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Learning Practices in Improving Teaching Quality at Elementary Schools in Enok District

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Article Info

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ABSTRACT

This study aims to analyze the implementation of innovative learning practices in improving teachers' teaching quality at elementary schools in Enok District. The study employed a qualitative approach using a case study method, involving teachers, school principals, and students as informants. Data collection techniques included semi-structured interviews, classroom observations, and documentation related to the Education Report and learning reports. Data were analyzed using the Miles and Huberman model through data reduction, categorization, and triangulation. The findings indicate that the implementation of innovative learning practices, including project-based learning, group discussions, problem-based learning, and the use of interactive technologies such as Google Classroom and Quizizz, significantly improved student engagement, understanding of learning materials, and the quality of learning outcomes. The success of these innovations was supported by the role of school principals in providing facilities, training, and motivation, although challenges remained in the form of limited time and facilities, as well as differences in teachers' ability to adapt to technology. The strategies implemented by teachers were adjusted to students' needs and characteristics and involved evaluation through observations, assignments, and quizzes. Overall, innovative learning practices created more engaging, interactive, and student-centered learning experiences, thereby positively contributing to the quality of learning and students' academic achievement.

Informasi Artikel

Kata Kunci:

Inovasi pembelajaran; Kualitas mengajar; Teknologi pendidikan

ABSTRAK

Penelitian ini bertujuan untuk menganalisis penerapan praktik inovasi pembelajaran dalam meningkatkan kualitas mengajar guru di SDN Kecamatan Enok. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus, melibatkan guru, kepala sekolah, dan siswa sebagai informan. Teknik pengumpulan data meliputi wawancara semi-terstruktur, observasi kelas, dan dokumentasi terkait Rapor Pendidikan serta laporan pembelajaran. Analisis data dilakukan menggunakan model Miles dan Huberman, melalui reduksi, pengelompokan, dan triangulasi data. Hasil penelitian menunjukkan bahwa penerapan inovasi pembelajaran, termasuk pembelajaran berbasis proyek, diskusi kelompok, pembelajaran berbasis masalah, dan penggunaan teknologi interaktif seperti Google Classroom dan Quizizz, secara signifikan meningkatkan keterlibatan siswa, pemahaman materi, dan kualitas hasil belajar. Keberhasilan inovasi ini didukung oleh peran kepala sekolah dalam menyediakan fasilitas, pelatihan, dan motivasi, meskipun masih terdapat tantangan berupa keterbatasan waktu, fasilitas, dan perbedaan kemampuan adaptasi guru terhadap teknologi. Strategi yang diterapkan guru menyesuaikan dengan kebutuhan dan karakteristik siswa, serta melibatkan evaluasi melalui observasi, tugas, dan kuis. Secara keseluruhan, inovasi pembelajaran menciptakan pengalaman belajar yang lebih menarik, interaktif, dan berpusat pada siswa, sehingga memberikan dampak positif terhadap kualitas pembelajaran dan hasil akademik.

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1. Introduction

Improving teachers' teaching quality is an essential component of providing quality education and has a strong legal foundation. Law Number 20 of 2003 concerning the National Education System emphasizes that the function of national education is to develop individuals' abilities and shape the character and civilization of the nation with dignity. In addition, Law Number 14 of 2005 concerning Teachers and Lecturers positions teachers as professional educators whose responsibilities include educating, teaching, guiding, directing, training, assessing, and evaluating students. These provisions demonstrate that improving teaching quality is not merely a technical need within schools but is also part of the mandate of national regulations that must be implemented in everyday educational practices.

Teaching quality is one of the main factors determining the quality of learning in schools. Teaching quality is not merely understood as teachers' ability to deliver learning materials but also includes their ability to plan instruction, select appropriate strategies and methods, use instructional media effectively, manage classrooms, establish active learning interactions, and evaluate students' learning outcomes. In the context of primary education, high-quality teachers play a significant role in creating learning processes that are well-directed, active, and meaningful for students. Teachers' teaching quality is an important effort in maintaining and improving school quality, while educational quality is strongly influenced by teachers, the teaching and learning process, and the learning system implemented in schools [1] [2] .

