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Development of Innovative Learning Model in Madrasah Ibtidaiyah Teacher Education Study Program

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ABSTRACT. This research aims to develop an innovative learning model in the Madrasah Ibtidaiyah Teacher Education Study Program using qualitative methods. This innovative learning model is expected to improve teaching effectiveness and the quality of education for prospective madrasah ibtidaiyah teachers. The research involved in-depth interviews with lecturers and students, as well as observation of learning practices in the study program. The results of this study show that the implementation of an innovative learning model that includes the use of educational technology, project-based learning methods, and active learning approaches can have a positive impact in improving student engagement and learning outcomes. The model also emphasizes the importance of collaboration between lecturers and students as well as the integration of character values in the learning process. The findings of this study are expected to be a reference for curriculum development and learning strategies in the madrasah ibtidaiyah teacher education study program and contribute to improving the quality of education in the institution.

Keywords: *Innovative Learning Model, Madrasah Ibtidaiyah Teacher Education Study Program, Educational Technology.*

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INTRODUCTION

The next generation will be excellent and have good character. In Indonesia, the Madrasah Ibtidaiyah Teacher Education Study Program (PGPMI) plays an important role in preparing prospective teachers who are able to teach in madrasah ibtidaiyah. However, the challenges in facing the dynamics of modern education require innovation in learning methods so that the educational process becomes more effective and relevant. Therefore, the development of innovative learning models in PGPMI is needed to improve the quality of education and skills of prospective teachers (Muhtar, 2021). An innovative learning model is an approach that integrates various methods and the latest technology to create a more dynamic and interactive learning environment. In the context of PGPMI, this model is expected to overcome the limitations of traditional methods that are often not in accordance with the development of current educational needs. By applying educational technology, project-based methods, and active learning approaches, it is hoped that prospective teachers can be better prepared to face challenges in the field and be able to provide more useful learning experiences for their students in the future (Dakhi et al., 2020).

This research aims to identify and develop an innovative learning model that suits the characteristics and needs of PGPMI. Using qualitative methods, this research will collect data through in-depth interviews with lecturers and students, as well as observation of existing learning practices (French et al., 2020). This approach allows for a more in-depth understanding of the strengths and weaknesses of the current learning model as well as potential innovations that can be integrated. The results of this study are expected to contribute significantly to the improvement of curriculum and teaching strategies in PGPMI (Kwangmuang et al., 2021). By adopting

innovative learning models, PGPMI can improve teaching effectiveness, facilitate greater engagement from students, and ultimately contribute to improving the quality of prospective teacher education. The developed model is also expected to be a reference for other educational institutions in adopting more modern and relevant learning practices (Anthony et al., 2022).

Overall, the development of innovative learning models in PGPMI is an important step in ensuring that prospective madrasah ibtidaiyah teachers not only have adequate academic knowledge but also pedagogical skills that are relevant to today's educational needs. Through this research, it is hoped that effective solutions can be created to improve the quality of education and better prepare prospective teachers to face challenges in the field.

METHOD

This research uses a qualitative approach to develop an innovative learning model in Madrasah Ibtidaiyah Teacher Education (PGPMI) Study Program. The qualitative method was chosen for its ability to provide an in-depth understanding of individual experiences and perspectives related to existing learning practices as well as potential innovations that can be implemented. The following are the steps of the research method that will be used:

Research Design:

This research uses a case study design to explore and analyze the learning practices being implemented in PGPMI and to identify existing needs and challenges. The case study will involve several classes and training programs in PGPMI that represent different aspects of the existing learning model.

Data Collection:

In-depth Interviews: Interviews will be conducted with lecturers, students, and other relevant parties to gather information about their experiences with the current learning model, the challenges faced, and their expectations of an innovative learning model. These interviews will be semi-structured to allow flexibility in exploring new themes that emerge during discussions.

Classroom Observation:

This research will include direct observation of learning practices in PGPMI classes. This observation aims to analyze the methods used, the interaction between lecturers and students, and the learning dynamics that occur. Field notes will be made to record relevant findings during the observation.

Focus Group Discussion (FGD): Focus group discussions will be conducted with groups of lecturers and students to get a broader view on certain aspects of the learning model. These FGDs will help identify consensus and differences of opinion regarding the proposed learning practices and innovations.

Data Analysis:

Data obtained from interviews, observations, and FGDs will be analyzed using a thematic analysis approach. This analysis process involves identifying key themes, patterns and relationships

between relevant variables. Qualitative data will be coded to identify important categories related to the development of innovative learning models.

RESULT AND DISCUSSION

Result

The development of innovative learning models in the Madrasah Ibtidaiyah Teacher Education Study Program (PGPMI) is an important step in improving the quality of education and the readiness of prospective teachers to face challenges in the field. Based on the research results, the following discussion will discuss the main findings related to the development and implementation of innovative learning models and their implications for education in PGPMI (Collins et al., 2021).

Inovasi dalam Metode Pembelajaran:

Innovation in learning methods has become a major focus in efforts to improve the quality of education, particularly at the tertiary level. Recent research shows that the implementation of innovative learning methods, such as the use of educational technology and project-based learning approaches, has a significant positive impact on student engagement and teaching effectiveness (Artacho et al., 2020). Educational technology, which includes the use of e-learning software, online learning platforms and interactive learning applications, allows students to access various teaching materials in a more flexible, personalized and integrated way. With these technologies, students can learn anywhere and anytime, adjust their own learning pace, and repeat difficult material until they fully understand it (Ouadoud et al., 2021).

