



## The reality of professional education teachers in Jordan's use of modern learning strategies

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### ABSTRACT

The information revolution created today has created increased information and various learning resources. The existence of these developments causes teachers to need to re-identify how modern learning strategies and the application of teaching methods are primarily for teachers in vocational schools. This study was conducted to identify the reality of using modern learning strategies in teaching vocational education at the basic stage from the point of view of vocational education teachers in Jordan, where a descriptive analytical approach is used, and to achieve the objectives of the study and answers. In this study the method used is descriptive analytical method using a questionnaire as an instrument for research. Questionnaires were distributed online to research respondents who are teachers who teach in vocational schools. The results of the study found that the use of modern strategies in the educational process has a positive impact on students, in addition to the statistically significant differences between teachers who use modern learning strategies in teaching compared to teachers who apply traditional teaching methods. For further research, the authors recommend managing learning materials to facilitate and improve the implementation of active learning strategies.

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### ABSTRAK

Revolusi informasi yang tercipta pada zaman sekarang menciptakan meningkatnya informasi dan berbagai sumber belajar. Adanya perkembangan tersebut menyebabkan guru perlu untuk mengidentifikasi kembali bagaimana strategi pembelajaran modern dan penerapan metode ajar utamanya untuk guru pada sekolah kejuruan. Penelitian ini dilakukan untuk mengidentifikasi realitas penggunaan strategi pembelajaran modern dalam mengajar pendidikan kejuruan pada tahap dasar dari sudut pandang guru pendidikan kejuruan di Yordania, di mana pendekatan deskriptif analitis digunakan, dan untuk mencapai tujuan studi dan jawaban. Dalam penelitian ini metode yang digunakan adalah metode deskriptif analitik dengan menggunakan kuesioner sebagai instrumen untuk penelitian. Kuesioner disebarluaskan secara daring kepada responden penelitian yang merupakan guru yang mengajar di sekolah kejuruan. Hasil penelitian menemukan bahwa penggunaan strategi modern dalam proses pendidikan memberikan dampak positif bagi siswa, selain adanya perbedaan yang signifikan secara statistik antara guru yang menggunakan strategi pembelajaran modern dalam mengajar dibandingkan dengan guru yang menerapkan metode pengajaran tradisional. Untuk penelitian selanjutnya, penulis merekomendasikan untuk melakukan pengelolaan materi pembelajaran untuk mempermudah dan meningkatkan implementasi strategi pembelajaran aktif..

**Kata Kunci:** Guru pendidikan kejuruan; kurikulum pendidikan; mata pelajaran pendidikan kejuruan; strategi pembelajaran; strategi pembelajaran modern

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## INTRODUCTION

The current era is characterized by many rapid and successive changes, one of the characteristics of which is the information revolution, its accessibility, its transmission and its multiplication. Its product has resulted in a huge amount of information and multiple learning resources, media and technological innovations that have changed many methods of teaching and learning. The focus of attention in the educational process has shifted from the teacher to the learner (Szekely, 2017).

It has become necessary to use appropriate educational strategies in teaching various subjects, including vocational education, which aims to teach the student how to learn, how to think, and how to participate effectively through active learning strategies that make learners more effective and develop new skills that help them adapt to developments and innovations. Through it, they shift from a passive state to movement, activity, speaking, reading, writing, asking questions, practicing activities and thinking processes, extracting and presenting ideas, and expressing views, which helps to acquire educational experiences in an effective manner, form an integrated personality and develop their higher-order thinking skills (Franco& DeLuca, 2019; Yaacob et.al, 2019; Cheng, 2020).

Teaching and learning strategies define the strategic goals in the field of teaching and learning that the teacher must strive to achieve, the participating parties, as well as the means necessary to achieve that strategy (Komatsu & Rappleye, 2020; Verloo, 2017; Roscoe et.al, 2019). Talking about modern teaching strategies does not mean addressing them in exchange for old, traditional or classic teaching strategies, given that many modern teaching strategies are nothing but a quotation or development of existing and previous strategies, and considering - also - that old or traditional teaching strategies have no meaning It is a strategy that is no longer usable. Rather, it is - that is, this hadith - a reference and an attempt to put in the hands of teachers more choices, making them take from them and try what they see fit for their students and the specifics of their classrooms (Al-Ahbabi, 2019; Hajar, 2019).

