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Schoolwork in Meaningful Student Learning

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Abstract---Homework is part of a practice established in education with multiple purposes and benefits. Non-compliance with school tasks is identified as a problem of the study. The objective of the study is to analyze homework in the meaningful learning of students, its development covers the importance of homework, the role of parents in the control of homework and strategies to strengthen the meaningful learning of students. Starting from school tasks, which according to Varela is useful and helps significantly to achieve learning achievements in students, David Ausubel presents an approach that aims at teaching-learning with significant actions, where the student attributes a value to what learn. The methodology has a mixed approach, bibliographic-documentary, and field type, it was carried out in the Juan Montalvo Educational Unit No. 41, inductive, deductive, analytical and synthetic methods were used, the technique applied was the survey of parents and the interview with teachers. It is concluded that homework benefits significant learning, thanks to the reinforcement that is achieved during its execution, that greater involvement of parents is required, and that homework and meaningful learning can be strengthened through strategies such as problem-solving, research projects, case-based learning, creation of concept maps and graphic organizers, guided discussion, among others.

Keywords---evaluation, learning, performance, quality, tasks.

1 Introduction

The objective of the study is to analyze homework in the meaningful learning of students, in a school in the city of Chone, its development covers the importance of homework, the role of parents in the control of homework and strategies to strengthen the meaningful learning of students from school tasks, which according to Varela et al. (2021), is useful and significantly helps to achieve learning achievements in students, David Ausubel presents an approach that aims at a teaching-learning with significant actions, where the student attributes a value to what he learns. Schoolwork is crucial for reinforcing the knowledge given in the class process, it is a complement to the educational activity, and it can be said that it is a strategic ally to achieve learning achievements in students.

The importance of tasks in learning is recognized given that, from the design of the class plan or micro curriculum, we think about how to consolidate learning, which must be based on the teacher's idea, of what the methodology will be. u strategies that connect content, methodologies and results, in which according to the theories, the tasks are generated, at which time the pre-established objectives must be reached and, according to the performance, make the best decisions, understanding the level that the students have reached in learning, a situation that, to a certain extent, is affecting those who are educated at the Juan Montalvo Educational Center No. 41, due to internal and external factors that to a certain extent condition the level of learning that they must to reach the students, such as the family and in particular the parents are not giving priority to the attention of their children with homework at home and, in the school, compliance with them is not rigorously required, when in other countries are of vital importance (Lewalter, 2003; Pedaste et al., 2015).

Worldwide, educational systems recognize the importance of homework and its positive effect on motivation and learning (Mejía et al., 2019), as well as its benefits for students' educational progress (Mejía et al., 2019). Countries

such as Poland, Russia, Ireland and Italy have educational systems that allocate a greater number of hours to homework, while Finland and South Korea allocate a smaller number of hours (Sánchez, 2019).

In Ecuador, the Ministry of Education (2018) issued the Homework Guide with general guidelines on its design, in which it assigns educational institutions the responsibility of developing the Homework Policy to be included in the methodology section of Planning. Institutional Curriculum (PCI) and in the PEI Institutional Educational Project.

As a problem, it is identified that in the Juan Montalvo Educational Unit No. 41, school tasks are continually used by secondary school teachers; many of these are not fulfilled by students, which affects their educational process by limiting their meaningful learning. This problem is associated with difficulties in understanding and completing the tasks assigned by the teacher, low academic training of the parents that limits the orientation of the tasks, poor motivation of the students towards the execution of the tasks and low academic performance. Therefore, it is necessary to strengthen the task preparation process to contribute to meaningful learning.

In consideration of the above, the research is developed in the field of pedagogy, as the purpose of school tasks is to strengthen students' skills; since the problem of non-compliance with the tasks delegated by the teacher was identified, activities that are essential for the promotion of independence and the opportunity for the practice and consolidation of concepts and skills, which response to internal and external factors, such as It is mentioned in previous paragraphs, subject to generating changes in the way of teaching and learning of students, it is essential to diagnose school tasks, the role of parents in the control of tasks and, it is necessary to design a strategy for strengthening school tasks (Dove et al., 2000; Lambourne & Tomporowski, 2010).

Homework is a learning strategy intentionally designed for the student to achieve satisfactory learning (Alvarez et al., 2019). They are complementary works to those carried out within the classroom, which the teacher delegates to his students, taking into account the curricular planning and the learning needs of the students, observing their reality so that they are prepared outside the school day, at a specific time and with pre-established academic and training objectives allowing the students to apply what they learned in classes (Ministry of Education, 2018a).

