

Indonesian Journal of Multidisciplinary Research



Journal homepage: http://ejournal.upi.edu/index.php/ IJOMR/

Impact of Innovative Pedagogical Approaches on Student Engagement and Performance: A Comparative Study of Flipped Classrooms, Gamification, and Technology-Enhanced Learning

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ABSTRACT

This study explores the effectiveness of innovative pedagogical approaches, such as flipped classrooms, and technology-enhanced gamification, learning, in improving student engagement and academic performance in high school education. A total of 120 students were divided into an experimental group, which utilized innovative teaching methods, and a control group, which followed traditional instructional practices. Data were collected through pre-tests, post-tests, surveys, classroom observations, and teacher interviews. The results indicate exhibited that the experimental group significant improvements in both academic performance and engagement compared to the control group. Teachers in the experimental group also reported higher satisfaction with the new methods, emphasizing their positive impact on student motivation and the learning environment. The findings suggest that integrating modern pedagogical strategies can enhance student learning experiences, foster active participation, and improve academic outcomes. This research highlights the potential of innovative approaches to reshape the educational landscape, providing insights for educators and policymakers aiming to adopt more interactive and student-centered teaching methods.

ARTICLE INFO

Article History: Submitted/Received 18 Jan 2025 First Revised 29 Feb 2025 Accepted 29 Apr 2025 First Available online 30 Apr 2025 Publication Date 01 Sep 2025

Keyword:

Academic performance, Educational innovation, Flipped Classroom, Gamification, Student Engagement, Technology-enhanced learning.

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1. INTRODUCTION

In recent years, the educational landscape has undergone significant transformations driven by advancements in technology and evolving pedagogical theories (Bakar, 2021). Traditional teaching methods, which often emphasize teacher-centered instruction and passive student participation, are being increasingly challenged by innovative pedagogical approaches that prioritize active learning, student engagement, and collaboration (Martin-Alguacil *et al.*, 2024). As educational systems aim to prepare students for the complexities of the 21st century, incorporating innovative methods such as flipped classrooms, gamification, and technology-enhanced learning has become a focal point for many educators and institutions (Hsu & Wu, 2023).

The flipped classroom model, which inverts traditional classroom dynamics by moving direct instruction outside of class time, allows students to engage with content at their own pace and use in-class time for interactive discussions and problem-solving activities (Yusuf & Taiye, 2021). Gamification, which integrates game-like elements such as rewards and challenges into the learning process, has been shown to increase motivation and participation (Figueroa-Flores, 2016). Additionally, technology-enhanced learning, through the use of digital tools and platforms, offers immersive and personalized learning experiences that cater to diverse student needs (Duterte, 2024).

This study aims to evaluate the effectiveness of these innovative pedagogical methods by comparing them to traditional teaching approaches in a high school setting. Specifically, the research seeks to determine how flipped classrooms, gamification, and technology-enhanced learning affect student engagement, academic performance, and overall satisfaction. By investigating these methods' potential to foster a more dynamic and interactive learning environment, this study contributes to the ongoing discourse on how to enhance educational practices and outcomes.

As educational institutions globally embrace these innovative approaches, it is crucial to assess their impact and explore their potential for broad implementation (Hénard *et al.*, 2012). Through this study, we hope to provide evidence that will guide educators in selecting the most effective strategies to enhance student learning outcomes and prepare students for the demands of the modern world. The primary objective of this study is to evaluate the effectiveness of innovative pedagogical approaches—flipped classrooms, gamification, and technology-enhanced learning—compared to traditional teaching methods. Specifically, the research focuses on how these innovative methods impact student engagement and academic performance in a high school setting.

2. METHODS

2.1. Participants

A total of 120 students from a high school were randomly selected for this study. The students were divided into two groups:

- Group 1 (Experimental Group): This group comprised 60 students who were exposed to innovative pedagogical methods, including flipped classrooms, gamification, and technology-enhanced learning.
- (ii) Group 2 (Control Group): This group also comprised 60 students, but they were taught using traditional, lecture-based teaching methods without the integration of innovative pedagogical strategies.

Both groups were matched in terms of age, gender, and prior academic performance to ensure fairness in comparison.

2.2. Research Design

This study employed a quasi-experimental design to assess the impact of the pedagogical methods. Data was collected through a combination of quantitative and qualitative methods, including pre-tests and post-tests, surveys, classroom observations, and teacher interviews.

