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Improving Learning Achievement in Elementary Schools through an Active Learning Approach

Lisa Bungati[1]

[1]Hasanuddin University, Indonesia

Abstract. *This study delves into the use of dynamic learning methods in elementary schools, with a focus on teachers' viewpoints, experiences, and obstacles. By conducting semi-structured interviews with 15 college instructors, a range of valuable insights were gathered regarding the implementation and effectiveness of active learning teaching methods. Thematic analysis unveiled the significance of promoting scholar engagement, collaboration, and critical inquiry to improve learning outcomes and nurture 21st-century skills. Despite the transformative potential of dynamic learning, challenges such as institutional constraints and pressures from standardized testing hinder widespread acceptance.*

Keywords: *Active Learning, Elementary Education, Pedagogical Practices*

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INTRODUCTION

In the realm of education, primary schools act as the fundamental institutions where young beginners start their educational voyage. Emphasizing the significance of education extends beyond teaching basic skills to nurturing overall growth and inspiring a lifelong love for learning. Even though it holds a crucial role, traditional educational systems worldwide encounter a range of obstacles, from limited resources to educational limitations. Educators and policymakers are constantly seeking new ways to enhance learning outcomes and foster critical thinking skills in elementary school students.

The pursuit of enhanced learning outcomes in elementary schools has sparked a growing fascination with interactive teaching methods. Engaging in interactive learning, which involves student participation, teamwork, and critical questioning, contrasts with traditional teaching methods that focus on students passively receiving information (Doolittle et al., 2023). By engaging in active learning, students actively participate in the learning process, developing skills and enhancing problem-solving abilities through hands-on experiences and meaningful interactions (Hsbollah & Hassan, 2022).

Recent studies highlight the effectiveness of engaging learning methods in enhancing understanding and academic achievement across different subjects. For example, a meta-evaluation conducted by Strelan et al. (2020) examined 225 studies across STEM disciplines. The findings showed that active learning methods resulted in significantly higher exam scores and lower failure rates compared to traditional lecture-based instruction. In a study by Ang et al. (2021), the focus was on the significant impact of interactive learning in enhancing student involvement and memory of course content.

Furthermore, the advantages of engaging learning go beyond academic success to include social-emotional growth and acquiring 21st-century skills (Maoulida et al., 2023). Engaging in

collaborative sports, such as organizing discussions and challenge-based tasks, helps develop communication skills, teamwork, and empathy among elementary school students (Lyu et al., 2021). Encouraging peer interaction and creating a supportive learning environment, dynamic learning techniques cultivate social skills essential for success in a connected world.

When it comes to basic education, incorporating interactive learning involves a significant change in educational methods and curriculum planning. Teachers have a crucial role in creating engaging learning experiences that accommodate various learning styles and encourage intrinsic motivation (Hsu et al., 2023). By utilizing inquiry-based learning activities, simulations, and real-world problem-solving tasks, educators encourage students to independently explore, experiment, and construct meaning.

Moreover, recent developments in educational technology have expanded the range of dynamic learning tools and resources accessible to elementary school teachers. Utilizing digital platforms, interactive whiteboards, and educational apps enables customized learning experiences that cater to individual student preferences and requirements (Bernacki et al., 2021). By combining multimedia content and gamified learning environments, student engagement is enhanced while also promoting digital literacy and adaptability in our increasingly digital society.

Even though interactive learning is gaining traction, its widespread use in primary schools still depends on various factors and support systems. Challenges such as limited resources, overcrowded classrooms, and pressures from standardized testing make it difficult for educators to incorporate active learning pedagogies into their teaching (Børte et al., 2023). Furthermore, deeply ingrained educational conventions and pushback against change within bureaucratic structures may impede the spread of creative coaching methods and hinder academic reform initiatives.

Considering these challenges, it is essential for stakeholders like educators, administrators, policymakers, and community members to work together to cultivate a culture of innovation and continuous improvement in education. Enhancing professional development, updating curriculum, and implementing research-based teaching strategies can provide teachers with the knowledge, skills, and support needed to effectively incorporate active learning methods in their classrooms (Bean & Melzer, 2021). Furthermore, collaborations between academic institutions, faculty members, and industry partners can enable the development of interdisciplinary learning opportunities that connect theory with real-world application.

