

# Descriptive Study Of The Implementation of Digital Learning Model in Learning Inovation at UPT SPF SDN 105313 Namo Rube Julu

Fitriani Br Sitepu<sup>1</sup>

Department of Primary School Teacher Education, Faculty of Education and Teacher Training State University of Medan, Medan, Indonesia.

[\\*fitrianisitepu65@guru.sd.belajar.id](mailto:fitrianisitepu65@guru.sd.belajar.id)

## Kata Kunci

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## Keywords

Digital Learning Model  
Technology Integration  
Educational Innovation

## Abstrak

Studi ini mengeksplorasi inovasi model pembelajaran digital yang diterapkan di UPT SPF SDN 105313 Namo Rube, sebuah sekolah negeri yang berusaha beradaptasi dengan tuntutan pendidikan abad ke-21 yang terus berkembang. Penelitian ini bertujuan untuk mendeskripsikan jenis model pembelajaran digital yang diterapkan, strategi yang digunakan untuk mengintegrasikan teknologi dalam pembelajaran sehari-hari, dan dampaknya terhadap keterlibatan siswa dan hasil belajar. Dengan menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui observasi kelas, wawancara guru, dan analisis dokumentasi. Temuan menunjukkan bahwa sekolah telah mengadopsi beberapa perangkat dan platform digital yang inovatif, termasuk aplikasi pembelajaran interaktif, strategi pembelajaran campuran dan konten multimedia yang dibuat guru yang disesuaikan dengan kebutuhan siswa. Inovasi ini telah menunjukkan pengaruh positif terhadap motivasi, partisipasi dan literasi digital dasar siswa. Namun, tantangan seperti keterbatasan infrastruktur dan berbagai tingkat kompetensi guru tetap ada. Studi ini menggarisbawahi pentingnya dukungan berkelanjutan dan pengembangan profesional untuk mengoptimalkan implementasi pembelajaran digital di pendidikan dasar, terutama di daerah pedesaan atau pedesaan.

## Abstract

This study explores the innovation of digital learning models implemented in UPT SPF SDN 105313 Namo Rube, a public school that is trying to adapt to the ever-evolving demands of 21st-century education. This study aims to describe the types of digital learning models implemented, the strategies used to integrate technology into daily learning, and their impact on student engagement and learning outcomes. Using a descriptive qualitative approach, data were collected through classroom observations, teacher interviews, and documentation analysis. Findings indicate that the school has adopted several innovative digital tools and platforms, including interactive learning applications, blended learning strategies, and teacher-created multimedia content tailored to students' needs. These innovations have shown positive effects on students' motivation, participation, and basic digital literacy. However, challenges such as limited infrastructure and varying levels of teacher competency remain. This study underscores the importance of ongoing support and professional development to optimize the implementation of digital learning in primary education, especially in rural or rural areas.

## 1. Introduction

The rapid advancement of digital technology has transformed various sectors globally, including education. In the context of elementary education, digital learning is no longer a supplementary tool, but a strategic approach to meet the evolving needs of young learners in the 21st century. Innovative digital learning models offer opportunities to create more interactive, engaging, and personalized educational experiences that align with the developmental characteristics of elementary school students. These models incorporate a variety of digital tools and platforms that support active learning, collaboration, and the development of digital literacy from an early age.

In Indonesia, the integration of digital learning in elementary schools is gaining momentum, particularly in response to national educational reforms and the increasing accessibility of technology. However, the implementation of digital learning models varies significantly across regions, especially in schools located in rural areas. UPT SPF SDN 105313 Namo Rube Julu, a public elementary school situated in a semi-rural area, represents a unique case in exploring how digital innovation is introduced and adapted within specific local contexts.

The Concept of the Importance of Implementing Digital Learning Models in Learning Innovation at UPT SPF SDN 105313 Namo Rube Julu is a learning process for student to create a conducive learning atmosphere and process using the internet or digital technology as in intermediary. One of them is that

it can increase student's learning motivation.

This study aims to describe the importance of the Implementation of Digital Learning Models in Learning Innovation at UPT SPF SDN 105313 Namo Rube Julu. This study examines the types of digital devices used, the pedagogical approaches used by teachers, and the observed impacts on student learning engagement. By focusing on this school, this study contributes to a broader understanding of how digital innovation in education can be contextualized and sustained in elementary school, especially in under-resourced or developing educational environments.

