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Utilizing Meaningful Instructional Design to Enhance Elementary School Students' Learning Capabilities

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Abstract

In order to enhance each child's learning potential, teachers play a crucial part in the educational process. Consequently, it is up to the teacher to select the most effective learning technique. The purpose of this research is to ascertain how the Meaningful Instructional Design learning model can be implemented with students. This study employed a qualitative methodology using a descriptive approach. This Meaningful Instructional Design learning style has been shown through study to improve students' motivation and comprehension of learning. Students find it easier to absorb the content or concepts offered when there is a connection made between the lessons (text) and reality (context). in order to give students a genuine experience that will help them remember the lesson for a very long time. Students' interest in learning can therefore be raised by using the Meaningful Instructional Design learning approach.

Keywords: *Instruction, Learning Strategies, Student Ability.*

PRELIMINARY

Children in elementary school need to strengthen their abilities in order to advance to the next level. There are so many kids whose skills need to be developed. Children require the stimulation of those around them to continue developing their abilities. Consequently, a child's early surroundings will have an impact on how their talents develop. Students' increased learning capacity is a sign that the learning process is successful (Assingkily, *et.al.*, 2022).

Every child is unique, and this includes their learning preferences as well as their aptitudes for absorbing information from parents, instructors, and other adults. Actually, kids like to play more than study because they are still concentrating on the aspects of learning that they find interesting. Because play is a big part of learning, elementary school kids should ideally enjoy learning while playing. This is because play motivates kids to learn. Teachers use motivation to move or inspire pupils in order to boost their desire and willingness to study motivation and to help them accomplish academic goals that align with the curriculum. When a youngster receives praise from the instructor, for instance, he will feel brave and confident and won't be frightened to stand in front of the class (Rahmawati, 2020). The youngster will in this instance be more engaged in learning in any case, both inside and outside of the classroom.

Because of this, educators need to design high-quality learning experiences for students in order to give their skills and knowledge greater significance (Ansori, *et.al.*, 2021). This is consistent with the Minister of Education Regulation of the Minister of Education and Culture number 22 of 2016, which says that "Students are motivated to participate actively in the learning process in educational units, and sufficient space is provided for initiative, creativity, and independence in accordance with their talents, interests, and physical and psychological development."

A teacher who masters the content, has a teaching technique, can put together lesson plans, and can appropriately assess students' learning outcomes is considered a professional. Furthermore, educators need to be able to inspire students to learn (Jf, *et.al.*, 2021). Teachers have two roles in the learning process: they are facilitators, setting up conditions for students to engage in the learning process, and

learning managers, designing educational activities that help students meet their learning objectives (Harefa, 2021).

Teachers are therefore expected to be able to implement effective and diversified learning models in order to enhance students' learning motivation and ability. Students are passive in the classroom learning process because they are not used to solving problems in the form of word problems related to everyday life and learning is still monotonous, even though the teacher's traditional learning model occasionally contradicts the material being taught (Purnama & Fadli, 2020). As a result, in order to actively engage students in the learning process, teaching must be focused on problems and students' contextual experiences.

Using the Meaningful Instructional Design learning model is one way to engage students and enhance their capacity for learning. According to Rusman (2012), "meaningful learning is basically a process of linking new information to relevant concepts contained in a person's cognitive structure". According to Sritresna (2015), the "Meaningful Instructional Design learning model is a learning model that prioritizes the effectiveness and meaningfulness of learning by providing a conceptual framework for activities".

Actually, a lot of individuals have done a lot of study on the application of meaningful instructional design techniques. Among these are the following: the use of a meaningful instructional design learning model in basic education (Rezky & Veri, 2020); a monograph on the use of meaningful instructional design learning models in physics education (Darmawan, 2021); the use of a mind mapping-oriented meaningful instructional design learning model to enhance students' comprehension of mathematical concepts (Sekarini, *et.al.*, 2018); the enhancement of students' mathematical connection skills via the Cooperative-Meaningful Instructional Design learning model (Teni, 2015); and the impact of meaningful instructional design learning models on students' cognitive learning outcomes in mathematics (Yuliani, *et.al.*, 2020). The literature study makes it abundantly evident that there are still "empty booths" when it comes to matching the learning techniques of meaningful instructional design to the academic aptitudes of elementary school students. This makes it crucial to conduct additional research on initiatives to use meaningful instructional design learning strategies in order to enhance the learning capacities of elementary school students.

