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OPTIMIZING STUDENT GROWTH THROUGH INNOVATIVE HOMEWORK: IMPLICATIONS FOR LEARNING ENHANCEMENT IN ELEMENTARY AND SECONDARY SCHOOL

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ABSTRACT

This study investigates how innovative homework ideas enhance student learning and development in the Municipality of Dimataling. The research evaluates the impact of tactics such as pre-learning, comprehension checks, practice, and processing on learners' academic performance and engagement. The study employed both quantitative and qualitative methodologies to poll educators and administrators regarding their perspectives and implementation procedures. Research indicates that innovative homework promotes student autonomy, enhances classroom learning, and cultivates lifetime learning abilities. These findings offer significant implications for the incorporation of dynamic homework strategies into regional educational systems.

KEYWORDS: *Innovative Homework, Student Growth, Educational Strategies, Learning Enhancement, Dimataling*

1. INTRODUCTION

Homework has traditionally acted as an extension of classroom learning, but contemporary educational approaches emphasize the need for more inventive and purposeful homework strategies. Research indicates that well-structured homework can greatly enhance students' academic achievement and personal growth (Cunha et al., 2018; Rosário et al., 2019). This study examines the implementation of novel homework practices in selected schools in Dimataling, Zamboanga del Sur, and their impact on student outcomes.

Educational stakeholders are transitioning from assigning homework as simple drill exercises to projects that promote higher-order thinking, real-world applications, and reflective practices (Mo et al., 2020). In this context, innovative homework includes activities based on four principles: pre-learning, comprehension assessment, practice, and processing. This study examines the application of these ideas in Dimataling and their potential to enhance educational development.

2. OBJECTIVES OF THE STUDY

2.1. To identify the extent to which innovative homework principles are utilized in the Municipality of Dimataling.
2.2. To determine the perceived effects of innovative homework on students' academic performance and personal growth.
2.3. To recommend strategies for enhancing homework practices based on the findings.

3. METHODOLOGY

A descriptive research design was adopted, employing a mixed-methods approach. A total of 50 respondents, comprising of teachers and administrators from selected primary and secondary schools, were polled. Structured questionnaires and key informant interviews offered both quantitative and qualitative data. Data analysis includes frequency counts, weighted mean, and thematic analysis.

4. RESULTS AND DISCUSSION

Table 1: Summary of Pre-Learning Strategies

	Indicator	Weighted Mean (Admins)	Weighted Mean (Teachers)	Interpretation
1.	Recognized learning abilities while establishing objectives	3.38	3.39	Very Much Influenced
2.	Provided lessons that are relevant and of high interest	3.31	3.31	Very Much Influenced
3.	Determined if activities achieve learning outcomes	3.29	3.29	Very Much Influenced

The research demonstrates that both administrators and teachers strongly agree on the effectiveness of pre-learning tactics such as defining clear objectives, presenting high-interest materials, and matching activities with learning outcomes. With weighted averages continuously above 3.29, these results show a high level of perceived influence on student readiness and engagement. This complements the findings of Subramaniam and Silverman (2021), who highlighted how preparatory activities like flipped learning boost student attentiveness and lesson receptivity. Similarly, Bernacki et al. (2020) discovered

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that pre-class engagement associated with greater academic achievement and knowledge retention.

Moreover, research by Kavanagh et al. (2021) underlined that pre-learning tasks foster independent learning habits, especially in under-resourced locations. This is reinforced by Hwang and Lai (2017), who reported that students exposed to pre-learning materials demonstrated increased self-regulation and time-on-task. These discoveries collectively affirm that pre-learning, as applied in Dimataling schools, is an effective technique for boosting lesson readiness and long-term academic accomplishment.

Table 2: Summary of Checking for Understanding

Indicator	Weighted Mean (Admins)	Weighted Mean (Teachers)	Interpretation
1. Asked questions based on students' level of understanding	3.44	3.29	Very Much Influenced
2. Formulated reachable and realistic learning objectives	3.36	3.36	Very Much Influenced
3. Certified goals and objectives are measurable	3.29	3.29	Very Much Influenced

Checking for understanding remains a critical method in ensuring that students are absorbing course contents accurately and meaningfully. With evaluations frequently characterized as "very much influenced," instructors and administrators acknowledge the need of connecting class objectives with student comprehension levels. This correlates with studies from Black and Wiliam (2018), who say that formative evaluations lead to enhanced classroom outcomes when utilized strategically. Teachers in Dimataling utilize questioning tactics and short formative checks that allow them change lessons based on real-time feedback.

