

## **INNOVATIVE LEARNING PATTERNS TO IMPROVE THE QUALITY OF EDUCATION IN CLASS I AT STATE ELEMENTARY SCHOOL 24 BANDA ACEH**

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### **ABSTRACT**

The implementation of innovative learning patterns in Elementary School 24 Banda Aceh is an effort to improve the quality of basic education through Project-Based Learning (PBL) and Game-Based Learning methods. This study uses a descriptive qualitative approach with data collection techniques through classroom observations and in-depth interviews with teachers. The results of the study indicate that this innovative method has succeeded in increasing student engagement and motivation by making learning more interactive and fun. PBL allows students to engage in real projects, improving critical thinking skills and communication skills, while Game-Based Learning facilitates conceptual understanding through game activities. Although challenges such as activity design and technological limitations were faced, the positive impact on students' understanding of the material and social skills was evident. Support from the school and parents played an important role in the success of the implementation, and plans for evaluation and development of learning methods showed a commitment to continuously improving the quality of education. This study concludes that innovation in learning can provide significant benefits for students and be a model for other schools.

***Keywords:*** *Innovative Learning, Quality Education, Elementary School*

### **INTRODUCTION**

Primary education is a crucial phase in a child's life, where they not only acquire basic knowledge but also build a foundation of social, emotional, and cognitive skills that they will carry throughout their lives. In Indonesia, as in many other countries, primary education is faced with major challenges,

including gaps in the quality of education, lack of resources, and the need to develop 21st century skills among students. In this context, Sekolah Dasar Negeri 24 Banda Aceh has taken a progressive step by implementing various innovative learning patterns aimed at improving the quality of education and adapting to the demands of the times. Innovation in education is often identified as a way to improve student learning outcomes, increase engagement, and prepare students for life beyond the school environment (Lestari & Kurnia, 2023). One of the approaches implemented by State Elementary School 24 Banda Aceh is Project-Based Learning (PBL). PBL is a student-centered teaching method, where students learn by actively engaging in real projects designed to answer specific questions or challenges (Tanggulungan & Sihotang, 2023). This method not only focuses on the end result, but also on the learning process itself, which involves research, teamwork, and reflection (Jurnal et al., 2024). For example, in a project themed “Getting to Know the Environment Around the School,” students are asked to observe, collect data, and present their findings about the environment around the school. This project not only introduces students to basic concepts of geography and ecology but also teaches important skills such as data collection, analysis, and presentation. In addition, PBL helps develop students’ social and emotional skills, such as cooperation, communication, and empathy, as they work in groups to achieve a common goal (Ledia & Bustam, 2023).

In addition to PBL, State Elementary School 24 Banda Aceh also uses Game-Based Learning, which utilizes game elements to increase student motivation and engagement. Game-Based Learning has been proven effective in various educational contexts because of its ability to make learning more fun and interesting (Hasriadi, 2022). In this context, educational games are used to teach math, language, and science concepts to grade I students. For example, through games involving calculations or solving puzzles, students can learn basic math concepts in a more practical and interactive way. Technology also plays an important role in learning innovation at Sekolah Dasar Negeri 24 Banda Aceh. The use of tablets, computers, and other digital aids has been integrated into the daily learning process. Technology allows access to a wider range of educational resources, such as educational videos, e-books, and interactive simulations, which can enrich students' learning experiences (Santika et al., 2023). Furthermore, technology facilitates personalized learning, where students can learn at their own pace and learning style. Teachers can also leverage technology to monitor student progress, provide faster feedback, and adjust teaching strategies based on individual student needs (Khawani et al., 2023). However, the implementation of this innovative learning pattern is not without challenges. One of the main challenges is the readiness of teachers to adopt and implement new methods. Teaching with PBL, Game-Based Learning, or technology requires skills and knowledge that may not be possessed by all teachers. Therefore, training and

professional development are very important. Sekolah Dasar Negeri 24 Banda Aceh has made efforts to provide the necessary training for its teachers, including workshops, seminars, and mentoring, to ensure that they have the necessary competencies to support this learning pattern.

