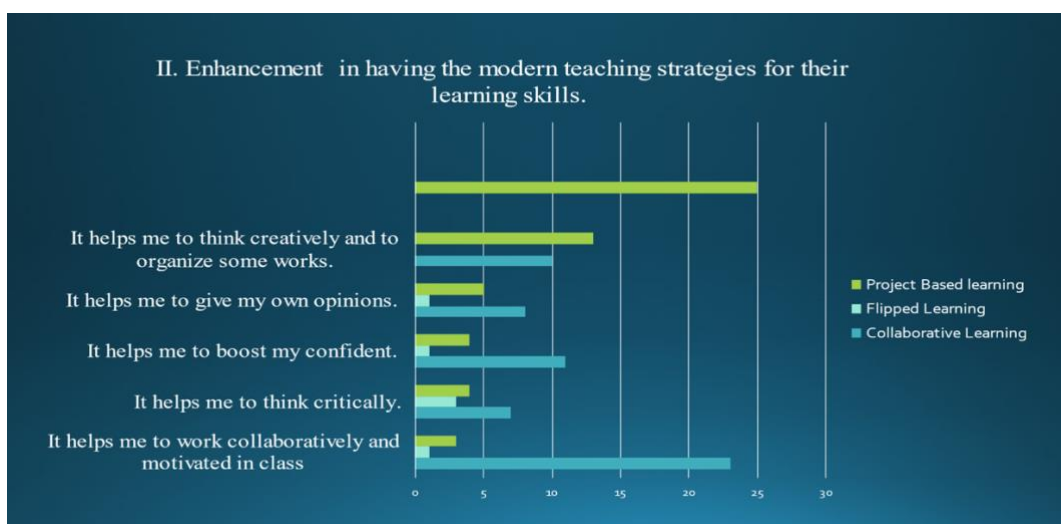
The subsequent chart emphasizes the efficacy of contemporary teaching strategies in augmenting the learning capabilities of Grade 9 students. Five statements extrapolated from the data offer insightful observations. Collaborative learning emerged as the predominant strategy, with 23 of 30 respondents endorsing its effectiveness. Gamification followed suit, earning favorable feedback from 13 participants. Conversely, flipped learning was least recognized, with only one respondent acknowledging its benefits.

Collaborative learning is lauded for its role in promoting student collaboration and motivation. Thinking-based learning also received significant recognition, with 13 participants acknowledging its role in fostering critical thinking. Problem-based learning was positively acknowledged by nine respondents, highlighting its efficacy in nurturing problem-solving skills. Interestingly, both gamification and flipped learning garnered equivalent responses, with three out of 30 participants each.

These findings offer empirical support for the benefits of contemporary teaching methods in fostering Grade 9 students' cognitive growth and honing critical thinking skills.

Diagram 3: Modern Teaching Strategies Used in Improving Learning Skills

The chart presented offers a data-driven analysis of the preferences of 30 respondents concerning various educational methodologies. Notably, gamification emerged as the most favored approach, receiving approval from 14 respondents. Recognized for infusing gaming elements into non-gaming contexts, this method enhances student engagement by making the learning experience more interactive and enjoyable, subsequently boosting student confidence and fostering active participation.

Collaborative learning, characterized by collective problem-solving and task completion, followed closely with the second-highest preference, earning approval from 11 respondents. This pedagogical approach cultivates a sense of community and shared responsibility among students, facilitating the expression of individual viewpoints and nurturing critical thinking and effective communication skills. However, its preference slightly waned when juxtaposed with project-based learning, suggesting potential variations in perceived effectiveness.

Project-based learning, which entails an in-depth exploration of authentic, intricate questions or issues, was favored by 13 respondents. This strategy stimulates creative thinking and enhances organizational skills, thereby cultivating project management proficiencies among students.

Thinking-based learning, another instructional strategy emphasizing cognitive development, was selected by an equivalent number of respondents. Encouraging students to assume an active role in their educational journey, this approach fosters creative thinking and the articulation of independent viewpoints.

Problem-based learning, which accentuates problem-solving through engagement with intricate, real-world challenges, garnered preference from 11 respondents. This methodology facilitates the honing of critical thinking skills.

Conversely, flipped learning received minimal endorsement among respondents, obtaining only one vote in conjunction with thinking-based learning and none when aligned with project-based learning. This approach, which necessitates independent review of lecture materials at home followed by in-class discussion typically reserved for homework, may be less favored due to its reliance on students' self-motivation and discipline, which may not align with all learning preferences.

The chart furnishes valuable quantitative insights into students' inclinations regarding diverse educational methodologies. It highlights the allure of interactive, collaborative, and problem-solving strategies while indicating a comparatively subdued reception for autonomous learning modalities like flipped learning.