Studies by Andrade and Brookhart (2016) further stress the value of including students in self-assessment during understanding checks, improving their metacognitive awareness and motivation. Likewise, research by Pellegrino (2020) suggests that understanding checks improve instructional precision and student-teacher interaction. Clark and Deneen (2021) also discovered that comprehension-focused homework contributes to students' academic confidence and minimizes dropout chances.

Table 3: Summary of Practice Strategies

Indicator	Weighted Mean (Admins)	Weighted Mean (Teachers)	Interpretation
1. Developed student ability through constant practice	3.43	3.43	Very Much Influenced
2. Required drills prior to examination	3.38	3.38	Very Much Influenced
3. Reorganized relevant programs and activities	3.35	3.35	Very Much Influenced

The results reveal that practice strategies are well liked by both administrators and teachers, with weighted means of 3.35 and above across all categories. These results imply that practice assignments not only reinforce topic knowledge but also promote learners' mastery through repetition and contextual application. This observation complements the findings of Rosário et al. (2018), who concluded that homework practice tasks are beneficial when related closely to instructional objectives. Drills before examinations and skill-based activities were regularly conducted to increase accuracy and fluency.

Additionally, research by Ericsson and Pool (2016) supports the value of intentional practice, especially when feedback is immediate and constructive. Complementary studies by Lee and Hannafin (2016) noted that practice assignments can also enhance learner autonomy, particularly when supported by formative scaffolds. In Dimataling, such tactics not only enhance academic proficiency but also support learner confidence, as evidenced in the reflective responses acquired from teachers during qualitative interviews.

Table 4: Summary of Processing Strategies

Indicator	Weighted Mean (Admins)	Weighted Mean (Teachers)	Interpretation
1. Utilized high-order thinking in formulating questions	3.32	3.32	Very Much Influenced
2. Formulated plans to address weaknesses	3.31	3.31	Very Much Influenced
3. Ensured follow-up after results analysis	3.29	3.29	Very Much Influenced

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Processing strategies are employed to help students assimilate and make sense of what they've learned, and the data supports their relevance in boosting conceptual understanding. Tasks such as making reflective planning and identifying deficiencies earned good results, showing that these are consistently utilized in the local education setting. Hattie and Donoghue (2016) stressed that processing homework considerably increases long-term retention and encourages deeper cognitive engagement. Teachers in Dimataling acknowledged that encouraging pupils to think critically about their learning improves metacognitive awareness.

Moreover, the relevance of higher-order thinking in homework projects was also stressed by Zohar and Barzilai (2022), who related reflective assignments to problem-solving and creative thinking advances. Complementary studies by Reznitskaya and Wilkinson (2018) demonstrated that dialogic and reflective homework exercises increase argumentation skills. The implementation of such tactics in Dimataling shows how reflective and analytical tasks can enable students to become active and independent learners.

5. IMPLICATIONS FOR PRACTICE

The study shows the necessity for professional development focused on planning and executing novel homework. School administrators should help instructors in changing from traditional responsibilities to those that are reflective, engaging, and skill-oriented. Integrating ICT resources, like Google Classroom or interactive apps, may further boost the relevance and attraction of homework, as underlined by Mo et al. (2020). This adjustment can lead to better student engagement and achievement in the classroom.

Moreover, integrating parents and guardians in recognizing the significance of innovative assignments is vital. A collaborative approach can give students with the environment and encouragement they need to participate meaningfully with learning tasks beyond the classroom.

6. CONCLUSION

Innovative homework, when created with deliberate tactics such as pre-learning, comprehension checks, practice, and reflection, substantially helps to students' academic and personal development. In Dimataling, schools are already embracing these ideas, but there is opportunity for more systematic and comprehensive implementation.

Efforts to teach educators, include families, and leverage digital technologies can further increase the effectiveness of homework activities. As education continues to improve, homework must be viewed not as a usual duty but as a meaningful chance to deepen learning and stimulate growth.

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