## 2. Method

This study employed a descriptive qualitative method to explore the implementation and innovation of digital learning models in the context of elementary education at UPT SPF SDN 105313 Namo Rube Julu. This approach was chosen to gain an in-depth understanding of the strategies, practices, and challenges experienced by teachers and students in integrating digital technologies into classroom learning. Data were collected through in-depth interviews with classroom teachers and the school principal, direct observations of learning activities, including lesson plans, digital teaching materials, and platform usage reports at GTK space.

Thematic analysis was used to identify recurring patterns and themes related to the types of digital tools used, instructional design, student engagement, and alignment with the Merdeka Curriculum. Triangulation of data sources ensured the credibility and reliability of the findings. This method allowed for a comprehensive exploration of how digital innovation is being adapted and applied within a rural elementary school setting.

## 3. Results and Discussion

Based on data obtained through observation, interviews, and documentation of teacher and students at UPT SPF SDN 105313 Namo Rube Julu, the results of the study show that the implementation of digital learning models has begun to be integrated into teaching and learning activities with several achievements as follows:

1. The Use of Digital Media at UPT SPF SDN 105313 Namo Rube Julu
  - a. Some teachers have used digital devices such as projectors and laptops in delivering materials.
  - b. Some teachers in high classes use simple digital platforms such as WhatsApp to give assignments and communicate with parents.
  - c. The use of learning videos from YouTube or learning content from platforms such as Rumah Belajar has also begun.
  - d. Some teachers have used Interactive Multimedia when delivering materials in class
  - e. Some teachers have used Game-Based Learning with Qizz Game using word walls
2. Teacher Response
  - a. Most teachers at UPT SPF SDN 105313 Namo Rube Julu are certified and have a basic understanding of the use of technology in learning
  - b. Teachers stated that digital learning helps increase student engagement and facilitates the delivery of visual materials
  - c. The main obstacles felt were the lack of technical training and suboptimal supporting infrastructure, such as unstable internet connections
3. Student Response
  - a. Students show enthusiasm for the use of digital media because the material becomes more interesting and easier to understand
  - b. However, not all students have access to digital devices at home, so digital learning is not yet fully distributed from the student side.
4. Infrastructure and Support
  - a. Schools have several digital support devices, but the number is still limited.
  - b. Support from the government and education office is still limited in terms of teacher training and device procurement.

### 3.1. Discussion

The implementation of the digital learning model at UPT SPF SDN 105313 Namo Rube Julu reflects the school's real efforts to follow the flow of educational transformation in the digital era. Although challenges such as limited devices and training still exist, innovation has begun to be seen from teachers'

initiatives in utilizing available digital media

The use of digital media such as learning videos and communication through online platforms is a strategic initial step to familiarize students and teachers with the 21st century learning model. Based on constructivist learning theory, digital learning can facilitate active, independent, and collaborative learning. This is in line with research results showing that students are more enthusiastic when using digital media in learning.

However, this implementation is still partial and depends on the individual abilities of teachers and the access that students have. Therefore, the success of the implementation of the digital learning model does not only depend on teachers, but also requires systemic support from the school, education office, and parents of students

### 3.2. Conclusion

The main conclusion(s) of the study should be presented in a short conclusion statement highlighting the goals of the study and its importance. State new hypotheses when warranted. Include recommendations when appropriate. Conclusion shall be written in a paragraph. Do not repeat the Abstract, or just list experimental results.

The journal explores how digital learning models are being implemented at UPT SPF SDN 105313 Namo Rube Julu, a public elementary school located in a semi-rural area of Indonesia. The study highlights the increasing role of digital technology in transforming education, particularly in elementary schools where digital tools are no longer supplementary but essential for engaging 21st-century learners.

Using a descriptive qualitative method, the study collected data through interviews, classroom observations, and documentation analysis. The research focuses on the types of digital tools used, pedagogical strategies employed by teachers, and the impact on student engagement and motivation.

### Author Contributions

Fitriani Br Sitepu: Conceptualization, Data curation, Methodology, Investigation, Formal analysis, Visualization, Writing – original draft, Writing – review & editing, Supervision, Project administration.

The author declares that all contributions to this research and the writing of the manuscript were carried out independently. The author has read and approved the final manuscript.

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The author declares that there are no financial or non-financial conflicts of interest that could have inappropriately influenced the results of this research and the writing of this article. The author has no professional, financial, or personal relationships with any individuals or organizations that could be perceived as having a potential conflict of interest related to this work.

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