METHOD

This study employed a qualitative approach using a descriptive methodology. The design of the problem that directs research to investigate or capture social events that will be closely, comprehensively, and in-depth is known as qualitative descriptive research. Several data gathering methods, including observation, interviews, and documentation, were used in the research. The activities, events, objects, conditions, environment, and sentiments of an individual are examples of the outcomes of observations. In order to address research issues, observations are made in order to get a true image of an event or events (Rahardjo, 2011). Children in elementary school served as the research subjects for this study, which was carried out in March and April of 2023.

FINDINGS AND DISCUSSION

The word "model" is frequently used in both learning and Meaningful Instructional Design learning, where the learning model creates a framework-activity that is conceptually cognitive-constructivist in order to prioritize learning efficacy and meaning (Rosita, 2018). One of the fundamental tenets of constructivist learning is meaningful instructional design. According to Ausubel, meaningful learning stems from people's innate curiosity about their surroundings, which includes social, natural, and even spiritual contexts. Making meaningfulness a priority during the learning process can help students remember the information that has recently or recently been presented by the teacher (Wuryati, 2021).

Using a conceptual-constructive activity-framework, the Meaningful Instructional Design learning paradigm places an emphasis on learning's efficacy and meaning. in order to make learning in the classroom engaging, participatory, and enjoyable for students (Ristinawati, 2020). This demonstrates that the process of meaningful learning is linked to fresh understanding of significant ideas that are stored in students' cognitive structures. In order for pupils to fully comprehend and retain the concepts they have

acquired, learning involves more than just memorization of facts or concepts; it also involves the integration of concepts to produce a comprehensive grasp of their surroundings (Ariska, 2019).

Education has purpose. There are two crucial factors to take into account. First, the properties of the subject matter under study. The cognitive framework of each learner comes in second. Of course, the newly taught material will alter pupils' cognitive structures. It must have significance, which means that it must take the shape of meaningful terms, meaningful concepts, or meaningful connections between two or more meaningful concepts. Additionally, the newly learnt content needs to have a significant and coherent relationship to the students' cognitive structures (Zulfikar, *et.al.*, 2023).

Learning objectives, teaching materials or materials, learning resources, learning processes, and learning evaluation are the five components that make up the Meaningful Instructional Design learning model. The following features of this learning model are also present: (1) Gathering information through students' experiences and past knowledge, then processing and storing it for later recall; (2) Taking into account the subject matter, the difficulty of the tasks in relation to the needs, interests, and cognitive development of the students (Sayari, 2022).

The steps in the Meaningful Instructional Design (MID) learning method are as follows: *First,* ***Lead in.*** Experience-based learning, experience analysis, and concept-based learning activities comprise the first phase of the MID method's learning process. Make connections between new experiences, events, and facts during this learning process. Then, examine these encounters and consider how their concepts relate to fresh information. The instructor carries out this task by: (1) setting up scenarios in the form of student-experience-related activities (2) Assigning pupils to groups of four to five people in a heterogeneous manner (3) tasks or questions that require pupils to consider and evaluate prior knowledge (4) queries concerning material, concepts, and ideas that the pupils are not familiar with.

Second, ***Reconstruction.*** The teacher mediates and facilitates pertinent learning experiences as the second step in the MID method's learning process. Giving concepts or knowledge, for instance, through reading and listening to materials that have been prepared, discussed, and evaluated by students. The focus of this learning idea is on helping pupils locate the concepts necessary for knowledge acquisition. Students are able to integrate what they have learned into their personal experiences (Ana, 2022). The teacher carries out this activity by: (1) delivering each group instructional materials; (2) allowing each group to examine instructional materials; and (3) assigning homework to help the groups gain new understanding.