Limited resources are also a significant challenge, especially in terms of access to technology. Although the school has made efforts to provide digital devices, not all students have equal access, both at school and at home. This can create gaps in learning opportunities and affect the effectiveness of personalized learning. To address this, Elementary School 24 Banda Aceh collaborates with external parties, including the government, private sector, and community, to obtain support in the form of device donations, internet access, and other learning resources. In addition, evaluation and assessment in the context of innovative learning patterns also require a different approach.

Traditional assessments that focus on written exams may not fully reflect student achievement in project-based or game-based learning. Therefore, a more comprehensive assessment tool is needed, covering various aspects of student skills, including critical thinking skills, creativity, teamwork, and problem-solving skills. Teachers at Elementary School 24 Banda Aceh have begun to develop a more holistic and performance-based assessment rubric to measure student success in various projects and learning activities. In the future, Sekolah Dasar Negeri 24 Banda Aceh hopes to continue developing and expanding this innovative approach, not only in grade I but throughout the elementary education level. The school plans to introduce more interdisciplinary projects that integrate various subjects, such as science, arts, and technology, to provide a richer and more holistic learning experience for students. In addition, the school also seeks to strengthen cooperation with parents and the community, promoting a collaborative and supportive learning culture outside the school environment.

The success of Elementary School 24 Banda Aceh in implementing this innovative learning pattern can be a model for other schools that want to do the same. By sharing best practices and experiences, schools can learn from each other and improve their methods, improving the overall quality of education. In addition, support from the government and other stakeholders is essential to create policies and provide resources that support innovation in education. Through joint efforts, it is hoped that the education system can be more responsive to the needs of the times and be able to provide quality education for all students. By adopting a more innovative and responsive learning approach, Elementary School 24 Banda Aceh shows that positive change in education is possible and can have a significant impact. Students who learn in a supportive and challenging environment tend to be more motivated, more engaged, and better prepared to face future challenges. Therefore, innovation in learning patterns is not only important for the present but also an important investment in the future of children and society as a whole.

## **RESEARCH METHODS**

This research method uses a descriptive qualitative approach to understand the implementation of innovative learning patterns at Elementary School 24 Banda Aceh. The study was conducted with a descriptive design that aims to describe existing phenomena without manipulating variables. The location of the study was at Elementary School 24 Banda Aceh, and the research participants consisted of teachers and grade 1 students. Data were collected through two main techniques: classroom observation and in-depth interviews.

Classroom observations were conducted to directly observe the implementation of innovative learning patterns. Researchers recorded learning activities, methods used by teachers, and student responses to the learning approach. In-depth interviews were conducted only with teachers, aiming to gain insight into their experiences in implementing innovative learning patterns, teaching strategies used, and the challenges and successes they experienced during the learning process. These interviews provide an in-depth view of how teachers design and implement learning and how they assess the effectiveness of the methods used.

## **RESULTS AND DISCUSSION**

The results of interviews with teachers regarding the implementation of innovative learning patterns at Elementary School 24 Banda Aceh provide in-depth insights into the implementation process, challenges faced, and impacts on students' learning experiences. The information gathered through these interviews can form a comprehensive understanding of the effectiveness of innovative learning methods and how these methods function in the context of elementary schools.

Teachers explained that the main reason for implementing innovative learning patterns is to increase student engagement in the learning process. In this modern era, education often faces the challenge of making learning materials relevant and interesting to students. Traditional learning methods, which often focus on lectures and exam-based assessments, can be monotonous and less interesting for students, especially for early-age students who require an active and interactive learning approach. By adopting innovative learning patterns, teachers aim to create a more dynamic and stimulating learning environment, which can increase student interest and motivation. Innovative methods, such as Project-Based Learning and Game-Based Learning, are expected to address the issue of engagement by making learning more interesting and relevant.

In the interviews, teachers identified several innovative learning methods that were implemented in the classroom. One of the main methods is Project Based Learning. This method involves students in real-life projects

that require research, planning, and presentation of work. Project Based Learning aims to provide students with practical experience in solving problems and applying the knowledge they have learned in real-world contexts. Teachers reported that students showed high enthusiasm for these projects, feeling more engaged and motivated because they saw tangible results from their efforts. Another method is Game Based Learning, which uses game elements to make the learning process more interesting. This approach takes advantage of students' natural playfulness and combines it with educational activities. By using games, teachers can create fun learning experiences and encourage students to actively participate. Teachers reported that students enjoyed learning activities that involved games more than lecture methods, and that it helped them to work in groups, improve social skills, and understand the material in a more enjoyable way.