However, in practice, the quality of teachers' teaching practices continues to face various challenges. Based on the Education Report, the achievement of learning practice indicators in several schools in Enok District remains suboptimal. Several important indicators of learning quality, such as learning about learning, reflection on teaching practices, and the implementation of innovative practices, are still categorized as moderate. This condition indicates that efforts to strengthen learning quality need to be improved, particularly by encouraging teachers to develop their learning competencies more actively, conduct reflection more consistently, and implement broader innovations in learning.

Achievement data from the Education Report show that the indicator of learning about learning obtained a score of 55.16, categorized as moderate, indicating that teachers' activities to improve their learning competencies remain suboptimal. Furthermore, the indicator of reflection on teaching practices obtained a score of 65.46, also categorized as moderate, indicating that learning reflection has been conducted but has not yet been implemented systematically and continuously. Meanwhile, the indicator of innovative practice implementation obtained a score of 64.33, categorized as moderate, indicating that the implementation of learning innovations by teachers remains limited. These data demonstrate that although efforts have been made to improve learning quality, their implementation still requires greater attention in order to produce a tangible impact on the quality of learning in schools.

This phenomenon is important to investigate more deeply, particularly at the primary school level, because teachers' teaching quality at this level has a significant influence on the development of students' foundational knowledge, skills, and attitudes. SDN 023 Suhada, as one of the primary educational institutions, also faces the demand to continuously improve teaching quality through innovative, reflective, and student-oriented learning practices.

In this regard, innovative learning practices are important to investigate because they can provide an overview of how teachers develop more effective ways of teaching as part of efforts to improve learning quality. Theoretically, learning innovation is understood as teachers' efforts to introduce improvements or new approaches in learning strategies, methods, media, or instructional designs so that the learning process becomes more effective and engaging. Educational innovation needs to be developed through strategies that encourage more active learning and are aligned with students' needs [3].

Several previous studies have demonstrated a close relationship between innovative learning practices and improvements in teaching quality and learning quality at the primary school level. Learning innovation plays an important role in improving the quality of primary education through the use of strategies, methods, and approaches that are more appropriate to students' needs [4]. Innovative learning practices implemented by teacher leaders in primary schools can promote learning that is more active, creative, and responsive to students' needs [5]. Pedagogical innovation and curriculum adaptation can strengthen digital literacy and support more contextual and sustainable learning [6]. Innovative pedagogical practices can move beyond traditional teaching patterns by providing learning that is more participatory, flexible, and meaningful [7]. Therefore, this study reinforces the view that learning innovation is one strategic means of improving teachers' teaching quality.

Based on the research focus, the objectives of this study are to analyze the implementation of innovative learning practices in improving teachers' teaching quality at elementary schools in Enok District, identify the factors influencing these innovative learning practices, and formulate the strategies employed by teachers in implementing learning innovations to improve teaching quality at elementary schools in Enok District.

2. Research Method

This study employed a qualitative approach aimed at obtaining an in-depth understanding of the implementation of innovative learning practices in improving teachers' teaching quality at elementary schools in Enok District. A qualitative approach was selected because the study focused on exploring perspectives, experiences, and conditions in the field, including not only teachers' perspectives but also those of students and school principals regarding innovation in learning.

The type of research employed in this study was a case study. This case study enabled the researchers to explore more deeply the implementation of learning innovations carried out by teachers at SDN 023 Suhada, located in Enok District. Through the case study approach, the researchers were able to examine the challenges, influencing factors, and strategies implemented by teachers to improve teaching

quality through learning innovations in this educational setting.

The subjects of this study were teachers at SDN 023 Suhada who taught various subjects. These teachers were selected to gain a deeper understanding of how they implemented innovations in learning and the challenges they encountered in implementing such innovations. In addition, the school principal and several students were also involved as research subjects to obtain a more comprehensive perspective on the impact of learning innovations on teaching quality and students' learning outcomes.

The data in this study were obtained from two types of sources. Primary data were collected through in-depth interviews with teachers, the school principal, and students. These interviews aimed to explore their perceptions of learning innovations, the challenges they encountered, and the influence of innovation on teaching and learning quality at the school. Secondary data were obtained from relevant documents, including the Education Report, the curriculum used, and learning reports related to the implementation of learning innovations at elementary schools in Enok District.

The data collection techniques used in this study included interviews, observations, and documentation. Interviews were conducted using a semi-structured format, which enabled the researchers to obtain in-depth information while maintaining flexibility in responding to new information that emerged during the interviews. Observations were conducted directly during classroom learning activities to examine how teachers implemented innovations in the teaching and learning process. Meanwhile, documentation, including the Education Report, learning reports, and curriculum documents used by teachers, provided a clearer picture of the implementation of learning innovations.