2.2.1. Pre-test and post-test

Both groups completed the same subject-specific pre-test before the implementation of the new teaching methods and a post-test at the end of the study period. The tests measured students' knowledge and critical thinking skills related to the subject matter. The difference in scores between the pre-test and post-test was used to assess the improvement in academic performance.

2.2.2. Surveys and questionnaires

Students in both groups completed surveys at the beginning and end of the study. These surveys assessed their engagement levels, satisfaction with the learning activities, and their perceptions of the effectiveness of the teaching methods. Additionally, the surveys gauged students' motivation and preference for interactive learning methods.

2.2.3. Classroom observations

Classroom observations were conducted throughout the study to assess student participation, collaboration, and overall engagement during lessons. Observers recorded data on how actively students interacted with the content, their peers, and the teacher during class activities.

2.2.4. Teacher interviews

Interviews were conducted with teachers involved in the study to gather qualitative feedback on the ease of implementing the innovative pedagogical methods and their perceived effectiveness in improving student performance and engagement. The teachers' insights also provided valuable information on the challenges and benefits of incorporating these methods into the classroom.

2.2.5. Data analysis

Quantitative and qualitative data were analyzed to determine the impact of the innovative methods on student engagement and academic performance.

(i) Quantitative Analysis:

- Descriptive Statistics: The characteristics of the sample, such as average test scores and frequency distributions, were summarized using mean scores and standard deviations.
- Paired T-Test: This test was used to compare the pre-test and post-test scores within each group (experimental and control) and between the groups. The paired t-test helped determine whether there was a statistically significant difference in academic performance after the intervention.
- Regression Analysis: This was employed to examine the relationship between the type of pedagogical method and student performance, while controlling for variables such as prior academic performance.
- (ii) Qualitative Analysis: The interview and survey responses were analyzed using thematic analysis to identify recurring themes related to teacher satisfaction, student

engagement, and the perceived effectiveness of the pedagogical methods. This analysis helped capture the subjective experiences of both students and teachers regarding the learning environment.

2.2.6. Ethical considerations

The study was conducted in adherence to ethical research practices. Informed consent was obtained from all participants, and confidentiality was maintained throughout the research process. Participants were informed of their right to withdraw from the study at any time without consequences. Furthermore, the study was approved by the relevant institutional review board to ensure compliance with ethical standards.

3. RESULTS AND DISCUSSION

The study aimed to evaluate the impact of innovative pedagogical approaches—flipped classrooms, gamification, and technology-enhanced learning—on academic performance and student engagement in comparison to traditional teaching methods. The findings indicate that the experimental group, which employed these innovative methods, showed significant improvements in both academic performance and engagement, as illustrated by the data presented below.

3.1. Pre-Test and Post-Test Score

The comparison of pre-test and post-test scores between the experimental and control groups revealed notable differences in academic performance (see **Table 1**). The results in **Table 1** show that the experimental group experienced a significant improvement in their test scores, with an average increase of 20%, compared to the 4% increase in the control group. This suggests that the innovative pedagogical methods used in the experimental group—such as flipped classrooms, gamification, and technology-enhanced learning—had a more substantial effect on students' ability to understand and retain knowledge (Ahmed & Asiksoy, 2021; Ng & Lo, 2022; Sezer, 2017). The control group, which relied on traditional teaching methods, exhibited a much smaller improvement, supporting the hypothesis that modern pedagogical strategies can enhance academic performance more effectively than traditional methods.

Group	Pre-Test Average Score (%)	Post-Test Average Score (%)	Difference (%)
Experimental Group	65%	85%	+20%
Control Group	66%	70%	+4%

Table 1. Pre-test and	post-test scores.
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3.2. Student Engagement Survey Results

Surveys were conducted to assess student engagement levels in both groups. The results of the survey are summarized in the **Table 2**. The data presented in **Table 2** reveals that students in the experimental group reported significantly higher levels of engagement compared to those in the control group. 80% of students in the experimental group indicated that they felt more engaged in lessons, compared to just 45% in the control group. Additionally, 75% of students in the experimental group shared the same sentiment. Furthermore, 85% of the experimental group students preferred interactive learning methods, such as those facilitated by technology, compared to 60% in the control group. These findings suggest

that the use of technology and interactive approaches like gamification can significantly increase student motivation and engagement, supporting the shift toward more student-centered learning environments (Kerimbayev *et al.*, 2023; Gironella, 2023; Dada *et al.*, 2023).