Being an inevitable part of student life, the teacher must strive to ensure that these constitute an enjoyable activity that serves to deepen topics addressed in classes, expand learning, apply skills to new situations, develop study habits and positive attitudes towards learning (Buxarrais et al., 2019).

Schoolwork is especially useful for learning; its preparation helps to achieve better results in standardized exams, with special benefits in areas such as mathematics, reading, and writing where they strengthen students' skills. According to Varela et al. (2021), its execution allows us to raise the level of school performance, reinforce the teaching-learning process, form study and personal work habits, motivate the students to be interested in scientific research and increase their abilities.

The specialized literature has highlighted the importance of homework in education (Garcés-Prettel et al., 2020), activities that, properly planned, help the student to review and repeat what they have learned in class, promoting investigative capacity in the search for information (Toledo et al., 2019), are crucial for academic performance, (Vitalia & Espinoza, 2019); (Cabello & Miranda, 2020); (Garcés-Prettel et al., 2020) and allow the student to achieve adequate meaningful learning (Veliz-Huanca et al., 2021). In addition, these contribute to achieving greater accreditation and precision in the preparation of tasks over time (Asiú et al., 2021), favoring internal discipline and responsibility (Buxarrais et al., 2019).

Schoolwork allows the reinforcement of concepts and skills to practice and apply what is learned in class, they stimulates the creative and innovative capacity to build new knowledge where students are participants in their learning (Masmuta & Rosero, 2022), they situate the knowledge and skills in real-world contexts, facilitating the understanding of their relevance and application in everyday situations. They are ideal for promoting independence in learning by requiring the student to investigate, solve problems and take initiative to complete them on their own.

They also promote the development of organization, time management and self-discipline skills by allowing you to explore topics of personal interest or delve deeper into specific topics. They encourage the connection between concept and synthesis of information to obtain a more complete knowledge of a topic. In addition, these can be used by the teacher to evaluate student progress and offer appropriate feedback (Mantra et al., 2018).

The importance of the family in guiding tasks has also been explained (Mendoza & Moreno, 2020); it is monitoring by the family favors self-regulation, and the creation of routines and study habits (Amador-Salinas et al., 2019). Parental supervision motivates them to accept the responsibility of preparing their work correctly (Buxarrais et al., 2019). Maternal support is considered especially useful in the execution of reading activities (Vitalia & Espinoza, 2019), writing and pronunciation (de Villamizar, 2020), as well as their participation in activities complementary to didactic practice (Rodríguez, 2020). Parents, as guides of school tasks play a relevant role in socialization processes, favor the development of knowledge, and the acquisition of skills and competencies (Varela et al., 2021). In general, the importance of family support is recognized in learning (Mendoza & Moreno, 2020).

Meaningful learning

The classical theory of meaningful learning presents an approach that aims at teaching-learning with meaningful actions, where the student attributes a value to what he learns and a personal meaning to knowledge, a theory that was proposed by the educational psychologist David Ausubel (Rocha, 2021), this approach seeks to improve learning (Reyes, 2021).

Meaningful learning occurs when new information is connected or related to a relevant pre-existing concept in the individual's cognitive structure, as a subsumption, which implies that new ideas, concepts and propositions can be meaningfully learned to the extent that others of the same nature are clear, available and that work with an anchor point at the first (Matienzo, 2020).

It is essential to understand the conceptions of the development of schoolwork to meaningful learning from planning and motivation, fundamental axes for there to be a significant correlation for students and its applicability in daily life (Masmuta & Rosero, 2022). Unfortunately, in many cases, teachers do not plan homework, these are used to cover unaddressed content (Suberviola, 2020) or to keep students busy, becoming a form of punishment (Rigo, 2020), this limits the student's ability to internalize the idea of the task to learn, reinforce what has been learned or establish a link between schoolwork, motivation or learning (Masmuta & Rosero, 2022).