The data obtained from interviews, observations, and documentation were analyzed using qualitative data analysis techniques based on the Miles and Huberman model [8]. The first step in data analysis was data reduction, which involved selecting and filtering relevant information from interview transcripts, observation results, and available documents. Data reduction aimed to focus attention on the most important information relevant to the research objectives while eliminating unrelated information.

After data reduction, the next step was to categorize the data into relevant categories, such as challenges faced by teachers, innovation strategies implemented, and the impact of innovation implementation on teaching quality. Data categorization enabled the researchers to identify emerging patterns and themes, facilitating further analysis. The categorized data were then presented in narrative form to describe the research process and findings in detail and clearly.

Finally, conclusions were drawn to answer the research questions formulated in the study. Conclusion drawing applied the principle of data triangulation, in which the researchers compared findings obtained from various data sources to ensure the consistency and validity of the information. Triangulation was essential to ensure that the findings were trustworthy and provided a comprehensive picture of the phenomenon under investigation.

To ensure the reliability and validity of the data, this study also involved peer review, in which the results of data analysis were discussed with peers or experts in relevant fields to obtain feedback and strengthen the findings. In addition, source triangulation was conducted by comparing data obtained from interviews, observations, and documentation to confirm the research findings.

This study adhered to research ethics principles. The researchers obtained prior permission from relevant parties, including the school principal and teachers, before collecting data. The researchers also maintained the confidentiality of information provided by respondents and presented the research findings objectively and honestly without causing harm to any party.

3. Results and Discussion

Result

3.1 Implementation of Innovative Learning Practices in Improving Teachers' Teaching Quality

Based on the results of interviews, observations, and documentation, the implementation of learning innovations at elementary schools in Enok District aims to improve the quality of learning and make it more engaging and effective for students. Teachers at these schools implement various innovative methods, including group discussions and project-based learning, which encourage students to become more active and develop a deeper understanding of learning materials. One teacher stated, "For me, learning innovation is an effort to make learning more interesting and make it easier for students to understand the material" (G1). In addition, the use of technologies such as Google Classroom, Zoom, and Quizizz has become an effective means of supporting distance learning and facilitating students' access to learning materials and completion of assignments independently.

The implementation of technology also helps students become more engaged in lessons. One teacher added, "The use of technology is very helpful in making learning more interactive and engaging. Students become more active and understand the material being taught more quickly" (G5). However, the greatest challenge identified was the diversity of teachers' abilities to adapt to new technologies. Teachers with different backgrounds and levels of technological understanding have different rates of adaptation. One teacher stated, "The main challenge is the difference in levels of understanding among teachers, which affects the speed of adaptation to technology" (G2). This indicates that although there is strong support from the school principal, implementing innovations still requires time for all teachers to adapt to these changes.

The school principal at the elementary schools in Enok District fully supports the implementation of these innovations by providing facilities, training, and workshops aimed at improving teachers' skills in using technology and innovative methods. The school principal explained, "We conduct workshops to improve teachers' skills in using technology and innovative methods" (KS1). Although there are challenges related to digital devices, the school continues to support teachers by providing better facilities and motivating them to overcome existing challenges.

3.2 Factors Influencing Innovative Learning Practices

The factors supporting the implementation of learning innovations at elementary schools in Enok District primarily include support from the school principal, fellow teachers, and the facilities available at the school. One teacher stated, "The main factors supporting me are support from the school principal, fellow teachers, and the facilities available at the school. Training is also very helpful in implementing new methods" (G1). In addition, training provided by the school principal helps teachers gain new ideas and improve their skills. One teacher explained, "Training is very helpful in providing new ideas about how to make learning more interesting and effective" (G2).

However, the challenges faced by teachers at this school include limited time to prepare lessons and limited supporting facilities. One teacher stated, "The main obstacles are limited time to prepare innovative media and limited facilities such as computers and an unstable internet connection" (G3). The school principal also acknowledged these challenges, stating, "The biggest challenge is the lack of adequate facilities, particularly digital devices and an unstable internet connection" (KS4). The school attempts to overcome these problems by optimizing the available facilities and collaborating with external parties to provide the additional resources required.