There is no doubt that the advancement and development of the educational process has become a necessity to keep pace with the explosion of knowledge and keep pace with the changes and qualitative shift in the developed curricula. It should be discovered and developed through dialogue, discussion and opinion. This can be achieved by activating different active learning strategies. In the research, I dealt with the definition of active learning, and its importance (Tan et.al,2020; Gallardo& Turkienicz, 2020; Walvoord, 2019). One of the most important indicators of the quality of the educational process is the teacher's good choice of the learning strategy that achieves the goals of education, earns the student the desired learning outcomes, and is compatible with his needs, as the educational field is full of many strategies that may be similar to each other, and may be similar in implementation procedures. Teaching and learning is not easy, it is very difficult (Annan-Diab, 2018).

This requires the teacher to think and balance between the available strategies in light of the many, many interrelated variables. By choosing an appropriate teaching strategy for teaching and learning, the teacher can transform the academic content into mental visualizations, and the social climate in the classroom becomes more fertile and interactive. The teacher's choice of strategy depends on the strategies in his possession and his efforts in developing them, and in arriving at new strategies. The teacher can apply a mixture of strategies together, or use one of them according to the nature of the learning outcomes. The teaching strategy can be based on one method or on several methods. This is according to the set goals, while we choose the way to achieve one integrated goal during a specific educational situation (Klapproth, 2020).

The most important of these strategies are: brainstorming strategy, modeling learning strategy, teamwork strategy, problem solving strategy, discussion strategy, hot chair strategy, educational bag strategy, role playing strategy, and strategy KWL, critical thinking strategy, think strategy, discuss, share, and many more. Teaching strategies are not tight steps, nor do they go according to specific conditions or standards. The teaching method is mainly related to the personality, traits and characteristics of the teacher, and we acknowledge that there is no specific method that can be preferred over other methods, given that the issue of preferring a teaching method over others. It remains dependent on the teacher himself and his preferences (Tan et.al, 2020; Chang& Lin, 2019; & Purnawan, 2022).

However, we find that most of the studies and research that dealt with the subject of teaching methods have linked these methods and their impact on achievement, from the point of view that the teaching method can only be judged by the effect that appears on students' achievement (Iwanaga, 2021). No matter how different and varied the modern teaching strategies may be, the quality and nature of the educational session, its objective, its content, the level of learners, and the specificity of each study environment remain the determinant of any strategy we use, which is, of course, entrusted to the teacher as long as he is the most familiar with the requirements of his classroom (Numonjonov, 2020).

In light of the huge information explosion that we observe these days, this requires developing a method of learning that encourages students to take responsibility in dealing with this unlimited amount of knowledge, which can only be successful by using modern learning strategies (Husseini, 2017). These are strategies that focus on the principle of learning by doing and encouraging deep learning that helps the student to better understand the educational material, and he is expected to be able to explain it, or clarify it in his own words, ask various questions, answer the teacher's questions, and work hard to solve various problems after dealing with Effectively with it and make useful generalizations and decisions about them (French et.al, 2020).

The results of studies have shown that the prevailing traditional method at Our schools do not contribute to creating real learning, and there have been repeated calls for research and development of new teaching methods and methods that make the learner the focus of the educational process and involve him in learning in an effective way and always put him in place. At a situation in which he is forced to make effort and reflect on what he learns, through reading, speaking, thinking deeply, writing, and self-organizing what he learns (Jiang & Korczynski, 2021; Luburić, et al., 2021; Tan et.al, 2020).

