IMPLEMENTATION OF AN INNOVATIVE LEARNING MODEL IN ELEMENTARY SCHOOLS IN BANDA ACEH

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ABSTRACT

Starting from the assumption that the educator-centered approach has many weaknesses. Meanwhile, the student-centered approach, the teacher's role is to help students find facts, concepts, or principles for themselves. Therefore, to refer to learning efforts towards building creative, interactive, innovative, and inspiring student character in the learning process in the classroom, it is necessary to implement innovative-based learning models. It is time for teachers to implement student-centered learning models as one of the learning innovations that make students the center of education. Innovative learning models are expected that students can develop their potential and abilities for the development of society, nation and state.

Keywords: Learning model, Innovative, School.

INTRODUCTION

Learning and learning are interrelated concepts. Learning is a process of changing behavior due to interaction with the environment. The process of changing behavior is a conscious effort based on experience when interacting with the environment. Patterns of behavior that occur can be seen or observed in the form of actions, reactions and attitudes mentally and physically. Behavior that changes as a result of the learning process contains a broad meaning, including knowledge, understanding, attitudes, and so on. The changes that

occur have the following characteristics: (1) changes occur consciously, (2) changes in learning are continuous and functional, (3) are not temporary, (4) are positive and active, (5) have direction and purpose, and (6) covers all aspects of behavior change, namely knowledge, attitudes, and actions.

Student learning success is influenced by internal and external factors. Internal factors, namely conditions in the learning process that come from within oneself, resulting in changes in behavior. There are several things that include internal factors, namely: intelligence, talent (aptitude), skills (proficiencies), interests, motivation, physical condition, and mental. External factors, are conditions outside of individual students that affect their learning. The external factors include: the school environment, family and society (socio-economic conditions, socio-cultural and community conditions). In essence, learning is done by anyone, both children and adults. In fact, there is an obligation for adults or people who have prior competence to provide space, time, and conditions for the learning process to occur in children. In this case the learning process is expected to occur optimally for students through ways designed and facilitated by teachers at school. Thus, required learning activities prepared by the teacher.

Learning in simple terms can be interpreted as an effort to influence someone's emotional, intellectual, and spiritual so that they want to learn on their own. Through learning will occur in the process of developing religious morals, activities, and students' creativity through various interactions and learning experiences. Learning is different from teaching which in principle describes the activities of the teacher, while learning describes the activities of students. According to the results of S. Nasution's study, that until now there are three learning models that are often confused with the notion of teaching. First,Teaching is imparting knowledge to students, with the aim that this knowledge is mastered as well as possible by students. Teaching in the first type is considered successful if students master the knowledge transferred by the teacher as much as possible.Second, Teaching is conveying culture to students. This second definition is essentially the same as the first definition which emphasizes the teacher as an active party.Third,teaching is an activity of organizing or managing the environment as well as possible and connecting it with students so that the learning process occurs (Listiadi et al., 2017).

The definitions of the first and second models of teaching in most traditional societies are still widely used. The result is students who master a lot of subject matter, but they don't know how to use and develop it. They are like a baby who is given food or drink by his parents, but he does not know where the food and drink come from, how to make it, and how to get it. Meanwhile, the definition of teaching the third model is now starting to be widely used, especially in educational institutions in modern society. The result is students

who not only master the subject matter, but they know its origins, how to obtain and develop it. In a global era that requires the birth of graduates who are creative, innovative, dynamic and independent, it is the third teaching model that needs to be implemented. By applying the third theory, what happens is not only teaching those results in mastery of knowledge, but also learning that results in mastery of methods for developing knowledge, skills, personality, and so on. In this way, learning activities will occur automatically. (Tibahary, 2018).

METHODS

The method is an effort that can be carried out by researchers in disclosing data and seeking the truth of the problem under study, which is a matter of methods that can be used in research, according to Winarno Surahman stating that: "The way to find truth that is seen scientifically is through investigative methods". The use of the investigative method is intended to find valid, accurate, and significant data with the problem, so that it can be used to reveal the problem under study. According to Sutrisno Hadi that: "A research especially in empirical science generally aims to find, develop or test the truth of a knowledge". The research used in this study isdescriptiveandanalysiswith approachqualitative,research that is qualitative in nature aims to accurately describe the characteristics of an individual, condition, symptom, or certain group and or to determinefrequencyor the spread of a symptom in the school.