Diagram 4: Modern Teaching Strategies Used in Improving Learning Skills

Diagram 4 illustrates the impact of modern teaching strategies on the learning skills of Grade 9 students. Five statements elucidate the effectiveness of these strategies: In the first statement, 13 out of 30 respondents strongly agreed that modern teaching strategies effectively cater to their learning style, while four disagreed. For the second statement, 17 out of 30 respondents agreed, and 15 strongly agreed, that modern teaching strategies offer a convenient learning approach. Regarding the third statement, 14 respondents strongly agreed, and 10 agreed, that these strategies significantly enhance their motivation to learn, although six respondents disagreed. In the fourth statement, 15 respondents agreed and 13 strongly agreed that modern teaching strategies foster harmonious relationships with classmates. There were no strong disagreements, but two respondents disagreed. Lastly, concerning the fifth statement, 16 respondents agreed, and nine strongly agreed, that these strategies bolster the critical thinking skills of Grade 9 students. However, five disagreed, and two strongly disagreed.

Tabel 2: Action Plan

The Impact of Modern Teaching Strategy in Enhancing the Learning Skills of The Grade 9 Students at Holy Rosary College Foundation (HRCF)					
Week of Session	*Objective*	*Strategies/ Activity*	*Concerned Individuals*	*Time Frame*	*Expected Outcome*
Guess Me! Game! (Charades using Collaborative Learning and Design Thinking)	To enhance students' learning skills through collaboration and participation	Activity: Charades Strategy: Collabora-Tive Learning and Design Thinking	Students of HRCF	1-hour duration (Remedial)	Students can actively participate in class and are motivated to share their opinions.
Wika Rambulan (Wordwall for blended learning/ Gamification)	To make learning engaging and enjoyable within an educational context	Activity: Wika Rambulan Strategy: Gamification	Students of HRCF	1-hour duration (Team building, school activities/ collaborative games)	Students can engage with digital tools through an educational game, enhancing critical thinking and collaboration.

Number Substitution Cypher (Blended learning for Problem-based learning)	To stimulate students in honing their critical thinking and problem-solving abilities.	Activity: Number Substitution Cypher Strategy: Problem-Based Learning	Students of HRCF	1-hour duration (Teaching demonstration and day-to-day classes)	Students can develop critical thinking skills and confidently express their views on specific concepts.

Dissemination and Advocacy Plan

In the context of the present study, the researchers have proposed a structured plan for the dissemination and advocacy of the research findings through the following mechanisms:

(a) Organization of weekly sessions to discuss and analyze the research findings and subsequent implications.

(b) Communication with the school administration and staff members to keep them informed of the progress and outcomes of the study.

(c) Implementation of the Action Plan as outlined in the Research Paper to ensure the practical application of the research findings.

(d) Submission of a formal letter to obtain approval for conducting a survey, along with a proposed schedule for student participation.

The research findings underscore that modern teaching strategies positively influence students' confidence, learning aptitudes, and social interactions. Collaborative learning fosters teamwork and fun, culminating in the enhancement of higher-order thinking skills. Moreover, integrating gamification and thinking-based learning augments student engagement and aligns with their academic learning preferences.

In the quest to optimize learning outcomes, educators are encouraged to adopt blended learning methodologies. These approaches, which amalgamate traditional face-to-face instruction with online learning, are specifically designed to cater to the diverse needs of students. They provide flexibility in pacing and learning styles, accommodating the unique needs of each student and addressing the challenges inherent in a one-size-fits-all education model.

These contemporary teaching strategies transcend the mere transmission of information; they also aim to enhance student skills and inherent qualities. By immersing students in a multitude of learning experiences, these strategies foster the development of critical thinking, problem-solving, and communication skills, among

others. They also cultivate a sense of self-directed learning, encouraging students to assume responsibility for their educational journey.

Additionally, these strategies empower educators to facilitate holistic student development. Instead of focusing solely on academic achievement, educators are equipped with the tools necessary to nurture all aspects of the student, considering their social, emotional, and physical development in tandem with their academic progress. This holistic approach strives to cultivate well-rounded individuals who are not only knowledgeable but also capable of applying what they've learned in various contexts. In conclusion, by adopting blended learning methodologies and other modern teaching strategies, educators can foster a more inclusive, engaging, and effective learning environment. This ultimately leads to optimized learning outcomes and a comprehensive development of the student.

For the effective dissemination and advocacy of these findings, the following avenues are suggested: organizing regular activity sessions, briefing school administrators and faculty about the research insights, implementing the action plan detailed in the research paper, and securing permission for student surveys.

The ramifications of this research transcend the immediate participants. Students can discern how contemporary teaching strategies amplify their learning potential. Parents can harness this knowledge to mentor their children in effective time management during school events and stay abreast of their child's educational trajectory.