In light of what the educational and psychological literature in the field of learning indicates the importance of training for students to learn, and to practice its strategies through programs prepared for this, or through training within the content, and based on the scarcity of studies conducted in the Hashemite Kingdom of Jordan - to the knowledge of the researcher - in This field, and the researchers' appreciation of the importance of training students on modern learning strategies, the study problem was represented in the following main question:-

1. What reality Use Strategies learning modern at teaching professional education subject at stage the basic from destination consideration my teacher Vocational education in Jordan? Specifically, the study attempted to answer the following questions:
2. What Degree Use Teachers of modern learning strategies in teaching vocational education in the basic stage from the point of view of teachers of vocational education in Jordan?
3. What is the result of using Teachers of modern learning strategies in teaching vocational education in the basic stage from the point of view of teachers of vocational education in Jordan?

Two null hypotheses emerged from the previous two questions are 1) No there is differences intrinsic on Scale potency subjectivity between Average performance the group Experimental Which was exposed to use strategy learning modern, and average performance the group the officer at Post-test, 2) There are no significant differences in academic achievement in the subject of vocational education between the average performance of the experimental group exposed to the modern learning strategy and the average performance of the control group in the post-test.

Proceeding from the importance of the modern learning strategy, the importance of the current study comes from the nature of the topic it is researching, as the search for an effective method of teaching is still preoccupied by researchers. The desired educational goals are achieved (Changwong, 2018). And then it affects solving problems related to the application of the curriculum, low student achievement, and solving other problems that may stand in the way of the teacher, and the importance of this study stems from a number of theoretical and practical justifications, as recent trends emphasize the role of the learner in the educational process, which should be active, active, not a receiver, or passive recipient, consuming knowledge, waiting for the stimulus to respond. Rather, he is an initiator, a planner, and performs all educational activities. Also, most educators today agree that the primary function of education is to teach students to become self-directed learners to search for new information and master new skills (Monroe, 2019).

The recent trends in learning also emphasize the role of the learner in bearing the responsibility for his learning, and this responsibility falls on his shoulders, and that the adoption of these modern strategies contributes to increasing the learner's ability to evoke experiences stored in memory, monitor his performance and the strategies used that facilitate the process of integrating students into learning. The educational theorists agree that the most effective learners in learning situations are those who focus on self-regulation and adopt a mastery approach to learning (Young, 2018).

The objectives of the study are summarized as may be useful This is amazing the study those in charge on Planning and implement Methods Driss in adopting modern strategies, the study may contribute to the development and teaching of vocational education, and it may be useful in enlightening vocational education teachers about the possibility of using modern educational strategies in teaching vocational education. The limits of the study were spatial limit to Primary schools in Jordan. The temporal grandfather is the second semester of the academic year (2021/2022 AD), the objective limit is the reality of using modern learning strategies in teaching vocational education in the basic stage from the point of view of vocational education teachers and the human borders is professional education teachers.

## **LITERATURE REVIEW**

Definition of the strategy: The strategy It is the use of the available capabilities, materials, and means to the fullest extent to achieve the desired goals (a framework guiding the methods of work), then the use of this term moved to include several areas, including the field of teaching and education. In light of this general definition of the strategy, the teaching strategy can be defined as "a set of pre-selected teaching procedures by the teacher, or the teaching designer, which he plans to use." at During the implementation of teaching in a manner that achieves the desired teaching objectives as effectively as possible, and in light of the available capabilities. This teaching strategy often includes more than one method of teaching, because there is no one perfect way to teach, but rather There are several methods, one of which is chosen according to certain circumstances (Edwards, 2019).

Definition of Strategies teaching It is a context of teaching methods and techniques and techniques of activation Class The curriculum changes according to several criteria, perhaps the most important of which is the teaching position (Kinio, 2019). It is also the method of the teacher in teaching the subjects and on his way to achieve the desired educational goals, it is also the means, tools and procedures that he uses to help him in his task, it is also the general atmosphere inside the classroom that helps to reach - in an orderly and sequential manner - acceptable educational outcomes in light of the available possibilities, it is All of the above, but in short, it is the advance planning and plan that the teacher follows to achieve an educational goal. Vocational Education subject is one of the educational subjects taught to students of the basic stage in Jordan, which starts from the fourth grade to the tenth grade and vocational education teacher is a qualified teacher who holds a bachelor's degree in vocational education and is entrusted with teaching vocational education in schools (Hanushek, 2017).

