Innovative Learning Strategies through Emotional Approaches Enhance the Learning Interest of SDN Baledono 2 Students

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Sections Info	ABSTRACT
Article history: Submitted: March 03, 2025 Final Revised: March 10, 2025 Accepted: March 17, 2025 Published: March 24, 2025 *Keywords:* Students strategies Interest to learn Innovative learning Emotional approach	*Objective: This study aims to explore and analyze the effectiveness of innovative learning strategies integrated with an emotional approach in enhancing elementary school students' interest in learning at SDN Baledono 2. Method: A qualitative research method with a descriptive approach was employed to assess the implementation of the Community Service Program by students from Muhammadiyah University of Sidoarjo. Data collection was conducted through observation, interviews, and documentation analysis to examine the impact of these strategies on student engagement. Results: The findings indicate a notable increase in students' enthusiasm for learning following the implementation of interactive and emotionally engaging teaching methods. The structured learning interventions successfully fostered a more dynamic and student-centered classroom environment, leading to improved participation and motivation. Novelty: This study highlights the integration of emotional engagement within innovative pedagogy as a key factor in revitalizing student interest in learning. The insights gained provide valuable recommendations for educators and future community service programs to enhance the quality of elementary education through emotionally responsive teaching strategies. Future research should explore scalable models for implementing similar approaches in diverse educational settings to ensure broader applicability and long-term impact.*

INTRODUCTION

Education is one of the fundamental aspects in the development of high-quality human resources. At the elementary school level, students' interest in learning becomes an important factor in determining the success of the learning process. However, it cannot be denied that in practice, many students experience a decline in learning interest caused by various factors, such as uninteresting teaching methods, limited facilities and infrastructure, and a lack of emotional engagement between teachers and students. Therefore, effective strategies are needed to increase students' interest in learning so that they are more motivated to participate in the learning process [1].

Students who engage in community service have great opportunities to contribute to the field of education, especially in elementary schools that require more innovative learning approaches. In the context of SDN Baledono 2, the community service team plays a strategic role in stimulating students' interest in learning through the application of innovative teaching methods and building positive emotional relationships with the students. Two main approaches that can be applied are the innovative learning approach

and the emotional approach. With the combination of these two approaches, it is hoped to create a more enjoyable and effective learning atmosphere for students [2].

Innovative learning approaches encompass various strategies. This can increase interest and interaction in the learning process. The use of media is one of the approaches that can be utilized. technology-based learning, such as interactive presentations, educational videos, and digital learning applications. In addition, the community service team can adopt game-based learning methods, where students learn through fun and challenging activities. Thus, students do not just passively receive the lesson material, but also actively engage in learning, which ultimately enhances their understanding and interest in the subject [3].

In addition, project-based learning methods can also be applied by community service in helping students understand the subject matter in a more contextual way. In this method, students are given tasks or projects that are relevant to everyday life, so they can directly see the benefits of the material they are learning. For example, in science subjects, students can conduct simple experiments with community service guidance, so they can better understand scientific concepts. This approach not only increases students' interest in learning but also develops their critical thinking and problem-solving skills [4].

In addition to implementing innovative learning, building positive emotional relationships with students is also an important factor in increasing their interest in learning. The emotional approach in learning involves aspects of engagement and attention given by the teacher to the students. The community service team can build emotional closeness with students in various ways, such as providing motivation, understanding their learning needs, and creating a safe and comfortable learning environment. With a good relationship between teachers and students, they will feel more appreciated and motivated to learn [5].

The emotional approach also includes aspects of learning that take into account the individual differences of each student. In this case, the community service team can apply more personalized teaching methods and adjust to the students' learning styles. For example, for students who find it easier to understand material through visuals, students can use images or graphics in delivering the material. Meanwhile, for students who prefer learning through hands-on practice, students can assign experiment-based or simulation tasks. By understanding the needs of each student, learning can take place more effectively and enjoyably [6].

The implementation of innovative learning strategies and emotional approaches at SDN Baledono 2 by the community service team aims not only to increase students' interest in learning but also to provide them with a more meaningful learning experience. Through this strategy, students can be more active in learning, have high motivation, and understand that learning is an enjoyable process. The success of this strategy will also have a positive impact on the teachers at the school, where they can adopt the methods

implemented by the community service team as part of their teaching approach in the future [7].

Thus, the community service team's strategy in increasing students' interest in learning through innovative learning approaches and emotional approaches becomes a very important step in creating a more conducive and effective learning environment. Not only does it help students understand the lesson material better, but it also provides a more interactive and enjoyable learning experience. The successful implementation of this strategy is expected to make a real contribution to the world of education, especially at the elementary school level, and to build a younger generation that is smarter and more competitive [8].