Statement	Experimental Group	Control Group
	(%)	(%)
I feel more engaged in lessons.	80%	45%
I enjoy the learning activities.	75%	50%
I prefer interactive learning methods	(e.g., 85%	60%
technology).		

Table 2. Student engagement survey results.

3.3. Teacher Satisfaction Ratings

Teacher satisfaction was also measured to assess the ease of implementation and effectiveness of the teaching methods. The results from teacher surveys provide insights into the instructors' perceptions of the teaching environment. The results from **Table 3** indicate that teachers in the experimental group were much more satisfied with the innovative teaching methods than their counterparts in the control group. A striking 90% of teachers in the experimental group found it easier to motivate students, compared to 65% in the control group. Furthermore, 85% of teachers in the experimental group felt that the methods helped students better understand the material, while only 60% of teachers in the control group shared this view. Additionally, 88% of teachers in the experimental group reported a more dynamic and collaborative learning environment, as opposed to 70% in the control group. These findings suggest that the innovative pedagogical methods contributed to a more positive and effective learning atmosphere, making it easier for teachers to engage students and improve their understanding of the material (Reeve, 2013; Smith *et al.*, 2005; Keengwe *et al.*, 2014; Afzal & Rafiq, 2022).

Statement	Experimental Group (%)	Control Group (%)
I found it easier to motivate students.	90%	65%
The methods helped students understand the material	85%	60%
better.		
The learning environment was more dynamic and	88%	70%
collaborative.		

Table 3.	Teacher	satisfaction	ratings.
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3.4. Discussion

The findings across all data points consistently highlight the positive impact of innovative pedagogical approaches on both academic performance and student engagement. The experimental group, which was exposed to flipped classrooms, gamification, and technology-enhanced learning, demonstrated significantly greater improvements in test scores, higher levels of engagement, and more positive perceptions of the learning experience than the control group, which used traditional teaching methods (Landers & Armstrong, 2017; Bouchrika *et al.*, 2021).

The increased engagement and satisfaction reported by students and teachers in the experimental group further emphasize the value of these modern teaching strategies in creating an interactive, dynamic, and student-centered learning environment. These results are consistent with previous research that has highlighted the potential of these innovative

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methods to foster deeper learning, enhance motivation, and promote active participation in the classroom (Sølvik & Glenna, 2022; Zitha *et al.*, 2023).

The study's findings suggest that integrating flipped classrooms, gamification, and technology-enhanced learning into educational practices can not only improve academic outcomes but also create a more engaging and motivating classroom environment. Future studies could explore the long-term effects of these methods and examine their applicability in different subjects and educational contexts.

4. CONCLUSION

This study demonstrates that the integration of innovative pedagogical approaches, including flipped classrooms, gamification, and technology-enhanced learning, has a significant positive impact on both academic performance and student engagement in high school settings. The findings from the experimental group, which utilized these methods, reveal notable improvements in test scores, higher levels of student engagement, and more positive teacher satisfaction compared to the control group that followed traditional teaching practices.

Specifically, the experimental group showed a remarkable 20% increase in post-test scores, in contrast to the 4% improvement seen in the control group. Additionally, students in the experimental group reported higher levels of engagement, enjoyment, and preference for interactive learning methods, underscoring the effectiveness of these innovative approaches in fostering a more dynamic and participatory learning environment.

Teacher satisfaction was also higher in the experimental group, with educators noting that the innovative methods made it easier to motivate students, improved comprehension, and created a more collaborative classroom atmosphere. These results highlight that these modern pedagogical strategies not only enhance academic outcomes but also promote a more engaging and student-centered learning experience.

In conclusion, the study confirms that incorporating flipped classrooms, gamification, and technology-enhanced learning into educational practices can significantly improve learning outcomes and student engagement. As education continues to evolve, these findings support the need for educational institutions to embrace innovative approaches that foster active learning and collaboration. Future research should explore the long-term effects of these methods and their potential for wider application across different disciplines and educational contexts.

Overall, integrating these innovative pedagogical approaches into classroom instruction can transform the learning experience, making it more engaging, motivating, and effective in preparing students for the challenges of the 21st century.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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