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Analysis of Models, Approaches, Strategies and Interesting Learning Methods in Learning Planning to Improve the Competence of Prospective Elementary Madrasah Teachers

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Abstract: Learning planning is one of the main competencies that prospective elementary school teachers must possess to be able to implement the learning process effectively, creatively, and student-centered. However, in practice, prospective teachers still experience difficulties in selecting and integrating learning models, approaches, strategies, and methods that are appropriate to the characteristics of students and the demands of 21st-century learning. Therefore, a study of these various learning components is important to improve the pedagogical competence of prospective teachers. This study aims to analyze interesting learning models, approaches, strategies, and methods in learning planning and their relevance in improving the competence of prospective elementary school teachers. The study used a library research method with a qualitative approach. Data were obtained from various scientific sources, such as books, national and international journal articles, proceedings, and relevant education policy documents. Data collection techniques were carried out through documentation, while data analysis used content analysis techniques. The results of the study indicate that learning models such as Problem Based Learning, Project Based Learning, Discovery Learning, and Cooperative Learning can improve the critical thinking skills, creativity, collaboration, and communication of prospective teachers. Student-centered learning approaches, such as constructivist and scientific, encourage active student involvement in the learning process. Active and collaborative learning strategies have proven effective in creating an engaging and meaningful learning environment. Furthermore, the use of discussion, demonstration, simulation, presentation, and case study methods can strengthen prospective teachers' conceptual understanding and pedagogical skills. Therefore, the integration of appropriate learning models, approaches, strategies, and methods in lesson planning can be a crucial factor in enhancing the professional and pedagogical competencies of prospective elementary school teachers, enabling them to face the challenges of modern education.

Keywords: Learning Planning, Learning Models, Learning Methods, Prospective Teacher Competencies, Elementary Madrasah.

INTRODUCTION

Education is a fundamental aspect of national development, serving to develop the potential of students to become individuals who are faithful, knowledgeable, and have noble morals, and able to contribute to social life. In the era of globalization and increasingly rapid technological development, the world of education is required to produce human resources who possess not only academic abilities but also critical, creative, communicative, and collaborative thinking skills. Therefore, improving the quality of education is a crucial agenda that must be pursued sustainably through various efforts, one of which is improving the quality of teachers as the primary implementers of the learning process (Mulyasa, 2023).

Teachers play a strategic role in determining the success of the educational process. Learning success is determined not only by a teacher's mastery of the material, but also by their ability to effectively design, implement, and evaluate learning. Professional teachers must be able to create an engaging, enjoyable, and meaningful learning environment so that students can actively engage in the learning process. To achieve this, prospective teachers need to be equipped with various adequate competencies while still pursuing higher education.

The Elementary Madrasah Teacher Education (PGMI) Study Program aims to produce prospective teachers with pedagogical, professional, social, and personality competencies in accordance with the demands of basic Islamic education. PGMI students are prepared to become educators capable of managing learning at the Elementary Madrasah level while taking into account the developmental characteristics of students. Therefore, during their education at university, students must gain learning experiences that can support optimal mastery of these competencies (Sanjaya, 2020).

One of the most important competencies for prospective elementary school teachers is the ability to develop lesson plans. Lesson planning is a systematic process of designing learning activities to achieve predetermined objectives effectively and efficiently. Through effective planning, teachers can determine learning objectives, select appropriate materials, determine learning media, design learning activities, and determine appropriate assessment techniques. Therefore, lesson planning is the primary foundation for determining the quality of classroom learning.

In practice, lesson planning focuses not only on administrative aspects but also on various important components that support successful learning. One such component is selecting a learning model that aligns with the characteristics of the material and the needs of the students. The learning model serves as a conceptual framework that provides direction for the implementation of learning, ensuring that the learning process can proceed in a structured and systematic manner (Majid, 2019).

Developments in educational theory and practice have given rise to various learning models that teachers can use to create more active and meaningful learning. Innovative learning models provide opportunities for students to engage directly in the learning process through exploration, discussion, problem-solving, and collaboration. The use of appropriate learning models can help students

develop higher-order thinking skills while increasing their motivation to learn.

