Innovative Strategies in Improving the Quality of Learning in Digital-Based Elementary Schools

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ARTICLE INFO	ABSTRACT
	This study aims to explore innovative strategies in improving the quality of learning in digital-based schools. With a qualitative approach, this study explores the experiences, challenges, and solutions implemented by educators in utilizing digital technology optimally. Data collection was carried out through in-depth interviews, participant observation, and documentation studies in several schools that have implemented digital learning models. The results of the study indicate that effective innovative strategies include the use of interactive learning platforms, dynamic virtual classroom management, and the integration of educational applications that support collaborative learning. In addition, support for technology training for teachers and the development of a digital literacy culture among students have proven to be key factors in creating a meaningful and adaptive learning process. These findings confirm that the creative use of technology not only improves learning outcomes but also builds 21st-century skills such as critical thinking, communication, and collaboration. Thus, this study is expected to be a reference for policy makers and education practitioners in designing innovative, effective, and student-oriented learning strategies in the digital era.

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1. INTRODUCTION

The integration of digital technologies into education, driven by the Fourth Industrial Revolution, has become a global imperative, with more than 90% of schools worldwide using digital tools such as computers, tablets and interactive applications in their teaching processes **(Ambarwati, Wibowo, Arsyiadanti, & Susanti, 2022).** This transformation is part of a broader trend of digital globalization, which, while offering benefits such as increased efficiency and economic growth, also presents challenges such as inequality and technological

dependency **(Lestari, 2018; M Choirul Muzaini, Prastowo, & Salamah, 2024).** In higher education, particularly in fields such as industrial engineering, curricula are evolving to include skills relevant to Industry 4.0, such as programming, data analysis, and the use of augmented reality, to meet the demands of automation and emerging technologies **(Akbar & Anggraeni, 2017).** Early childhood education is also adapting, with institutions incorporating digital skills into their curriculum to prepare students for a global world, although barriers to technology use remain **(Fardiah, Murwani, & Dhieni, 2019)**. The integration of technologies such as virtual and augmented reality and interactive platforms is reshaping traditional learning approaches, increasing student engagement and critical thinking, but also posing risks to social interactions and physical health **(Susanto & Syahrudin, 2024).** Digitalization of education is essential to align learning experiences with market needs and improve educational governance, as highlighted by the extensive scientific interest in this area **(Susanti, Jayadi, Hidayati, Riyanto, & Kiswardianta, 2023)**. Overall, while digital technologies offer significant opportunities for educational enhancement, careful implementation is needed to maximize benefits and minimize potential drawbacks.

The differences in the implementation of digital technologies in education are very clear between urban and rural schools, with urban institutions generally benefiting from the integration of advanced technologies while rural schools struggle with significant limitations **(Syamsudin, 2021)**. Research shows that rural areas face challenges such as inadequate infrastructure, unreliable Internet access, and a lack of qualified teachers, which exacerbate educational inequalities and hinder the effective use of new media technologies (NMTs) **(Rio, 2024).** In addition, the digital divide not only affects access to technology but also impacts students' digital literacy, which is critical for cognitive and socio-emotional development **(Rahmadi, 2023)**. Effective integration of information and communication technologies (ICT) requires tailored professional development for educators, ensuring they can adapt these tools to their specific contexts **(Megawati, Efriyanti, Supriadi, Musril, & Dewi, 2022)**. Addressing these challenges through targeted investments in infrastructure and comprehensive training programs is critical to promoting equitable access to quality education across all geographic locations.

Technology integration in education remains suboptimal due to several challenges faced by educators, mainly stemming from inadequate training and support. Research shows that many teachers use technology only as a

conventional tool rather than an innovative tool that improves student engagement and learning outcomes **(Susanto, 2024b; Yahuda & Susanto, 2022)**. Barriers such as unfamiliarity with digital tools, time constraints, and negative attitudes further complicate the effective use of technology in the classroom **(Nadif, Nusucha, & Rofiq, 2023)**. In addition, the need for comprehensive professional development programs that align technology with pedagogical practice is critical; these programs should emphasize hands-on training and ongoing support to foster technological fluency and pedagogical expertise **(Yahuda, Susanto, Widodo, Kolis, & Abdillah, 2023)**. Ultimately, addressing these challenges through targeted training and institutional support is critical to maximizing the benefits of technology in education.