As for the studies that dealt with modern learning strategies, the researchers were able to see on A number of studies closely related to modern learning strategies, where it came study which aimed at Investigating the impact of active learning strategies on developing self-efficacy and academic achievement (Kendal, 2018). The number of study members was (59) male and female students who were chosen from the second-year students of the University College of Educational Sciences, specializing in a class teacher. The scale was validated and stable by appropriate methods, and the results of the study revealed: There are statistically significant differences between the results of the students in the two study groups in self-efficacy and academic achievement, in favor of the experimental group. Active learning strategies in different subjects and for different study levels (Dos Santos, 2019).

As for study Al Fahid which aimed at Knowing the reality of the use of blended education in teaching natural sciences at the secondary level from the point of view of science supervisors and teachers in Qassim region, and knowing the degree of availability of physical equipment to assist in its application, and the obstacles to its use in teaching.; And may be study used The descriptive approach, and the study sample consisted of (200) Supervisor and teacher, and the questionnaire was used as a tool for data collection, and the study reached several results, including: The high degree of approval of the sample members (supervisors and teachers) regarding the importance of using programmed education in teaching science at the secondary level, while the approval of the sample members was moderate in the degree of its use. with teachers and low with supervisors.

Ozer (2020) also doing the research about the effect of active learning on vocational school especially on achievement and attitude. The research state that the active learning techniques were more effective because there was a significant different between the control and the experimental group. As it came which aimed at know the effectiveness of using some active learning strategies in science teaching life on achievement among eleventh grade female students and the development of attitude towards neighborhoods in some governorates of Gaza, the study used the quasi-experimental approach, and in light of the results, the researcher recommended the importance of using active learning strategies in teaching at different educational levels, with attention to the different achievement levels of students (Mekonnen, 2020).

Based on the previous studies, the role of modern teaching strategies becomes clear at Provide students with many aspects of learning at the different study subjects, in addition to this, the need for active learning that emphasizes the effectiveness of the learner has appeared constantly, through:

1. Positive educated and more their motivation at Places with a high student density.
2. The learner is usually keen to understand the overall meaning of the topic.
3. Allocate enough time for the learner to think about what he is learning and the importance of what he is learning.
4. The learner tries to relate new ideas to life situations that may be applicable to them.
5. The learner connects each new topic studied with the previous topics.

6. The learner attempts to link ideas in one subject with corresponding ideas in other subjects.
7. Developing skills related to thinking, research and communication skills among learners.

Acquisition of life skills that enable learners to deal with the requirements of life.

## **METHODS**

The study used the descriptive analytical method. Which is based on the study of phenomena or scientific problems by describing in a scientific way, and then arriving at logical explanations that have evidence and proofs that give the researcher the ability to develop specific frameworks for the problem, and this is used in determining the results of the research.

The study population consisted of all the teachers entrusted with teaching the subject of vocational education in public schools, and their number was 3254. As for the study sample, it consisted of 800 male and female teachers who were chosen randomly, where an electronic questionnaire was distributed to them through various means of communication such as Facebook and WhatsApp. It was completed prepare a survey The reality of using modern learning strategies in teaching vocational education in the basic stage from the point of view of vocational education teachers in Jordan this is done by referring to a group of previous relevant studies as a [Tan et.al \(2020\)](#); Where the scale, in its initial form, consists of (37) items that measure the reality of using modern strategies in the educational process.

### **1. Scale validity:**

To check the accuracy of the scale, it was shown on a group of arbitrators at area curricula and methods of teaching vocational education, professional education supervisors, and vocational education teachers, totaling (10) arbitrators, this is to express their opinion on the appropriateness of the scale for what is to be measured and the appropriateness of the paragraphs to the scale as a whole, or any point of view that may help in developing the scale such as deleting, adding or modifying some of the paragraphs the scale; Where the opinion of the arbitrators was taken, some paragraphs were modified and others were deleted, so that the scale in its final form consists of (25) paragraphs.

### **2. Scale stability:**

To check the stability of the scale Done Hon a random sample from the same study community, but from outside its sample (40) as a parameter, and then the agreement percentage was calculated according to the application of the equation (Cooper) and by applying this equation, the percentage of agreement (87%) which is a ratio Good and suitable for the purposes of applying the study on the ground.