In addition to learning models, learning approaches are also an integral part of learning planning. A learning approach is a perspective or philosophical foundation used in managing the learning process. The right approach will influence how teachers structure learning activities, select strategies, and determine the methods used in the teaching and learning process. Therefore, understanding various learning approaches is essential for prospective teachers.

The student-centered learning approach is increasingly used in education. This approach provides students with broader opportunities to actively participate in learning and optimally develop their potential. Through this approach, students are no longer objects of learning but rather subjects who play an active role in constructing their own knowledge and learning experiences (Rusman, 2022).

Another component that significantly influences learning success is the learning strategy. A learning strategy is a plan of action designed by a teacher to effectively achieve learning objectives. A good strategy can create positive interactions between teachers and students and encourage students to be more active in the learning process. Learning strategies also help teachers manage the classroom so that the learning process can proceed in a conducive and directed manner.

In the 21st-century learning era, learning strategies that emphasize student activity are becoming increasingly important. Learning strategies involving collaboration, group discussions, problem-solving, and the use of information technology are considered capable of improving the quality of learning. Through these strategies, students not only gain knowledge but also develop social skills and critical thinking skills necessary for everyday life (Trilling & Fadel, 2009).

Besides strategy, learning methods are also a crucial factor in determining the effectiveness of the teaching and learning process. Learning methods are the means teachers use to deliver material to students. Each method has its own characteristics, advantages, and limitations, so its use must be tailored to the learning objectives, the material being taught, and the characteristics of the students. Selecting the right method will help teachers create an engaging and engaging learning environment.

The use of varied learning methods can increase student participation in the learning process. Methods such as discussions, demonstrations, simulations, presentations, educational games, and case studies can provide more meaningful learning experiences than methods that focus solely on lectures. With a variety of learning methods, students have the opportunity to learn through a variety of activities that suit their learning styles and needs.

Although various learning models, approaches, strategies, and methods have been developed, many prospective teachers still experience difficulties in selecting and integrating these components into their lesson plans. Some prospective teachers still tend to use conventional, teacher-centered learning patterns, making learning less engaging and less able to optimally develop students' potential. This situation indicates that the ability to design innovative learning still needs to be improved.

The need for teachers capable of designing creative and innovative learning is

increasingly pressing as student characteristics change in the digital age. Today's students grow up in an environment saturated with technology and information, requiring more interactive and challenging learning experiences. Therefore, prospective elementary school teachers must be able to adapt their learning plans to current developments without neglecting the Islamic educational values that are the hallmark of madrasahs.

Based on this description, an analysis of engaging learning models, approaches, strategies, and methods in lesson planning is crucial. This study is expected to provide a deeper understanding of the various learning alternatives that prospective elementary school teachers can use to develop effective lesson plans. With sound planning, prospective teachers are expected to improve their competencies as professional educators, ready to face current and future educational challenges and capable of creating quality learning for students in elementary school.

METHODS

This study uses a qualitative approach with a library research method. This study was chosen because it aims to analyze and examine various concepts, theories, and research findings related to models, approaches, strategies, and engaging learning methods in lesson planning to improve the competency of prospective elementary school teachers. Library research was conducted by collecting, reviewing, and interpreting various relevant literature sources to obtain a comprehensive understanding of the study object.

The data sources in this study consist of primary and secondary data. Primary data were obtained from scientific books, national and international journal articles, research findings, and academic documents discussing learning planning, learning models, learning approaches, learning strategies, learning methods, and the competencies of elementary school teachers. Meanwhile, secondary data were obtained from various supporting sources such as seminar proceedings, government regulations in the field of education, learning modules, and other literature relevant to the research focus.

Data collection techniques were conducted through documentation studies, namely by tracing, reading, identifying, classifying, and recording various pieces of information related to the research topic. The literature used was selected based on its relevance, credibility, and relevance to the research focus. All data obtained was then systematically organized to facilitate analysis and conclusion drawing.

