



OBSTACLES IN IMPLEMENTING INNOVATIVE LEARNING METHODS AT SDN 8 SUBULUSSALAM

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ABSTRACT

Education is the main foundation for a country's development, and to improve the quality of education, the use of innovative learning methods is a must. However, obstacles arise in its implementation, including limited supporting infrastructure, limited skills and knowledge of teaching staff, and limited availability of learning resources. The main obstacles involve limited infrastructure, training needs for teaching staff, availability of learning resources that support innovation, resistance from stakeholders, and unique local cultural contexts. This research aims to describe the obstacles in implementing innovative learning methods at SDN 8 Subulussalam. This research uses a qualitative approach, descriptive research type. Based on the research results, it can be concluded that SDN 8 Subulussalam faces significant challenges in implementing innovative learning methods. These obstacles include limited infrastructure, limited skills and knowledge of teaching staff, as well as limited availability of learning resources. Efforts to overcome these limitations involve improving facilities with support from related parties and effective budget management strategies. Empowering teachers is a priority, by providing regular training and coaching.

Keywords: *Constraints, Learning Methods*

INTRODUCTION

Education is the main pillar in a country's development, and efforts to improve the quality of education cannot be separated from the use of innovative learning methods (Suryanda et al., 2020). SDN 8 Subulussalam as a basic education institution is faced with demands to implement learning methods that are more dynamic and responsive to current developments. However, in the course of its implementation, a number of obstacles often arise that hinder the successful implementation of innovative learning methods in this school. In this introduction, we will discuss these obstacles in detail, providing an in-depth understanding of the problems faced by SDN 8 Subulussalam in adopting innovative learning methods.

One of the main obstacles faced by SDN 8 Subulussalam is the limited supporting infrastructure. Although innovative learning methods require adequate access to technology, these schools often experience limitations in terms of facilities such as computers, projectors and internet access. This obstacle can hinder the implementation of interactive and technology-based learning, which should be able to increase students' absorption of learning material.

Apart from that, the limited skills and knowledge of teaching staff is also a serious obstacle in implementing innovative learning methods at SDN 8 Subulussalam. Traditional teaching styles that have been ingrained in teachers' mindsets can become an obstacle to adapting to more modern learning methods (M. Pendidikan et al., 2023). Regular training and coaching is needed so that teachers can understand, master and confidently apply innovative learning methods in the classroom (Sekolah, 2021).

No less important, the availability of learning resources that support innovation is another obstacle faced by SDN 8 Subulussalam. Textbooks, teaching materials and learning tools that are up-to-date and relevant to developments in science and technology are needed to provide innovative learning (Prahani et al., 2016). However, limited funding and accessibility to up-to-date learning resources often limit the choice of learning methods that can be implemented in this school (F. I. Pendidikan & Medan, 2018).

Furthermore, obstacles in the form of resistance or disagreement from several stakeholders, such as students' parents, can also be an obstacle to change in the educational environment. Some parents may have traditional views when it comes to education and feel uncomfortable with the shift towards innovative learning methods. This can create disharmony between school expectations and parent expectations, which can ultimately affect the effectiveness of implementing innovative learning methods.

Apart from that, the unique local and cultural context at SDN 8 Subulussalam also provides its own challenges. Some innovative learning methods may not be compatible with local values or cannot be easily adapted to the community's cultural context (Rachmawati & Lestarinigrum, n.d.).

Therefore, it is important to consider these factors in designing and implementing innovative learning methods in schools.

In order to overcome these various obstacles, it is necessary to carry out in-depth analysis and measurable strategies. A holistic and collaborative approach between all stakeholders, including schools, teachers, parents and local government, is the key to bringing positive change to the world of education at SDN 8 Subulussalam. By realizing these obstacles and working together to find solutions, it is hoped that the implementation of innovative learning methods can be successful and have a significant positive impact on the development of education in this school.

METHODS

This research uses a qualitative approach. Albi Anggito (2018:42), said "Qualitative research is collecting data in a natural setting with the aim of assessing the phenomena that occur". Based on the opinion above, it can be interpreted that qualitative is a research method carried out by collecting data from natural settings or natural contexts, with the aim of assessing or understanding the phenomena that occur. Qualitative approaches tend to be more in-depth, focus on interpretation, and apply more flexible research procedures to understand the context and meaning of observed phenomena.

The type of this research is descriptive. According to Salim (2019:49) "Descriptive research is research that attempts to describe a symptom, event, event that is happening now." Based on the opinion above, it can be interpreted that descriptive is a research method that aims to provide a description or description of a symptom, event or incident that is occurring at the moment. This research focuses on collecting detailed and accurate data to provide a clear picture of the characteristics of the phenomenon being observed. The main goal of descriptive research is to provide a comprehensive understanding of a situation without resorting to experimental manipulation or influence.

RESULTS AND DISCUSSION

To find out the obstacles in implementing innovative learning methods at SDN 8 Subulussalam, researchers conducted interviews. The following are the results of the interview:

1. What are the main obstacles in implementing innovative learning methods at SDN 8 Subulussalam?

Answer:

The main obstacles in implementing innovative learning methods at SDN 8 Subulussalam include limited supporting infrastructure, limited skills and knowledge of teaching staff, and limited availability of learning resources.