The support of the school principal is also very important in encouraging teachers to innovate in learning. The school principal stated, "We provide full support to teachers, both in terms of facilities, training, and motivation" (KS1). With this support, teachers feel more confident in implementing innovative learning methods involving technology and new media.

3.3 Strategies Implemented by Teachers in Applying Learning Innovations

In planning innovative learning, teachers at elementary schools in Enok District consider students' needs and interests. Technology-based learning, such as the use of Google Classroom and Kahoot, has successfully increased students' engagement in lessons. One teacher stated, "We use applications such as Google Classroom and Kahoot to make students more engaged" (G2). In addition, teachers also implement problem-based learning by providing real-life cases that are relevant to students' lives. As one teacher explained, "Problem-based learning is conducted by providing real-life cases that are relevant to students' lives" (G4). This problem-based learning approach aims to increase student engagement and deepen their understanding of learning materials.

Teachers also involve students by giving them active roles in classroom discussions. One teacher stated, "Every student is given the opportunity to express their opinions or solutions" (G5). Evaluation is conducted through quizzes, assignments, and direct observations to assess the effectiveness of the strategies implemented. Teachers ensure that each method used is appropriate to students' characteristics and the learning materials being taught. Although challenges such as limited time and resources remain, teachers collaborate with their colleagues and the school principal to overcome these obstacles. As one teacher stated, "We share ideas with one another and look for ways to overcome the existing challenges" (G3).

3.4 Impact of learning Innovation on the Quality of Students' Learning Outcomes

Learning innovations at elementary schools in Enok District have a significant impact on the quality of students' learning outcomes. Based on interviews with students, they felt that learning became more interesting and enjoyable after the introduction of new media such as videos, images, and applications. One student stated, "The lessons have become more interesting because videos, pictures, and applications are used" (S1). The use of technology in learning also made students more active in discussions and more focused. As one student explained, "I feel more active because I can participate in discussions and interact more with my friends" (S2). In addition, students felt that it was easier for them to understand the learning materials. One student stated, "I understand more easily because there are visualizations that make what is being taught clearer to me" (S3).

Technology-based learning facilitates students' understanding of learning materials, enabling them to grasp concepts more clearly. Through the implementation of these innovative methods, students feel more engaged and gain a better understanding of the materials being taught. As one student stated, "My way of learning has become more active and enjoyable. I do not just listen, but I also participate in discussions and use technology, which makes me more enthusiastic" (S5).

Based on the findings of this study, it can be concluded that the implementation of learning innovations at elementary schools in Enok District has a significantly positive impact on the quality of learning and students' learning outcomes. Support from the school principal, teacher training, and the utilization of technology and innovative media are the main factors contributing to the success of these innovations. However, challenges such as limited time, facilities, and differences in teachers' ability to adapt need to be addressed to ensure that innovations can be implemented optimally. With continuous support and improved facilities, these innovative learning practices are expected to develop further and have a broader impact on the quality of education in schools.

Discussion

3.5 Implementation of Innovative Learning Practices in Improving Teachers' Teaching Quality

Based on the results of interviews, observations, and documentation, the implementation of learning innovations by teachers at elementary schools in Enok District involves the use of interactive methods, such as group discussions and project-based learning, as well as the utilization of digital technologies such as Google Classroom and Zoom. Implementation of innovative learning models utilizing digital technology can significantly improve learning quality and student engagement [9]. Teaching innovations using technology increase student engagement and academic achievement at various educational levels [10].

Digital technology enables teachers to create more dynamic and enjoyable classrooms, which in turn helps students understand learning materials more quickly [11]. Technology-based learning provides a more flexible learning experience that can be adapted to students' different needs [12]. Technology-based learning can reduce educational disparities arising from differences in teachers' access to and competence in technology, highlighting the importance of training and professional development for educators [13].

3.6 Factors Influencing Innovative Learning Practices

According to the research findings, factors influencing the success of innovative learning practices at elementary schools in Enok District include support from the school principal, adequate facilities, and training provided to teachers. Support from school leaders and peers has a significant influence on the success of learning innovations. With supporting facilities, such as multimedia rooms, teachers are better prepared to implement technology in the classroom [14].