The data analysis technique used in this study was content analysis. The analysis was conducted through several stages: data collection, data reduction, data presentation, data interpretation, and conclusion drawing. In the data reduction stage, the researcher selected and focused on information relevant to the research objectives. Next, the reduced data was presented systematically based on themes related to learning models, approaches, strategies, and methods. The data was then analyzed in depth to identify relationships, similarities, differences, and their contribution to improving the competency of prospective elementary school teachers.

To ensure data validity, this study employed source triangulation, a technique used to compare various literature sources with similar themes and discussions. Through source triangulation, the information obtained can be verified, resulting in more valid and scientifically accountable data. The analysis results were then used as a basis for formulating research findings regarding engaging learning models, approaches, strategies, and methods in lesson planning to improve the competency of prospective elementary school teachers.

RESULTS & DISCUSSION

An Interesting and Relevant Learning Model in Learning Planning to Improve the Competence of Prospective Elementary Madrasah Teachers

Learning models are a crucial component of lesson planning, serving as a conceptual framework for organizing students' learning experiences. In the context of prospective elementary school teacher education, understanding various learning models is crucial because it influences their ability to design and implement effective learning. Learning models not only provide guidance on learning steps but also determine how interactions between teachers, students, materials, and the learning environment can occur optimally. Therefore, prospective teachers need to understand the characteristics of various learning models to be able to select the one that best suits their learning objectives and student needs (Sari & Fadilah, 2021).

Good learning planning must consider selecting a learning model capable of creating an active, creative, effective, and enjoyable learning environment. In 21st-century education, learning is no longer solely oriented toward delivering information, but rather emphasizes the development of critical thinking, creativity, communication, and collaboration skills. To achieve these goals, a learning model is needed that provides opportunities for students to actively participate in the learning process. Thus, a learning model becomes a crucial instrument in realizing student-centered learning.

One interesting and relevant learning model to implement in lesson planning is Problem-Based Learning (PBL). This model places problems as the starting point of learning, requiring students to find solutions through investigation and analysis. In its application, students are presented with various real-life problems, encouraging them to think critically and find solutions both independently and in groups. For prospective elementary school teachers, mastering the PBL model can help them develop their skills in designing challenging lessons and encouraging students to actively solve problems (Rahmawati & Yulianti, 2022).

The Problem-Based Learning model also has the advantage of enhancing higher-order thinking skills (HOTS). Through identifying problems, gathering information, analyzing data, and developing solutions, students learn to develop logical and systematic thinking skills. For PGMI students, the experience of using this model during their studies can be valuable when they later teach at Islamic elementary schools. They will find it easier to design lessons that foster critical thinking skills in students from an early age.

In addition to PBL, Project-Based Learning (PjBL) is also a highly relevant learning model for improving the competency of prospective teachers. This model emphasizes learning activities through the completion of projects that produce specific products. Throughout the process, students are involved in the planning, implementation, and evaluation of the projects they work on. This active involvement helps students develop creativity, responsibility, collaboration, and time management skills. For prospective teachers, the experience of using PjBL will provide an understanding of the importance of product-oriented learning and real-world experiences (Hidayat et al., 2023).

The application of Project-Based Learning in pre-service teacher education can also improve their ability to integrate various subjects into a cohesive learning activity. This is highly relevant to the characteristics of learning in Islamic elementary schools, which often employ a thematic approach. Through this model, pre-service teachers learn to design learning activities that connect various concepts, enabling students to gain a more meaningful and contextual learning experience.

Another equally important learning model is Discovery Learning. This model provides students with the opportunity to discover concepts or principles for themselves through observation, experimentation, and analysis. The teacher acts as a facilitator, guiding students in their independent discovery of knowledge. This model is highly effective in developing curiosity, critical thinking skills, and independent learning. For prospective elementary school teachers, understanding Discovery Learning will help them create more exploratory learning that focuses beyond simply delivering material (Pratiwi & Kurniawan, 2021).