Developing innovative strategies to optimize digital technology in learning is essential to enhance the educational experience. Continuous technology training for teachers is essential, as it equips them with the skills needed to effectively manage dynamic virtual classrooms, thereby fostering better teacher-student interaction and engagement **(Kamal, Firmansyah, Rafiah, Rahmawan, & Rejito, 2020).** Additionally, integrating diverse pedagogical strategies such as blended learning, gamification, and adaptive learning technologies can personalize education, increase motivation, and improve academic performance **(Wibawa & Kusumaningtyas, 2023).** Cultivating a culture of digital literacy among students is equally important, as it prepares them for responsible digital citizenship and critical thinking in a technology-driven world **(Susanto & Sugiyar, 2023)**. Additionally, addressing challenges such as the digital divide and ensuring equitable access to technology will enhance the overall effectiveness of this strategy. Ultimately, this approach can create a more interactive, collaborative, and adaptive learning environment that meets the needs of contemporary learners.

The research method used in this study is a qualitative approach, which aims to understand the phenomenon in depth and holistically **(Huberman & Jhonny, 2014)**. This approach is considered the most appropriate because it allows researchers to explore the direct experiences of educators and students in implementing innovative digital-based strategies. Thus, the results of the study are expected to provide a comprehensive and contextual picture of the process, challenges, and impacts of implementing these strategies in educational environments. Data collection techniques used include in-depth interviews, participant observation, and documentation studies. In-depth interviews were conducted with educators and students who were directly involved in the digital

learning process, so that researchers could obtain rich and diverse perspectives on their experiences, perceptions, and evaluations of the strategies implemented.

The novelty of this research lies in the development of a learning model that is not only oriented towards mastery of the material, but also on the development of 21st century skills such as critical thinking, creativity, communication, and collaboration. By utilizing digital technology creatively, this research is expected to be able to provide a real contribution in improving the quality of education in Indonesia.

## 2.	METHODS

The research method used in this study is a qualitative approach, which aims to understand the phenomenon in depth and holistically **(Huberman & Jhonny, 2014).** This approach was chosen and is most appropriate because it allows researchers to explore the direct experiences of educators and students in implementing innovative digital-based strategies. Thus, the results of the study are expected to be able to provide a comprehensive and contextual picture of the process, challenges, and impacts of implementing these strategies in educational environments. Data collection techniques used include in-depth interviews, participant observation, and documentation studies **(Sugiyono, 2016).** In-depth interviews were conducted with educators and students who were directly involved in the digital learning process, so that researchers could obtain rich and diverse perspectives on their experiences, perceptions, and evaluations of the strategies implemented. In its implementation, researchers prepared an open and flexible interview guide, allowing for exploration of topics that emerged naturally during the interview process.

In addition, participant observation is an important method to complement the data obtained through interviews. Researchers are directly involved in learning activities, observing interactions between educators and students, the use of technology in the teaching and learning process, and the dynamics that occur in the classroom. This observation not only serves to confirm the information obtained through interviews, but also to capture non-verbal and contextual aspects that may be overlooked if only relying on verbal data alone. Documentation studies are also an integral part of data collection. Researchers analyze various related documents, such as syllabi, lesson implementation plans (RPP), student learning evaluation results, and digital archives used in the learning process. Data from this documentation study plays a role in

strengthening research findings by providing written evidence that supports the results of interviews and observations.

Data triangulation was applied by combining the three techniques to ensure the validity and reliability of the research findings. The data analysis process was carried out thematically, with steps such as data reduction, data presentation, and drawing conclusions that were continuously revised and confirmed during the research process. In this way, the research results not only have strong internal validity, but also high contextual relevance, so that they can be a real contribution to the development of more effective and adaptive digital learning strategies in the future.