Materials and Methods

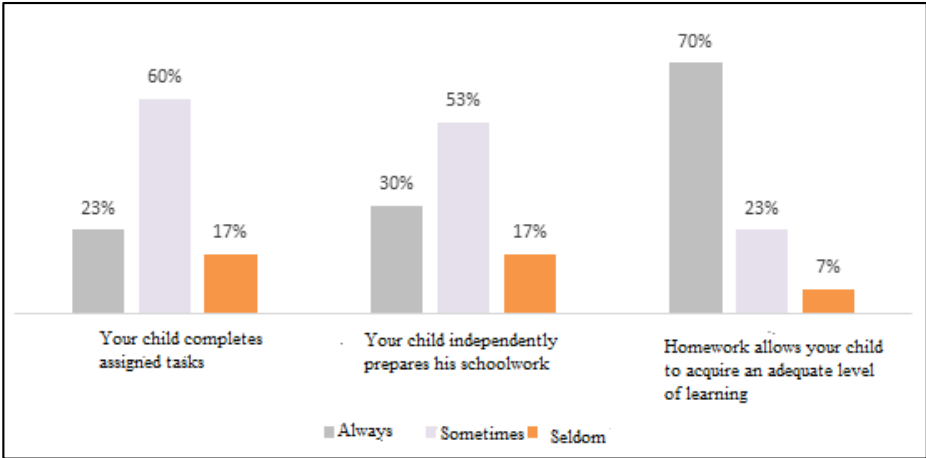
The research has a mixed approach integrated with qualitative and quantitative methods, bibliographical and field. The mixed approach takes advantage of the benefits of qualitative and quantitative methodology (Bedoya, 2020). It is descriptive research based on the collection of specialized information about school tasks and meaningful learning, it is a field because it was applied in the context of the Juan Montalvo Educational Unit No. 41 of the Chone canton where the data for the study were obtained.

Inductive, analytical and synthetic methods were used in its development. The inductive method was used to analyze the generalities of school tasks to reach specific conclusions applicable to the Juan Montalvo Educational Unit No. 41, and the analytical method to address the different categories of school tasks and, meaningful and synthetic learning to carry out the respective conclusions.

The techniques used were the survey of parents, the interview of teachers and the observation of high school students. The study population was made up of students, parents and teachers from the Juan Montalvo Educational Unit No. 41. Intentional sampling was used in which 30 High School students, 30 parents and 4 teachers were selected.

Analysis and Discussion of Results

The results were obtained from the application of the survey to parents, observation of students and interviews with teachers. To evaluate the level of parental participation in homework control, the survey was applied to parents; the results are detailed below in Graph 1.

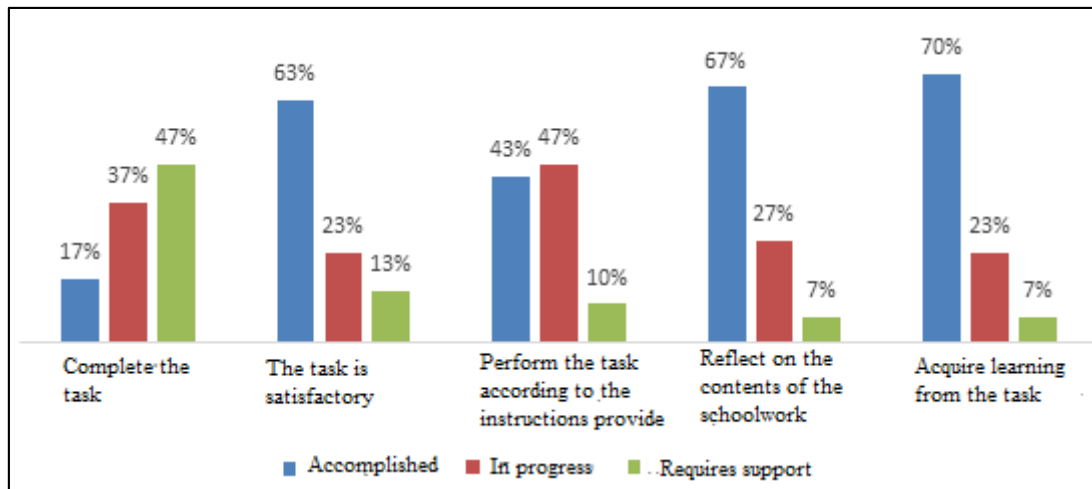


Graph 1. Survey of parents

In question 1, the parent was asked if his or her child complies with schoolwork. It was found that 60% of parents stated that their child sometimes complied with assigned tasks, 23% always did, and 17% did not complete tasks.

In question 2, the parent was asked if his son independently prepares his homework, obtaining that only 30% always prepare his homework independently, 53% do it sometimes, and 17% rarely independently do the homework.

In question 3, parents were asked if completing tasks allows their child to acquire an adequate level of learning, with 70% answering always, 23% saying sometimes and 7% saying rarely. To establish the importance of schoolwork for meaningful learning, an observation was applied to students and an interview with teachers. The observation contemplated five aspects; the results obtained are detailed in Graph 2.