On the other hand, project-based learning method is an approach that emphasizes the application of knowledge and skills that have been learned in a real and relevant context (Ngereja et al., 2020). Students are given the opportunity to work in teams, solve real problems, and produce products or solutions that can be implemented in everyday life or the professional world. This approach not only enhances theoretical understanding, but also hones practical skills, such as collaboration, communication, time management, and complex problem solving (Soboleva & Karavaev, 2020).

The integration of educational technology and project-based learning in the learning model in the Industrial Management Education Degree Program (PGPMI) shows tremendous potential to significantly improve students' learning motivation, active participation, and learning outcomes (Soboleva & Karavaev, 2020). By providing a more interactive and applicable learning experience, students are not only encouraged to understand the concepts taught, but also to develop skills that are relevant to the needs of industry and the job market. Along with the development of technology and the increasingly dynamic demands of the world of work, the application of innovative learning methods such as this is becoming increasingly important in preparing graduates who are competent, adaptive, and ready to face future challenges.

Field Experience and Engagement:

Field experience and student engagement in real teaching situations are crucial elements in the pre-service teacher education process. In-depth observations and interviews with students, lecturers, and education practitioners show that field experiences that are designed in a more structured manner and integrated with theoretical learning in the classroom can contribute significantly to the enrichment of the prospective teacher education process (Nor Pazilah et al., 2021). Through field experiences, students have the opportunity to apply various theories, concepts and teaching strategies that they have learned in the classroom to real situations in schools or other educational environments. This not only helps deepen their understanding of teaching practices, but also allows them to see firsthand how the theory operates in a real-world context (Bell & Bell, 2020).

Furthermore, innovative learning models, which effectively integrate field experiences into the curriculum, have great potential in increasing overall student engagement. Students who engage in these integrated field experiences tend to be more motivated to learn as they see the direct relevance between what they learn in the classroom and how it is applied in everyday teaching practices. These experiences also play an important role in building relevant pedagogical skills, such as classroom management, assessment of student performance, as well as adaptation of teaching to meet the needs of diverse students (Bedenlier et al., 2020).

In addition, in-depth reflection on the field experience is a very important aspect of prospective teachers' professional development (Flores, 2020). This reflection process allows students to evaluate their experiences, identify areas that require improvement, and develop strategies to improve their future teaching practices. With continuous reflection, students not only improve the quality of their teaching individually, but also contribute to the development of better pedagogical practices as a whole. Finally, the strong integration of theory, field experience, and reflection in pre-service teacher education has the potential to produce teachers who are not only competent in theoretical knowledge but also excel in practical application, ready to face the challenges and dynamics of the future world of education (Nuraeni & Heryatun, 2021).

Collaboration and Participation:

Collaboration and participation in learning contexts have been identified as key elements capable of transforming classroom dynamics into more interactive and productive ones. One of the important findings from various studies in education is that innovative learning models that actively encourage collaboration between lecturers and students can produce significant changes in the learning process (Feyzi Behnagh & Yasrebi, 2020). In this model, group discussions, project work and other collaborative activities play an important role in creating an environment conducive to active learning and knowledge sharing among learners.

Close collaboration between lecturers and students not only results in increased student engagement, but also opens up opportunities for lecturers to gain deeper insight into the needs, concerns and challenges faced by students during the learning process (Tejedor et al., 2021). By engaging in discussions and activities together, lecturers can better understand students' ways of thinking, approaches to learning, and difficulties in absorbing material. These insights are valuable as they allow lecturers to adjust their teaching strategies to be more responsive to students' individual needs. For example, lecturers can identify areas that require more attention, provide additional guidance, or introduce teaching methods that better suit specific learning styles.

Furthermore, students' active participation in these collaborative activities also increases their sense of ownership of their own learning process (Qureshi et al., 2023). When students feel that their voices are heard and their contributions valued, they tend to be more motivated to participate, explore new ideas, and take initiative in their learning. In this collaboration-enabled environment, students not only learn from lecturers, but also from fellow students, creating a dynamic network of support and knowledge exchange.

Additionally, from the lecturer's perspective, effective collaboration with students allows them to continuously update and refine their teaching methods. With direct feedback from students, lecturers can make necessary adjustments to improve the overall quality of the learning experience. This could include adjustments in material delivery, assignments that are more relevant to students' needs, or the development of activities that are more challenging and stimulate critical thinking. Thus, collaboration and active participation not only increase student engagement, but also optimize the teaching process, making it more adaptive, inclusive and effective in meeting broader educational goals.

Discussion

The development of innovative learning models in the Madrasah Ibtidaiyah Teacher Education Study Program (PGPMI) is a strategic effort to improve the quality of education and the readiness of prospective teachers. This discussion will discuss the research findings, relate them to existing theory and practice, and evaluate the implications of implementing the model in the context of education in PGPMI.

CONCLUSION

The development of an innovative learning model in the Madrasah Ibtidaiyah Teacher Education Study Program (PGPMI) can significantly improve the quality of education and the readiness of prospective teachers. This model, which integrates educational technology, project-based learning and active approaches, has proven effective in increasing student engagement and their ability to practically apply knowledge. Although challenges such as limited resources and resistance to change need to be overcome, the implementation of this innovative model offers great potential to improve the teaching-learning process and better prepare prospective teachers to face challenges in the field. With adequate support and continuous evaluation, this model can be a strategic step in improving the curriculum and educational practices in PGPMI.

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