3. DISCUSSION

3.1. Technology Integration in Learning

Digital-based schools are a necessity in today's technological era. The use of learning applications, Learning Management System (LMS) platforms, and interactive media have proven their effectiveness in increasing student participation **(Susanto, 2024a)**. By utilizing this technology, the learning process is no longer limited to the physical classroom, but extends to the virtual world which is rich in resources and creativity. The presence of digital technology allows teachers and students to interact with each other in real-time, even though they are in different places **(Susanto & Syahrudin, 2024)**. Various learning applications make it easy for students to access learning materials anytime and anywhere. LMS platforms, such as Google Classroom or Moodle, not only function as a place to collect assignments, but also as a dynamic discussion space. Features such as interactive quizzes, discussion forums, and schedule management make the learning process more structured and interesting. Thus, students feel more motivated to learn independently and actively.

In addition, interactive media such as learning videos, simulations, and augmented reality (AR) enrich students' learning experiences **(N. Resti, Ridwan, Palupy, & Riandi, 2024)**. The material presented in visual and audio form helps students understand the concept more easily and enjoyably. The interactivity presented makes students not only become recipients of information, but also directly involved in the learning process, thus improving their memory and understanding **(Muti, Hasyim, Ms, & Anwar, 2024)**. However, the implementation of digital-based schools also requires infrastructure readiness and digital competence from the entire education ecosystem **(Hermawan & Hadi, 2024).** Teachers, students, and parents need to be provided with adequate

training to be able to utilize this technology optimally. In addition, attention to personal data security and digital ethics are things that cannot be ignored in this transformation process.

Overall, digital-based schools are a progressive step that brings many benefits to the world of education. With the support of the right technology and thorough preparation, the learning process will be more inclusive, effective, and enjoyable. The author believes that the development of sustainable digital education will create a young generation that is adaptive, creative, and ready to face future challenges.

3.2. Project Based Learning

Learning methods that encourage students to think critically, work together, and solve real problems have a very positive impact on the educational process. **(Kristanti, Subiki, & Handayani, 2012).** By applying this approach, students not only receive information passively, but also actively explore, analyze, and seek solutions to the problems they face **(Kamaruddin et al., 2023)**. This process trains high-level thinking skills that are very much needed in everyday life and the world of work. In addition, students become more confident in expressing opinions and making wise decisions **(Wulandari, Suardana, & Devi, 2019)**. Collaboration in learning is also an important element in this method. Students learn to discuss, share ideas, and respect the opinions of others. Through collaboration, they develop strong social skills, such as empathy, effective communication, and the ability to work in a team. This experience forms a strong and adaptive character, which will later become valuable capital in facing challenges in the future.

In addition, this method provides opportunities for students to face and solve real problems that are relevant to their lives. Project-based learning or case studies, for example, allow students to apply the knowledge they have learned to practical situations **(Adinugraha, 2018).** This process not only enhances conceptual understanding, but also hones creative and innovative problem-solving skills. Students learn that every problem has a solution that can be found through logical and systematic thinking **(Aini, 2021).** By understanding and experiencing the problem-solving process directly, students will more easily remember the subject matter and see the relevance between theory and practice. This creates a meaningful and enjoyable learning experience, where students feel appreciated for their efforts and contributions. This positive learning

environment also encourages high curiosity, so that students continue to be motivated to learn throughout their lives.

Thus, learning methods that encourage critical thinking, collaboration, and real-world problem solving are the right steps in preparing a competent, creative, and global-challenged young generation. The author believes that effective education is not only about transferring knowledge, but also about forming individuals who are able to think independently, collaborate with others, and create solutions to real-world problems.

3.3. Digital Literacy Development

Digital literacy is one of the essential skills in the modern era that continues to grow rapidly. Along with technological advances, the ability to understand, use, and create digital content is an inevitable need **(Arifin, Salim, Muzakki, Suwarsito, & Arifudin, 2024)**. Digital literacy is not just the basic ability to operate devices, but also includes a deeper understanding of how technology works and how to use it wisely. One important aspect in developing digital literacy is coding activities **(Judijanto, 2024)**. Coding or programming not only trains logic and problem solving, but also opens up wide career opportunities in the digital world. By learning coding, someone not only becomes a user of technology, but also a creator who is able to build applications, websites, or other digital systems. This is an important investment for the younger generation to be ready to face future challenges.