2. How does SDN 8 Subulussalam overcome infrastructure limitations to support innovative learning?

Answer:

Schools are trying to improve infrastructure by seeking support from related parties, such as local government, non-profit organizations and the surrounding community. Fundraising programs and collaboration with external parties are the strategies adopted.

3. How are teachers at SDN 8 Subulussalam empowered to adopt innovative learning methods?

Answer:

Teachers receive regular training and coaching in the use of technology and innovative learning methods. Workshops, seminars, and online learning resources are part of professional development efforts.

4. How does SDN 8 Subulussalam overcome limited funds to obtain state-of-the-art learning resources?

Answer:

Schools implement effective budget management strategies, look for sponsors or donors, and collaborate with companies or other institutions to obtain financial support and learning materials.

5. How do parents respond to the change towards innovative learning methods at SDN 8 Subulussalam?

Answer:

Some parents respond positively, while others may have concerns. The school actively communicates with parents, provides an understanding of the benefits of innovative methods, and involves them in their children's educational process.

6. How does SDN 8 Subulussalam consider local cultural aspects in implementing innovative learning methods?

Answer:

The school integrates local and cultural values in curriculum design, ensuring that innovative learning methods can be adapted to the cultural context of the Subulussalam community.

7. Does SDN 8 Subulussalam face resistance from teaching staff towards the use of innovative learning methods?

Answer:

Yes, some teachers may be resistant to change. However, schools open communication channels, involve teachers in decision-making processes, and provide the necessary support to increase acceptance of innovation.

8. How does SDN 8 Subulussalam measure the effectiveness of the innovative learning methods that have been implemented?

Answer:

The school uses data-based evaluations, student feedback, and teacher performance assessments to measure the effectiveness of innovative learning methods. These results become the basis for improvements and adjustments.

9. What concrete efforts has the school made to increase parent participation in supporting innovative learning methods?

Answer:

SDN 8 Subulussalam holds regular meetings with parents, organizes training sessions for them, and creates an online communication platform to share information and get feedback.

10. How does SDN 8 Subulussalam plan to overcome the remaining obstacles in implementing innovative learning methods?

Answer:

The school plans to continue collaborating with external parties, increasing teacher capacity, and involving all stakeholders in the decision-making process to design sustainable strategies to overcome these obstacles.

In the interview results, it was revealed that SDN 8 Subulussalam faced several main obstacles in implementing innovative learning methods. First of all, the obstacles lie in the limited supporting infrastructure, limited skills and knowledge of teaching staff, as well as the limited availability of learning resources. To overcome infrastructure limitations, schools are making efforts to improve facilities by seeking support from related parties such as local government, non-profit organizations and the surrounding community. Fundraising programs and collaboration with external parties are the strategies adopted.

Empowering teachers is also a main focus, where they receive regular training and coaching in the use of technology and innovative learning methods. Workshops, seminars, and online learning resources are becoming an integral part of professional development efforts. Meanwhile, limited funds to obtain state-of-the-art learning resources are overcome through effective budget management strategies, searching for sponsors or donors, and collaboration with companies or other institutions.

Parents' responses to the change towards innovative learning methods are quite varied, with some responding positively, while others may have concerns. The school actively communicates with parents, provides an understanding of the benefits of innovative methods, and involves them in the educational process of their children. In the local cultural context, the school considers the cultural aspects of the Subulussalam community by integrating local values in curriculum design.

However, SDN 8 Subulussalam admits that there is resistance from some teaching staff towards the use of innovative learning methods. However, schools are taking concrete steps by opening communication channels, involving teachers in decision-making processes, and providing the necessary support to increase acceptance of innovation.

The effectiveness of the innovative learning methods that have been implemented is measured by schools through data-based evaluations, student feedback, and teacher performance assessments. These results form the basis for further improvements and adjustments. In an effort to increase parent participation, schools hold regular meetings, training sessions and create online communication platforms.

Finally, to overcome the remaining obstacles in implementing innovative learning methods, SDN 8 Subulussalam plans to continue collaborating with external parties, increasing teacher capacity, and involving all stakeholders in the decision-making process. With this sustainable approach, it is hoped that schools can face and overcome these obstacles to create a more innovative and effective learning environment.

CONCLUSION

Based on the research results, it can be concluded that SDN 8 Subulussalam faces significant challenges in implementing innovative learning methods. These obstacles include limited infrastructure, limited skills and knowledge of teaching staff, as well as limited availability of learning resources. Efforts to overcome these limitations involve improving facilities with support from related parties and effective budget management strategies. Empowering teachers is a priority, by providing regular training and coaching. Although there are variations in parents' responses to changes in learning methods, schools actively communicate and involve them in the children's education process, while considering local values in curriculum design. While resistance from some educators is acknowledged, concrete steps have been taken to increase acceptance of the innovation, including opening communication channels and providing necessary support. Data-based evaluation, student feedback, and teacher performance assessments are used to measure the effectiveness of innovative learning methods. With sustainable plans, such as collaboration with external parties, increasing teacher capacity, and involvement of all stakeholders, SDN 8 Subulussalam is trying to overcome these obstacles to create a more innovative and effective learning environment.

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