The advantage of Discovery Learning lies in its ability to create meaningful learning. Knowledge discovered by students themselves tends to be easier to understand and remember than knowledge acquired through lectures. Furthermore, this model can increase learning motivation because students feel directly involved in the knowledge discovery process. In the context of pre-service teacher education, this model can train their ability to design learning activities that encourage students to actively seek and develop information.

The cooperative learning model is also an attractive and widely used learning model in modern education. This model emphasizes collaboration among students in small groups to achieve shared learning goals. Through group work, students learn to help each other, exchange ideas, respect others' opinions, and complete tasks collaboratively. For prospective elementary school teachers, the ability to manage cooperative learning is crucial because it can create a more interactive and conducive classroom atmosphere.

The application of cooperative learning in teacher education can also improve social skills and communication abilities. Students learn to collaborate with their peers, build positive relationships, and resolve conflicts constructively. This experience will be invaluable when they become teachers and must manage student interactions in the classroom. Furthermore, this model supports character development, including responsibility, tolerance, and mutual respect (Setiawan & Lestari, 2024).

The selection of a learning model in lesson planning cannot be done

haphazardly. Prospective teachers must consider learning objectives, student characteristics, the material being taught, the availability of facilities and infrastructure, and the learning environment. Each learning model has its own advantages and limitations, so its use must be tailored to the learning needs. The ability to select the right model is part of the pedagogical competency that every prospective elementary school teacher must possess.

Based on the above description, it can be understood that interesting and relevant learning models play a very important role in learning planning to improve the competence of prospective elementary school teachers. Problem-Based Learning, Project-Based Learning, Discovery Learning, and Cooperative Learning are some of the models that can be used to develop critical thinking, creativity, communication, collaboration, and pedagogical skills in prospective teachers. Therefore, mastery of these various learning models needs to be a primary focus in the education process for prospective teachers so that they are able to design and implement innovative, effective learning that is in accordance with the demands of 21st-century education.

Interesting Learning Approaches and Strategies in Learning Planning to Improve the Competence of Prospective Elementary Madrasah Teachers

Learning approaches and strategies are two important components that must be considered in learning planning. Learning approaches serve as the philosophical and conceptual foundations used by teachers in viewing the teaching and learning process, while learning strategies are action plans designed to achieve learning objectives effectively and efficiently. In the education of prospective elementary school teachers, an understanding of various learning approaches and strategies is essential so they can design learning that is appropriate to the needs of students and the development of modern education. The ability to choose the right approach and strategy will help prospective teachers create more active, engaging, and meaningful learning (Wulandari & Agustika, 2020).

One approach widely used in modern learning is the constructivist approach. This approach holds that knowledge cannot simply be transferred from teacher to student but must be constructed by students themselves through experience and interaction with their environment. In the constructivist approach, students are the center of learning, while the teacher acts as a facilitator, assisting in the knowledge-building process. For prospective elementary school teachers, understanding this approach is crucial because it can help them design more participatory learning that is oriented toward student learning experiences.

The constructivist approach provides opportunities for students to develop critical thinking skills, solve problems, and discover concepts independently. Through learning activities involving exploration, observation, discussion, and reflection, students gain more meaningful learning experiences. For PGMI students, implementing a constructivist approach during the lecture process can improve their ability to understand how students learn and how to create a learning environment that supports their intellectual and emotional development (Rahman & Hakim, 2021).

In addition to the constructivist approach, the scientific approach is also a

relevant approach in learning planning. This approach emphasizes the learning process through observing, asking questions, experimenting, reasoning, and communicating learning outcomes. The scientific approach is designed to develop scientific thinking skills and familiarize students with acquiring knowledge through inquiry. In the context of pre-service teacher education, this approach can help students understand the importance of a systematic learning process based on direct experience.