RESEARCH METHOD

The research methods used in this study were collected through observation, interviews, and observational actions. The qualitative descriptive approach is a type of research approach that utilizes qualitative data and is described descriptively. The approach aims to explore or capture the social situation that will be studied. chosen because it can provide an in-depth picture of the experiences and interactions between the community service team and the students during the program. Data collection techniques include observation, documentation, and interviews. Observation was conducted directly at SDN Baledono 2 to see the interactions and teaching methods applied by the community service team. Interviews were conducted with the community service team, teachers, and students to gain a broader perspective on the effectiveness of the strategies used. Documentation in the form of activity notes, evaluation results, and recordings of learning activities are used as supporting data. Data analysis is conducted through three main stages: data reduction, data presentation, and conclusion drawing. Data collected from various sources are analyzed to identify patterns and the effectiveness of the strategies implemented by the community service team in increasing students' interest in learning. The validity of the data is maintained through source triangulation, which involves comparing the results of observations, interviews, and documentation to ensure the consistency and accuracy of the research findings. By using this method, the research is expected to provide a clear picture of the role of the community service team in increasing the learning interest of elementary school students through innovative learning and emotional approaches. The results of this research are expected to serve as a reference for future community service programs and contribute to the development of more effective and enjoyable learning methods for elementary school students.

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RESULTS AND DISCUSSION
Observation

Figure 1. Work program activity visit

Members of the community service team conducted an observation at SD Negri Baledono 2 on Friday, January 24, 2025, with the aim of gathering information about the issues of students' interest in learning, behavior, and habits during class hours, and to socialize the work program that will be implemented at SD Negri Baledono 2. Based on the results of the observation, SD Negri Baledono 2 has quite complete facilities and infrastructure to support teaching and learning activities, but there is a lack of interest in studying. Therefore, the community service team brought several work programs to increase the reading, writing, and arithmetic interest of the students at SD Negeri 2 Baledono.

Implementation of Activities

1. **Reading**
   Determining the Literacy Theme

Figure 2. Literacy education presentation

Students are allowed to choose the literacy theme to foster a high interest in reading. We do this because the students of SD Negri Baledono 2 have a lack of interest in reading. Each child is required to bring 1 storybook or short story, which will be read in front of the class for 30 to 45 minutes to the other students [10].

2. **Bringing a Reading Book**

Figure 3. Learning media through games

First-grade students are required to bring the reading books provided by the school. Although they have already entered the first grade, there are still students at this school who cannot read. In the end, we decided to require first-grade students to bring the provided reading books. The student on duty will call each student one by one to

read at the teacher's desk, and if the student finishes reading, they will be given a reward to show appreciation.

Writing

1. Poetry Writing Competition

Figure 4. Poetry learning activity

Not only reading, but we also created a writing program. We held this competition in the last week of the Education Division's work program, where the students created poems themed around friendship or family to be judged. This competition can be participated in by 5th and 6th-grade students, and we organized this competition to hone the creativity of 5th and 6th-grade students.

2. Storytelling Competition

Figure 5. Story writing guidance

Storytelling is the art or ability of telling stories with the aim of entertaining, conveying information, or evoking the reader's emotions. In the storytelling competition, the students connect a series of events, characters, and settings in an engaging and meaningful way. The theme of this storytelling competition is friends and family, the students wrote their stories on the paper we provided.

Counting

1. Quiz

Figure 6. Quiz-based learning

Due to the students' lack of interest in studying, we decided to conduct math lessons using quizzes for students in grades 2-6 who are active in learning activities. If there are students who are still confused, we teach them in various ways so that they can understand the questions, and we also take an emotional approach to make them more interested and comfortable in learning, thereby increasing their interest in arithmetic. This activity is conducted during the last hour with the aim that if the students answer the quiz, they can go home early [11].

CONCLUSION

Fundamental Finding : The implementation of the education division's work program at SDN Baledono 2 successfully addressed the challenge of low student learning interest by incorporating engaging learning methods and an emotional approach. This strategy effectively enhanced student motivation and classroom participation, demonstrating the importance of fostering an emotionally supportive learning environment. **Implication :** The findings emphasize the need for student-centered teaching approaches that integrate emotional engagement to improve learning outcomes in elementary education. Additionally, collaboration between educators, community

stakeholders, and local institutions plays a crucial role in sustaining effective educational interventions. **Limitation :** The primary constraints encountered during program execution were unpredictable weather conditions and limited internet access, which hindered both activity implementation and communication. These external factors highlight the necessity of developing adaptive strategies for educational initiatives in rural areas. **Future Research :** Further studies should explore scalable and technology-assisted learning strategies that are resilient to environmental challenges. Additionally, investigating the long-term impact of emotional-based pedagogical approaches on student learning motivation could provide deeper insights for the continuous improvement of educational quality in similar settings.

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