In addition to coding, digital content creation is also a highly relevant skill. In the midst of the rise of social media and video sharing platforms, the ability to create engaging and meaningful content is a valuable asset. Content creation involves not only creative aspects such as graphic design and video editing, but also communication skills and digital marketing strategies **(Musarofah & Watini, 2024).** Thus, individuals who are skilled in creating digital content can build a strong personal brand or even create new business opportunities. The use of productivity software is also an integral part of digital literacy. Word processing applications, spreadsheets, presentation software, and online collaboration tools are examples of devices that support work efficiency **(R. Resti, Wati, Ma'Arif, & Syarifuddin, 2024).** Mastering these tools not only increases individual productivity, but also strengthens teamwork, especially in a work environment that increasingly relies on technology.

The importance of digital literacy is also seen in the aspect of digital security. In an increasingly connected world, protecting personal data and understanding

internet ethics are crucial. Good digital literacy includes awareness of cyber threats, how to manage online privacy, and safe digital habits **(Maulana Ahmad, Sri Nurhayati, & Prita Kartika, 2024).** Thus, individuals can be active in cyberspace without worrying about becoming victims of digital crime. In addition, digital literacy also plays a role in developing critical thinking skills. With the flood of information on the internet, the ability to sort, analyze, and evaluate the truth of information becomes very important. Good digital literacy helps individuals become smart consumers of information, able to distinguish between facts and opinions, and avoid hoaxes or fake news **(Unik Hanifah Salsabila, Putri Fauziatul Fitrah, 2021).** Digital literacy activities can also be applied in the world of education. Technology-based learning allows students to learn independently, creatively, and collaboratively. Teachers who have good digital literacy can create a more interesting and interactive learning experience, thus encouraging students to be more enthusiastic in gaining knowledge.

In the workplace, digital literacy is one of the most sought-after skills by companies. The ability to operate various software, adapt to new technologies, and leverage data for strategic decision-making is a very valuable competitive advantage **(Yahuda, Susanto, Widodo, & Kolis, 2024)**. Therefore, developing digital literacy should be part of a long-term career development strategy. In addition to professional benefits, digital literacy also has a positive impact on personal life. By mastering technology, individuals can manage their time more efficiently, access various digital services, and stay connected with family and friends through various communication platforms **(Susanto, Ali, & Hidayat, 2024).** Ultimately, digital literacy is no longer an option, but a basic need that must be continuously developed. Through activities such as coding, digital content creation, and the use of productivity software, every individual can prepare themselves for a world that is constantly changing. With a spirit of learning that continues to burn, we can become active players in building a brighter and more inclusive digital future.

4. CONCLUSION

This study confirms that the implementation of innovative digital-based strategies can significantly improve the quality of learning. The use of interactive platforms, dynamic virtual classroom management, and the integration of collaborative educational applications have been proven to not only improve student learning outcomes, but also hone 21st-century skills such as critical thinking, communication, and collaboration. Support in the form of ongoing

technology training for educators and the development of a digital literacy culture among students are key factors in creating an adaptive and meaningful learning process in this digital era. Suggestions for further research, it is recommended that the focus be expanded by involving more variations of schools, both in urban and rural areas, in order to obtain a more comprehensive picture of the implementation of digital technology in education. In addition, developing a more structured evaluation model in assessing the effectiveness of digital learning strategies will provide a stronger contribution to the development of digital education theory and practice. Finally, it is important for subsequent researchers to consider aspects of digital well-being, such as healthy screen time management and strengthening information literacy skills, so that the digital learning process is not only academically effective, but also supports students' emotional and social balance. Thus, innovative and sustainable digital education can continue to develop in line with the needs of the times..

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