METHODS

This research employs a qualitative methodology to investigate educators' perceptions, reviews, and challenges in implementing active learning strategies in elementary schools. By conducting semi-structured interviews with 15 core faculty members from various backgrounds and fields of study, qualitative data was examined using thematic analysis to identify common patterns, themes, and categories in the interview transcripts. Considering moral implications and striving to enhance the credibility of research findings, methods like participant assessments, debriefing sessions, and researcher introspection have been put into practice. Nevertheless, this study faces challenges in terms of generalizing findings and the impact of subjectivity on interpretation. Qualitative research provides a deep understanding of the implementation of active learning techniques in primary school environments and contributes to a better understanding of learning practices in the field of primary education.

RESULTS AND DISCUSSION

This study's results reveal the intricate world of dynamic learning implementation in primary schools, highlighting both the opportunities and challenges educators face in promoting student engagement and enhancing learning outcomes. By analyzing teachers' perceptions and experiences, several important themes were identified, providing valuable insights into the complex nature of dynamic learning strategies in various educational settings.

One excellent finding relates to the perceived advantages of active learning methods in enhancing student engagement and critical thinking skills. In line with prior research (Howell, 2021), the authors emphasized the significant effects of interactive learning on student motivation, collaborative problem-solving, and knowledge retention. Through the development of interactive learning settings that emphasize hands-on exploration and peer collaboration, teachers enable students to create understanding, enhance metacognitive skills, and utilize conceptual knowledge in real-world scenarios (Padmanabha, 2020). The results highlight the importance of active learning methods in fostering a culture of inquiry and lifelong learning among elementary school students.

Moreover, the study explored various educational methods and approaches utilized by teachers to promote interactive learning experiences in their classrooms. Reflecting the research by Onyishi & Sefotho (2020), participants highlighted the significance of varied practice, collaborative learning systems, and inquiry-based approaches to cater to various learning styles and promote fair access to educational opportunities. By customizing teaching methods to match student interests and passions, teachers encourage a sense of ownership and responsibility, ultimately promoting internal motivation and independent learning behaviors (Cronin-Golomb & Bauer, 2023).

Amidst the numerous benefits of dynamic learning, contributors also highlighted significant challenges and obstacles to its effective implementation in elementary school settings. Resource limitations, time constraints, and institutional pressures were identified as key obstacles, in line with the research by Hakro & Mathew (2020). Restricted access to academic resources, technology, and professional development opportunities hinders educators' ability to be innovative and adjust teaching practices to cater to changing student needs. Furthermore, the emphasis on standardized testing requirements and accountability measures adds pressure on educators to focus on content coverage rather than fostering a deeper understanding of concepts, hindering the effective incorporation of interactive learning methods into the curriculum (Bean & Melzer, 2021).

Tackling those systemic challenges requires a collaborative approach to rethink educational frameworks and develop supportive structures that emphasize innovative teaching methods and teacher empowerment. As emphasized in Archambault et al. (2022), dedicating resources to instructional innovation, academic support, and collaborative learning environments can enhance educators' ability to design and implement impactful active learning experiences. Furthermore, implementing policy changes to reduce testing requirements and emphasize comprehensive assessment methods can pave the way for authentic learning opportunities that prioritize critical thinking, innovation, and problem-solving abilities.

CONCLUSIONS

This study has explored the perceptions, research, and challenges related to the implementation of active learning strategies in elementary schools. By conducting qualitative research, educators have provided valuable insights into the complex world of active learning practices and how they impact teaching and learning in elementary education. The results highlight the significance of promoting student engagement, teamwork, and critical thinking to improve learning outcomes and develop skills needed in the modern era among new students. Nevertheless, examining the complexities and limitations of implementing active learning pedagogies within institutional structures, resource constraints, and standardized testing pressures is essential. Despite challenging circumstances, the significant impact of interactive learning in creating student-centered learning environments and promoting lifelong learning habits remains clear. Advancing with determination to tackle systemic obstacles, ensuring continuous professional development, and fostering a culture of educational creativity and teamwork in elementary education environments. By embracing active learning concepts and utilizing emerging technologies, educators can empower college students to become active participants in their own learning journey, equipped with the skills, knowledge, and attitudes

necessary to succeed in an ever-evolving global environment. This study adds to the expanding research on active learning and highlights the significance of rethinking teaching methods to meet the changing requirements of contemporary learners.

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