Although the benefits of innovative learning methods are clear, teachers face some significant challenges in implementing them. One major challenge is the need to design activities that are appropriate for each lesson topic. Designing effective projects and games requires creativity and extra time from teachers, as well as a deep understanding of the subject matter and how best to teach it through innovative methods. Teachers must ensure that each activity designed meets the learning objectives and is relevant to the material being taught. In addition, limited technological facilities in schools are also a constraint. Innovative learning methods often require the use of technology, such as computers or digital devices, which are not always available or adequate in schools. When technology cannot be used effectively, teachers must find alternatives that can ensure that all students can still participate and benefit from the learning methods being implemented. Limited access to technology can create inequities in the learning experience, where some students may not benefit equally from the methods used.

Teachers observed improvements in students' conceptual understanding and critical thinking skills after implementing innovative learning methods. Although test scores did not always show immediate improvements, teachers noted that students showed better ability to relate concepts learned to real-life situations. This indicated that students not only understood the material theoretically but were also able to apply their knowledge in a broader context. In addition, students became more confident in asking questions and engaging in class discussions. This engagement suggests that innovative learning methods can increase students' self-confidence and their ability to communicate effectively. Critical thinking skills and the ability to communicate well are important indicators of students' academic success and personal development, so improvements in these areas are positive indications of the effectiveness of the learning methods implemented.

School support is critical to the implementation of innovative learning methods. Teachers reported that schools provide support in the form of

training and guidance needed to implement new learning methods. This support helps teachers design and implement more effective learning, and provides the resources and assistance needed to overcome challenges. However, support from parents varies. Some parents are very supportive and try to understand the new learning approaches being implemented in the classroom. They see the value of innovative methods and support teachers' efforts to create a more engaging and effective learning environment. Conversely, some parents are more accustomed to traditional learning methods and may be skeptical about the effectiveness of new methods. Parental involvement and support are important factors in the successful implementation of innovative learning methods, as they play a role in supporting learning at home and collaborating with the school.

Teachers plan to continuously evaluate and improve the learning methods that have been implemented based on feedback from students and personal observations. Continuous evaluation allows teachers to assess the effectiveness of the methods used and make necessary adjustments to improve learning outcomes. Plans to expand the use of technology in learning are also part of efforts to improve the quality of learning. Although the use of technology depends on the availability of resources, teachers strive to make the best use of technology to support the learning process. In addition, teachers plan to deepen their understanding of other innovative approaches and find ways to integrate them into the curriculum. These efforts reflect a commitment to continuously improve and develop learning methods, so that they can meet the evolving needs of students. Adopting different innovative approaches and integrating them into the curriculum can help create a more dynamic learning environment that is responsive to changes in the world of education.

Overall, the interview results show that the implementation of innovative learning patterns at SD Negeri 24 Banda Aceh has had a positive impact on student engagement and academic achievement. Despite the challenges faced, such as designing appropriate activities and limited technological facilities, innovative learning methods have the potential to improve the quality of education by creating more engaging and effective learning experiences. Support from the school and parents and ongoing efforts to evaluate and improve learning methods are key factors in ensuring the success of implementation and its impact on student learning.

## **CONCLUSION**

Based on the results of the research conducted, it can be concluded that the implementation of innovative learning patterns at State Elementary School 24 Banda Aceh has been proven to increase student engagement and motivation through methods such as Project-Based Learning and Game-Based Learning. Although teachers face challenges in designing appropriate

activities and limited technological facilities, the positive impact on students' understanding of concepts, critical thinking skills, and self-confidence is very visible. Support from the school and parents, although varied, plays an important role in the success of the implementation. An ongoing plan for the evaluation and development of learning methods shows a commitment to continuously improving the quality of education, ensuring that these innovative methods can provide maximum benefits for students.

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