The quality of learning innovation is influenced by the availability of appropriate training and sufficient time to prepare technology-based learning materials [15]. Without appropriate training, teachers may experience difficulties in optimizing the potential of innovation in education. Conversely, research on teachers' barriers to online learning found that limited facilities, such as inadequate hardware and poor internet connectivity, remain major obstacles to implementing technology-based learning innovations. Teachers who do not have adequate access tend to be hesitant to use these tools [16].

Teachers with technological skills and relevant resources strongly influences the extent to which teachers can effectively integrate technology into their learning practices [17]. The challenges faced by teachers due to limited facilities are also evident in the implementation of learning innovations, as schools' lack of preparedness in providing adequate digital facilities remains a major obstacle to the effective integration of technology into the learning process [18].

3.7 Strategies Implemented by Teachers in Applying Learning Innovations

The innovative strategies implemented by teachers at elementary schools in Enok District include learning planning tailored to students' needs and interests, as well as the use of technology as a tool to support learning. The use of technology and the development of needs-based curricula can improve learning effectiveness, particularly in delivering complex learning materials [19].

In addition, the implementation of problem-based learning enables students to become more active in discussions and develop their understanding through solving real-world problems, which is also implemented at this school [20]. This finding demonstrates that problem-based learning provides students with opportunities to apply theories to real-life situations, enabling them to understand learning materials more effectively and practical [13]. Another study emphasized the importance of teachers' roles in creating an active and interactive learning environment, which is consistent with the strategies implemented by teachers who involve students in group discussions and presentations of their ideas. This supports the concept that active learning is essential for improving students' understanding and engagement in lessons [21].

Finally, evaluation through assignments, quizzes, and direct observation is an effective method for assessing students' understanding of materials taught through innovative learning methods [22].

3.8 Impact of Learning Innovation on the Quality of Students' Learning Outcomes

The learning innovations implemented at elementary schools in Enok District have had a positive impact on the quality of students' learning outcomes. Based on interviews with students, they felt more active, focused, and engaged in learning that utilized technology and new media. The appropriate use of instructional technology can improve students' learning outcomes, particularly in terms of deeper understanding and application of concepts [23].

Technology-based innovations implemented in classrooms lead to increased student engagement, which in turn improves academic achievement, particularly in science and mathematics [24]. Technology-based learning provides students with greater opportunities to interact with learning materials and encourages them to think critically and creatively, which positively affects learning outcomes [25]. This finding is also consistent with the use of multimedia-based learning, which helps students understand learning materials more easily by providing visualizations that explain complex concepts. Thus, learning innovations through technology and interactive methods can have a significant impact on the quality of students' learning outcomes by increasing their learning interest and improving their understanding of learning materials [12].

4. Conclusion

Based on the results of the study conducted at elementary schools in Enok District, it can be concluded that the implementation of learning innovations involving technology, interactive methods, and relevant media can significantly improve the quality of learning and students' learning outcomes. These innovations successfully create learning experiences that are more engaging, interactive, and centered on students' needs and characteristics. Methods used by teachers, such as project-based learning and group discussions, along with the use of technologies such as Google Classroom and Quizizz, have been shown to increase students' engagement and understanding of the learning materials.

However, the success of learning innovations is influenced not only by the strategies and methods implemented by teachers but also by external factors such as support from the school principal, teacher training, and the facilities available at the school. The school principal at elementary schools in Enok District plays a key role in supporting the implementation of learning innovations by providing adequate facilities, motivation, and training for teachers. Nevertheless, challenges such as limited time, inadequate facilities, and differences in teachers' levels of technological understanding remain obstacles that need to be addressed.

Internal factors, such as teachers' motivation and their ability to adapt to technological innovations, also play an

important role. With continuous support and training, teachers at these schools have demonstrated improvements in their ability to manage technology-based classrooms. However, differences in teachers' technological adaptation abilities indicate the need for a more individualized and gradual approach to ensure that all teachers can implement innovations effectively.

The strategies implemented by teachers at elementary schools in Enok District, including student needs-based learning planning, the use of interactive learning applications, and problem-based learning, have proven effective in improving students' understanding and encouraging active classroom participation. Evaluation conducted through observations, assignments, and quizzes ensures that the impact of innovative learning on student development can be measured.

Learning innovation also has a positive impact on students' learning outcomes. Based on interviews with students, they felt more engaged, more active, and better able to understand learning materials after the implementation of innovative methods involving technology. Students reported that more engaging and interactive learning made them more enthusiastic about participating in lessons and improved the quality of their understanding.

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