The scientific approach also provides opportunities for students to be more active in seeking and processing information. Students not only receive material from the teacher but also strive to discover and develop knowledge through various learning activities. For prospective elementary school teachers, experience using the scientific approach will help them design learning that fosters students' curiosity, creativity, and logical thinking skills. Therefore, this approach can be an effective alternative for improving the quality of learning (Sutrisno & Hidayati, 2022).

Another approach that is highly relevant to today's learning is Student-Centered Learning (SCL). This approach places students as the primary subjects in the learning process. Teachers act as facilitators, providing guidance and support so students can learn independently and collaboratively. This approach encourages students to actively seek information, express opinions, and participate in various learning activities. For prospective teachers, mastering the SCL approach is crucial because it aligns with the demands of 21st-century learning.

When implementing a learning approach, an appropriate strategy is required to optimally achieve learning objectives. One widely used strategy is active learning. This strategy emphasizes direct student involvement in the learning process through various activities such as discussions, presentations, simulations, problem-solving, and group work. Active learning strategies can create a more dynamic and enjoyable learning environment, enabling students to become more than passive listeners but actively involved in constructing knowledge (Ningsih & Setyosari, 2023).

Active learning strategies are highly beneficial for prospective elementary school teachers because they can help them understand the importance of student engagement in the learning process. Through experience using these strategies, students learn how to design activities that can increase student motivation, participation, and learning outcomes. Furthermore, active learning strategies can also train prospective teachers in classroom management and foster positive interactions between teachers and students.

Another relevant strategy to implement is collaborative learning. This strategy emphasizes cooperation among students in completing tasks or solving specific problems. Through collaborative activities, students learn to share ideas, respect differences of opinion, and work together to achieve common goals. For prospective elementary school teachers, understanding collaborative strategies is crucial because it can help them develop their students' communication skills, collaborate, and build positive social relationships.

In addition to collaborative strategies, problem-solving-based learning strategies are also an effective option in modern learning. This strategy encourages

students to confront real-world problems and seek solutions through critical and analytical thinking. Using this strategy not only improves students' academic abilities but also trains them to make decisions and solve problems in everyday life. For prospective teachers, mastering this strategy will help them create more contextual and relevant learning that meets students' needs (Kusuma & Prasetyo, 2024).

Based on this description, it can be understood that learning approaches and strategies play a crucial role in lesson planning to improve the competency of prospective elementary school teachers. Constructivist, scientific, and student-centered learning approaches provide a strong foundation for creating student-centered learning. Meanwhile, active, collaborative, and problem-solving-based learning strategies can create more engaging, meaningful, and effective learning experiences. Therefore, prospective teachers need a comprehensive understanding of various learning approaches and strategies to be able to design innovative learning that meets the demands of 21st-century education.

The Role of Interesting Learning Methods in Learning Planning to Improve the Pedagogical and Professional Competence of Prospective Elementary Madrasah Teachers

Learning methods are a crucial component of lesson planning, serving as the means or techniques used to deliver material and achieve learning objectives. In educational practice, learning methods serve as a bridge between the planned learning process and classroom implementation. Selecting the right method will influence the level of student engagement, the effectiveness of material delivery, and the success of achieving learning objectives. Therefore, prospective elementary school teachers need to be able to select and apply learning methods appropriate to the characteristics of their students and the material being taught (Mardhiyah et al., 2021).

One interesting and frequently used learning method is the discussion method. This method provides students with the opportunity to exchange opinions, express ideas, and build a shared understanding of a learning topic. Through discussion activities, students not only gain knowledge from the teacher but also learn from the experiences and ideas of their peers. For prospective elementary school teachers, mastering the discussion method can improve their ability to manage classroom interactions, facilitate effective communication, and create a democratic and participatory learning environment.

The demonstration method also plays a crucial role in learning, especially for materials requiring examples or hands-on practice. In this method, teachers demonstrate a specific process, skill, or activity so that students can understand the material more concretely. The use of the demonstration method significantly assists students in grasping practical and applicable concepts. For prospective teachers, this method can be a means of developing the ability to explain material systematically and engagingly, making learning easier for students to understand (Safitri & Dafit, 2022).