Educators stand to gain profound insights into modern teaching strategies' transformative impact on student development, enabling them to foster confidence and augment learning outcomes. For upcoming researchers, this study offers a valuable resource, laying the groundwork for further exploration into modern teaching strategies and potential avenues for student development. In essence, this research accentuates the imperative of integrating modern teaching strategies into educational paradigms, fostering enriched student engagement, skill refinement, academic excellence, and holistic educational experiences.

The Dissemination and Advocacy Plan represents a comprehensive, scientific approach to the effective utilization and dissemination of research findings. This plan promotes a culture of knowledge sharing, collaboration, and continuous learning, thereby contributing to the advancement of educational research and practice. To educate students about the influence of modern teaching strategies on learning skills, the following recommendations are proposed:

1. This research can enlighten students about the impact of contemporary teaching strategies and instructional methods. It equips them with new techniques and insights into how their learning abilities and skills have been enhanced.

2. The insights from this study can guide parents in advising their children on time management during school activities. Additionally, it can inform parents about potential changes or advancements beneficial for their child.
3. This action research offers teachers a deeper understanding of the effects of modern teaching strategies and methods. It can also empower teachers to support students in cultivating self-confidence and refining their learning skills.
4. Subsequent researchers can leverage this study for more comprehensive data, insights, or references. It also provides a foundation for exploring potential student developmental outcomes through research on modern teaching strategies.

The findings of the research highlight that modern teaching strategies have a positive impact on students' confidence, learning abilities, and social interactions. Collaborative learning encourages teamwork and enjoyment, which results in the enhancement of higher-order thinking skills. Furthermore, the integration of gamification and thinking-based learning increases student engagement and aligns with their academic learning preferences. To maximize learning outcomes, it is suggested that educators adopt blended learning methodologies that cater to the diverse needs of students. These modern teaching strategies not only elevate student skills and intrinsic qualities but also equip educators to facilitate comprehensive student development.

For the effective dissemination and advocacy of these findings, the following avenues are suggested: organizing regular activity sessions, briefing school administrators and faculty about the research insights, implementing the action plan detailed in the research paper, and securing permission for student surveys.

The ramifications of this research transcend the immediate participants. Students can discern how contemporary teaching strategies amplify their learning potential. Parents can harness this knowledge to mentor their children in effective time management during school events and stay abreast of their child's educational trajectory.

However, some strategies might not align perfectly with students' cognitive preferences, as evidenced by their responses in the survey questionnaire. The findings from this study aim to guide the implementation of activities that assess the efficacy of modern teaching strategies for Grade 9 students. Additionally, they offer educators valuable insights into recognizing and accommodating students' diverse learning styles within their educational settings.

The interpretation of the research findings aligns with Luthfiyah's, Pavo's, Zhao's scholarly investigation, which underscores the role of collaborative learning as a critical mechanism in fostering effective learning environments (Herrera-Pavo, 2021; Luthfiyah et al., 2022; Zhao et al., 2022). Moreover, collaborative learning serves as a

catalyst, stimulating students to enhance their creative capacities, refine their communication techniques, and bolster their critical thinking skills. Such an assertion is grounded in empirical evidence and contributes to the body of academic research on pedagogical strategies.

Educators are positioned to acquire profound insights into the transformative influence of modern teaching strategies on student development, fostering an environment of confidence and enhanced learning outcomes. This study serves as a valuable resource for future researchers, establishing a foundation for further investigations into modern teaching strategies and potential pathways for student development. Essentially, this research underscores the need to incorporate modern teaching strategies into educational paradigms, thereby promoting enriched student engagement, skill refinement, academic excellence, and comprehensive educational experiences.

CONCLUSION

This study offers a concise overview of the problem and provides insights into the impact of modern teaching strategies on enhancing the learning skills of Grade 9 students at Holy Rosary College Foundation. Key conclusions include: Collaborative Learning, Gamification, and Design Thinking emerge as the most effective strategies for enhancing the learning skills of Grade 9 students. While Thinking-based Learning, Problem-based Learning, Project-based Learning, and the Flipped Classroom approach also contribute to skill development, their impact appears to be slightly less pronounced. The study sought to evaluate challenges and concerns related to fostering learning skills within the student environment, specifically examining the influence of modern teaching strategies on Grade 9 students' learning styles at Holy Rosary College Foundation. Analysis of the gathered data indicates that certain modern teaching strategies effectively enhance the learning skills of Grade 9 students. However, some strategies may not align seamlessly with students' cognitive preferences, as evidenced by their responses in the survey questionnaire. The findings from this study aim to guide the implementation of activities that assess the efficacy of modern teaching strategies for Grade 9 students. Additionally, they offer educators valuable insights into recognizing and accommodating students' diverse learning styles within their educational settings.

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