Graph 2. Observation of students

In Aspect 1 Completes the task, it was found that 47% require support to complete the task assigned by their teachers, 37% are in process and 17% of students comply with the tasks.

In Aspect 2 Level of task satisfaction, it was found that 63% achieved a satisfactory task, while 23% of the students were in the process of reaching that level of satisfaction and 13% required support to complete the task. be satisfactory.

In Aspect 3 Perform the task according to the instructions provided, it was found that 47% are in the process of doing it, 43% manage to complete their task according to the instructions, and 10% require support to perform the task.

In Aspect 4 Reflect on the contents of the schoolwork, it was found that 67% can reflect on the contents of the task performed, 23% are in the process of doing so and 7% require support in this aspect.

In Aspect 5 Acquire learning from the task, it was determined that 70% manage to acquire learning from the task and 7% require support in this aspect. The results of the interview applied to the teachers are detailed below in Table 1.

Table 1
Interview with teachers

| Questions | Answers |
|--|--|
| 1. What characteristics do the tasks you assign to students have? | Interviewee 1. Short, didactic and with clear language Interviewee 2. Easy to do. Interviewee 3. Simple and easy to do. Interviewee 4 They are very easy, and simple so that children do not have difficulty when they have to do them. |
| 2. What is the level of involvement of parents in the execution of school tasks? | Interviewee 1. Medium, parents sometimes get involved in homework, sometimes they just check or ask their children if they did the homework. Interviewee 2. The intervention of parents is varied, not all of them guide, but a significant percentage is at least waiting for the child to present his homework. Interviewee 3. Most parents, although they do not participate in |

| | |
|---|--|
| | the tasks, exercise some type of control over them. |
| | Interviewee 4. It is average, many parents work and the children must only carry out the tasks, generally, they limit themselves to verifying that they have completed the assigned task |
| 3. What impact do tasks have on the acquisition of meaningful learning? | Interviewee 1. They help learn content through reinforcement that is then evaluated in tests. Interviewee 2. They strengthen learning by making it easier, because the student already has prior knowledge, and improves it through the task. Interviewee 3. They allow what was learned in the classroom to be strengthened at home Interviewee 4. They improve the understanding of what was studied in the classroom, when completing the task at home the student reviews and improves his mastery of the contents. |
| 4. How to strengthen schoolwork to contribute to students' meaningful learning? | Interviewee 1. With greater collaboration from parents in guiding the tasks that are delegated Interviewee 2. Assigning tasks that are simple and attractive to students Interviewee 3. Through constant motivation so that students feel committed to completing their school tasks and strive to improve them Interviewee 4. Through greater integration between school and home so that there is collaboration, tasks must be planned considering innovative methodologies such as research projects, case-based learning, development of concept maps and graphic organizers that are more attractive to students. the students |

The results demonstrated that a significant percentage of students do not comply with their schoolwork and that this is a strategy frequently used by teachers, designed with characteristics such as: didactic elaboration, simplicity and clarity, with benefits in meaningful learning and the review of contents.

Schoolwork is specially assigned for its development at home (Amador-Salinas et al., 2020); it is an inevitable part of student life, so it must be a pleasant activity that promotes learning (Varela et al., 2021). They usually vary in quantity and difficulty, their development impacts performance because they are assigned an evaluation index (Amador-Salinas et al., 2020), they must be connected to the learning objectives of each educational stage and be presented in a volume acceptable to students. Alvarez et al. (2019), however, it has been determined that tasks experienced a moderate increase compared to pre-pandemic duties (Varela et al., 2021). In school homework, the motivational element provided by the interest in learning (Alvarez et al., 2019) and the responsibility to prepare it correctly and precisely (Varela et al., 2021) is essential, which can be used to reinforce learning to cover content. not addressed (Suberviola, 2020) or focus students' attention on certain content (Rigo, 2020).

Among its benefits are that they help reinforce content, promote research capacity and a sense of responsibility (Toledo et al., 2019), expand learning, develop and apply skills to new situations, strengthen study habits and positive attitudes, foster internal discipline and responsibility (Buxarrais et al., 2019). For their part, Varela et al. (2021), maintain that homework raises school performance, reinforces the teaching-learning process, forms study and personal work habits, motivates students to be interested in scientific research, and increases their capabilities.