In addition to demonstration methods, simulations and role-playing are also effective learning alternatives. These methods allow students to act out specific

situations related to the learning material. Through simulations, students gain a more realistic learning experience because they are directly involved in the situations being demonstrated. In the education of prospective elementary school teachers, simulation methods can be used to practice teaching skills, classroom management, and resolve various problems that may arise during the learning process. Thus, this method contributes to the development of prospective teachers' pedagogical and professional competencies (Nurhasanah & Sobandi, 2021).

Presentation methods also play a significant role in enhancing the academic and professional abilities of prospective teachers. Through presentations, students learn to convey information systematically, clearly, and convincingly to an audience. Public speaking is a crucial skill for teachers, as the learning process demands strong communication skills. By conducting frequent presentations, prospective teachers can improve their self-confidence, critical thinking skills, and the ability to effectively deliver learning materials.

The case study method is a learning method that focuses on analyzing real-world problems to find appropriate solutions. This method is highly relevant in teacher education because it provides students with the opportunity to understand various problems that may arise in the world of education. Through case analysis, students learn to connect theory with practice, develop analytical thinking skills, and hone their decision-making skills. This experience is crucial in preparing them to become teachers capable of facing the various challenges of implementing learning in schools (Fauziyah & Anugraheni, 2023).

The use of varied learning methods also contributes to increasing student motivation. Consistently using a single method tends to lead to boredom and diminish interest in learning. Conversely, using a variety of engaging methods can create a more dynamic and enjoyable learning environment. For prospective elementary school teachers, the ability to combine various learning methods demonstrates a level of creativity and professionalism in designing and implementing learning that meets student needs (Rahayu & Purnawarman, 2024).

Based on the above description, it can be understood that engaging learning methods play a crucial role in lesson planning to improve the pedagogical and professional competencies of prospective elementary school teachers. Discussion, demonstration, simulation, role-playing, presentation, and case study methods can help prospective teachers develop communication, critical thinking, problem-solving, classroom management, and effective teaching skills. Therefore, mastery of various learning methods needs to be an essential part of the educational process for prospective teachers so they can create active, creative, and innovative learning that meets the demands of 21st-century education.

CONCLUSION

Learning planning is a crucial competency for prospective elementary school teachers, as it serves as the foundation for creating an effective, focused, and meaningful learning process. In developing learning plans, the selection of learning models, approaches, strategies, and methods plays a crucial role in supporting the achievement of learning objectives. Prospective teachers' ability to understand and

integrate these various components will impact the quality of their learning and their ability to meet the demands of 21st-century education.

The study results show that learning models such as Problem-Based Learning (PBL), Project-Based Learning (PjBL), Discovery Learning, and Cooperative Learning are engaging and relevant for implementation in lesson planning. These models encourage active student engagement, enhance critical thinking, creativity, communication, and collaboration skills, and provide more meaningful learning experiences. Mastering these learning models can assist prospective elementary school teachers in designing innovative, student-centered learning.

Furthermore, learning approaches and strategies also contribute significantly to improving the competency of prospective teachers. Constructivist, scientific, and student-centered learning approaches provide a strong foundation for active and participatory learning. Meanwhile, active, collaborative, and problem-solving-based learning strategies create an engaging learning environment and encourage students to participate actively in the learning process. Understanding these various approaches and strategies enables prospective teachers to design learning that is appropriate to student characteristics and developments in modern education.

Furthermore, engaging learning methods such as discussions, demonstrations, simulations, role-playing, presentations, and case studies have been shown to play a significant role in improving the pedagogical and professional competencies of prospective elementary school teachers. These methods not only help students understand the material more deeply but also develop communication, critical thinking, problem-solving, and social skills. Therefore, mastering appropriate learning models, approaches, strategies, and methods needs to be a primary focus in the education of prospective teachers so that they can become professional, creative, and adaptive educators capable of creating quality learning in elementary school.

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