## **RESULTS AND DISCUSSION**

After done Implementation of and the application of the study tools to the study sample, the control group and the experimental group. The program of statistical treatments was used (SPSS 21) to analyze, extract, present and interpret the results of the study according to the hypotheses of the study previously identified, where the results came as follows: -The results of the first hypothesis which states: "There are no significant differences on the self-efficacy scale between the average performance of the experimental

group that was exposed to the use of the modern learning strategy, and the average performance of the control group in the post-test".

It turns out that there is a statistically significant difference between the mean scores of the experimental group and the scores of the control group at The post application was in favor of the experimental group who learned using modern learning strategies, where the average scores of the experimental group were (12.1245) skewed standard amount (12.1548) (While the mean score of the control group was 90.3644) skew nor motivates amount (13.9875) By calculating the value of "t" (12.854) We find that the level of significance has reached (0.05), which proves the validity of the first hypothesis. This may be due to the fact that the use of modern learning strategies (question, think-pair-share, brainstorming) and their diversity have a great impact at Developing students' thinking skills, and carrying out many educational activities that develop their many abilities and personal, mental and performance skills that make a subject vocational education A lively and practical material that the traditional method lacks.

The results of the second hypothesis which states: "There are no significant differences in the academic achievement in the computer subject between the average performance of the experimental group exposed to the modern learning strategy and the average performance of the control group in the post-test". it turns out There is a statistically significant difference between the mean scores of the experimental group and the scores of the control group at Post application of the trend scale for the benefit of the experimental group who learned using modern learning strategies. Where the average scores of the experimental group were (12.8547) skew nor motivates amount (12.8547) (While the mean score of the control group was 13.9654) skew nor motivates amount (14.2587) By calculating the value of "t" (10.965-) We find that the level of significance has reached (0.05), which proves the validity of the second hypothesis.

## **Discussion**

The high level of significance may be due to the fact that the use of modern learning strategies (questioning, think-pair-share, brainstorming) and their diversity have a great impact at Development of the trend towards study and teaching vocational education students, because it involves students doing many activities that make a subject matter vocational education Living and practical matter contribute at Develop students' attitude and liking at Study the subject and its teaching methods. It is also the method of the teacher in teaching the subjects and on his way to achieve the desired educational goals, it is also the means, tools and procedures that he uses to help him in his task, it is also the general atmosphere inside the classroom that helps to reach - in an orderly and sequential manner - acceptable educational outcomes in light of the available possibilities, it is All of the above, but in short, it is the advance planning and plan that the teacher follows to achieve an educational goal (Hanushek, 2017).

## **CONCLUSION**

Through the results of the study that tried to check out Reality of use active learning strategies I have professional education teachers in Jordan, where the results of the study demonstrated the effectiveness of using some modern learning strategies (questioning, think-pair-share, brainstorming) at Improving thinking skills. This is due to the diversity of strategies that involve students in many active and dynamic practices and serious interaction at educational attitudes by students, which contributes at Develop teaching methods and develop a positive attitude towards education.

Through the results of the study, the researcher recommend to managing the material and moral capabilities that help students and teachers to successfully implement active learning strategies at study material vocational education, training students teachers in the field vocational education In university college son modern teaching strategies, providing in-service teaching models for teachers based on modern teaching strategies, presenting a model of how to implement some modern teaching strategies for teachers and students to benefit from, it is necessary to pay attention to the awareness of students, teachers and those responsible for the subject vocational education The importance of using modern teaching strategies, the need to develop curricula vocational education To keep up with what's going on at world and the need to focus on active attitudes and use active learning strategies that contribute to at Develop students' personal, mental and practical skills related to thinking, and holding meetings with supervisors and teachers professional education subject To guide their opinions at Ways to apply and improve modern teaching strategies for stage teachers the basic.

### **AUTHOR'S NOTE**

Thank you for the opportunity to publish this article in this journal. The writer would state that the article is free from plagiarism and there is no publishing conflict that relate to this article.

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