It was also found that there is a positive perception of parents towards the tasks delegated by the teacher because they consider that they help their children achieve adequate learning (Klimesch, 1999; Zhang, 2011). The level of attention that parents provide at home, guiding their children's school activities and all activities related to education, is related to the cognitive and emotional aspects (Alvarez et al., 2019). Parental involvement is related to aspects such as their history of having received support in their schoolwork in the home of origin, level of schooling, type of occupation, level of interest in their children's academic progress, attitudes and expectations regarding learning (Cabello & Miranda, 2020).

As guides of school tasks, parents play a relevant role in socialization processes, promoting the development of knowledge and the acquisition of skills and competencies (Varela et al., 2021), therefore, families have the possibility of contributing to educational improvement at the time they reinforce and continue the work carried out by the school (Muñoz & Lloux, 2020).

The results showed that in most cases the tasks are not prepared by the students independently, many require support for the preparation of the task, and the participation of parents was confirmed in terms of monitoring that they complete or carry out the task to school, in most cases there is no direct participation in the homework preparation process, this means that the tasks presented are not always satisfactory or meet the teachers' expectations (Barkley & Lepp, 2021).

The orientation of the tasks by the parents depends on factors such as the availability of time, the parent's academic level and even the predisposition to teach content. The literature recognizes the importance of family collaboration in tasks so that the student learns, is responsible, has study habits and is organized. (Asiú et al., 2021), the guidance that the father provides favors motivation and responsibility for completing the task correctly (Buxarrais et al., 2019) as well as self-regulation and the creation of study routines (Varela et al., 2021).

On the other hand, it was also evident that through the execution of the tasks, the students can reflect on the contents addressed, which in turn allows them to acquire the learning, in addition to the fact that several students have difficulties in preparing the tasks. Tasks, which affects their learning, those who present difficulties associated with the reflection of the contents related to the task and not everyone acquires the learning projected from its elaboration (Lavrijsen et al., 2021; Holopainen et al., 2020).

Most parents only sometimes teach their children how to study; In the first years of study, a greater participation of mothers in preparing schoolwork is observed even though they have less time, which decreases substantially as progress is made in basic education (Alvarez et al., 2019). However, during the pandemic, greater parental involvement in schoolwork was observed with positive learning results (Varela et al., 2021).

The need to strengthen homework was established to contribute to the meaningful learning of students through the integration and promotion of parental collaboration in the guidance of homework, as well as greater motivation to complete homework. Meaningful learning allows prior knowledge to be used in the construction of new learning (Asiú et al., 2021). Schoolwork favors meaningful learning because in this process prior knowledge conditions new knowledge and experiences, modifying and restructuring those that the student already possesses, allowing what has been learned to be used in new situations and different contexts (Alvarez et al., 2019). When the student prepares the task, an interaction occurs between prior knowledge and the knowledge to be acquired, with the will and predisposition existing at the time of execution of the tasks that generate a correspondence between the new knowledge and the bases that are possessed to be able to assimilate said knowledge (Roy et al., 2009).

Therefore, it is considered essential to increase the preparation and delivery of homework through activities that also improve the relationship between students and their parents, especially in the subjects of mathematics, reading and writing (Amador-Salinas et al., 2020). Teachers can use strategies in planning homework that helps strengthen meaningful learning and empower students in preparing homework, which can include activities to connect with prior knowledge before including a topic, teaching key concepts, and help find the logic behind the information, activities focused on discussion and collaboration among others. They can also choose strategies based on school tasks such as problem-solving, research projects, case-based learning, creation of concept maps and graphic organizers, guided discussion, debates and presentations, simulations and educational games, and learning journals, among others.

Conclusions

The results show deficiencies of the students in the fulfilment of school tasks, which are fundamental for the teaching-learning process, especially for them to achieve significant learning, since during their execution there is a stimulation of prior knowledge and a reinforcement of the learnings. Schoolwork is important to expand learning, reinforce content, promote research capacity, develop and apply skills to new situations, strengthen study habits and positive attitudes, promote internal discipline and responsibility, and generally increase school performance. They reinforce the teaching-learning process.

Parents have a special role in guiding homework from home, although not all of them continually guide its execution. The fact that the parent is watching to see that their child completes the homework stimulates and motivates the student to do it, which in turn reinforces learning.

Both in the planning and the development of school tasks, the teacher can incorporate strategies to strengthen learning. Before its implementation in the classroom, activities can be encouraged to connect with prior knowledge before including a topic, teach key concepts and help find the logic behind the information, in addition to activities focused on discussion and collaboration, among others. For the execution of the task you can choose to solve problems, research projects, case-based learning, development of concept maps and graphic organizers, guided discussion, debates and presentations, simulations and educational games, and learning diaries among others.

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