RESULTS AND DISCUSSION

- Basic Concepts of Learning Models

The model is defined as a conceptual framework that is used as a guide or reference in carrying out an activity. According to Good and Travers (Tibahary, 2018), a model is a real-world abstraction or representation of a complex event or system, in the form of a narrative, mathematical, graphic, or other symbol. It is also stated that a model can be used to imitate, show, explain, predict or introduce something. (Hartini & Yuliana, n.d.) Briggs defines the model as a set of sequential procedures to realize a process, such as a needs assessment, media selection, and evaluation. Defines a model as a representation of a process in graphical, and/or narrative form, by showing the main elements and their structure.

Referring to the two opinions above, interprets the learning model as a teaching plan that shows certain learning patterns, in this pattern you can see the activities of student teachers in creating learning conditions or environmental systems that cause learning to occur in students. In the intended learning pattern there are characteristics in the form of a series or stages

actions/activities of student teachers known as syntax. Implicitly behind the learning stages are other characteristics of a model and rationale that distinguishes one learning model from another.

- Characteristics of the Learning Model

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- Innovative Learning Models

Contextual Learning

Elaine B. Johnson defines the notion of contextual learning as follows: ContextualTeaching and Learning (CTL) or referred to in full asSistem Contextual Teaching and Learning (CTL) is an educational process that aims to help students see meaning in the academic material they study by relating academic subjects to contexts in their daily lives, that is, to the context of their personal, social, and cultural circumstances. Next comes from the US Department of Educationas one of the organizers of this contextual-based education. According toUS Departement of Education Office of Vocational and Adult Education and the National School to Work Office, defines Contextual Teaching and Learning (CTL) as follows:Contextual Teaching and Learning is a teaching and learning concept that helps teachers relate larning materials to students' real-world situations, and encourages students form a relationship between the knowledge they have and its application in their real life everyday. Student knowledge and skills are obtained from students' efforts to construct their own new knowledge and skills when studying.

Contextual learning(constextual teaching and learning-CTL) according to Nurhadi is a learning concept that encourages teachers to make connections between the material being taught and students' real-world situations. And also encourage students to make connections between the knowledge they have and its application in their own lives. Student knowledge and skills are obtained from students' efforts to construct their own knowledge and skills new skills when he learns whereas according to Johnson CTL is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with contexts in their daily lives, namely with the context of personal circumstances their social, and cultural (Saputri & Rigianti, 2022).

Cooperative Learning

Cooperative learning is a teaching that involves students to work in groups to set common goals. States that cooperative learning is a learning strategy by placing students in small groups with different abilities. Agree with this statement (Husni et al., n.d.) suggests that the cooperative learning model

focuses activities in class on students by grouping students to work together in the learning process . Furthermore, cooperative learning is a regular group learning activity so that learning depends on the social structure of exchanging information between members in a group and each member is responsible for his group and himself and is motivated to improve other learners.

Cooperative learning is a teaching and learning strategy that uses small groups of students by providing opportunities to interact with each other in the learning process. (Husni et al., n.d.) From the above understanding it can be concluded that cooperative learning is a learning method by group students into small groups to work together in solving problems. The ability of students in each group is heterogeneous. In cooperative learning students are not only learning objects but are learning objects because they can be maximally creative in the learning process. This happens because cooperative learning is an alternative method of approaching problems, being able to do big assignments, improving communication and social skills, and gaining self-confidence.

Quantum Learning Teaching

Quantum Teacing is the science and methodology used in the design, presentation, and facilitation of the Super-camp created based on educational theories such asEccelerated Learning (Luzanov), Multiple Intelligence (Gardner), Neuro Linguistic Programming (Over there than Bandler), Experiental Learning (Hahn), Socratic Inquiry, Caoperative Learning (Johnson and Johnson), dan Elemen of Effective Intruction (Hunter). Quantum Teaching Assembling the best of the best into a multisensory, multi-smart, brain-compatible package that will ultimately boost teachers' abilities to inspire and students' abilities to achieve. As a learning approach that is fresh, flowing, practical and easy to apply. Quantum learning includes specific instructions for creating an effective learning environment, designing curriculum, delivering content, and facilitating the learning process (Hastuti, 2020). The Quantum Method is changing the various interactions that exist in and around learning moments by removing barriers that hinder natural learning processes by deliberately using music, coloring the surroundings, compiling appropriate teaching materials, effective ways of learning, and active involvement of students and Teacher.

CONCLUSION

The learning model is a plan or a pattern that is used as a guide in planning classroom learning or learning in tutorials and for determining learning tools including books, films, computers, curricula and others. Before determining the learning model to be used in learning activities, there are several things that the teacher must consider in choosing it, namely: 1) Consideration of the goals to

be achieved. 2) Consideration of the goals to be achieved. 3) Consideration from the point of view of students or students. 4) Other non-technical considerations.

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