Third, ***Production.*** The expression of idea appreciation is the third phase in the MID method's learning process (Al-Qoniah, 2020). The idea of the lesson plan is assessed or put into practice in a practical way. Furthermore, it facilitates an effective learning flow, enabling students to generate new ideas based on principles they grasp in addition to understanding them intellectually. From the description of the learning steps, students must learn actively with the support of experience and be able to develop new materials or concepts. So that a new concept will emerge from the concept that is understood. In this way, students will experience different learning so that they are motivated to learn and maximum learning outcomes.

Maharani, *et.al.* (2018) states that the MID model has advantages when applied in learning, namely: (1) the application of the MID learning model can overcome the learning process which tends to be passive, because students are well organized in student-centered learning (2) students can more realistically reflect on the relationship between experiences in at home and at school (3) the process of reading, observing and working together in MID learning can improve students' thinking skills and ability to absorb material so that learning is easier to understand and students remember it longer (4) students can find new information for themselves by correlating all the information has.

Learning outcomes can be used to evaluate how well students comprehend a subject because to the advantages of the MID model. Furthermore, it is well known that MID's advantages might heighten students' enthusiasm for learning. because students actively participate in displaying the subject they are learning. Students who are driven to engage more fully in structured learning activities will have a stronger motivation to study and become more competitive. Thinking and material absorption can be facilitated by collaborative work, observation, and reading.

Teacher competence, which plays a significant role in the educational process and supports the Meaningful Instructional Design learning model, is essential. During the learning process, teachers not only carry out duties but also work to develop students' abilities in a way that is sustainable. In addition to

being impacted by excellent educators, the curriculum is crucial for usage in the learning process. Principals' oversight also encourages teachers to work toward shared objectives (Ahmadi, 2020).

Teachers' inability to locate specific, real-world examples is a barrier to the Meaningful Instructional Design learning approach. Since this approach places more of a focus on learning from both the teacher's and the students' experiences. Therefore, there are occasionally challenges in delivering the content. Because the MID model takes a while to complete, the instructor must also be able to plan and manage class time. Children's abilities vary, and if there is a significant disparity in one set of students' IQs, then the pupils cannot collaborate effectively since they will have to rely on more intelligent students (Khakim, 2019).

Students' drive to learn and their understanding of learning based on experiences can both be enhanced by the Meaningful Instructional Design learning paradigm, according to data gathered from the researchers' observations. Students will comprehend what they are truly learning because this learning model places a strong emphasis on the idea of meaningful learning. If learning is enjoyable, pupils will become more enthusiastic about it. As a result, the instructor assigns media that is relevant to the lesson.

This is a call to action for educators to implement learning models in conjunction with engaging educational materials and the teacher-student relationship. Students will participate in lessons more effectively when using the Meaningful Instructional Design learning model since it is well-organized and outlines the tasks that must be completed during the learning process (Nursalim, 2017). Applying the MID learning model starts with experience-based activities; learning starts with a challenge that is based on the experiences of the students. reconstruction using media exploration to investigate kids' interests. The learning material is represented by animated visuals as the medium. Expression and appreciation of ideas in group discussions based on a range of perspectives and experiences. In this instance, the lesson is discussed by multiple groups of pupils. Following then, a report on the discussion's outcomes will be given, examining how well the students comprehended the ideas they were exposed to (Siregar, 2020).

It may be concluded that students are receiving a fairly decent education in the implementation of the Meaningful Instructional Design learning approach based on the findings of observations. It is evident that comprehending ideas from the supplied material about the five senses is more superior to only reading the content and drawing conclusions from it. It is evident that if educators can make learning relevant by delving deeply into subjects and providing students with pertinent and engaging examples of a concept, then conceptual comprehension will grow and improve. Therefore, using the MID model with students to enhance their learning has a favorable impact on their comprehension of the idea of sensory material (Fauziah, *et.al.*, 2019).

Because the teacher will be connecting the course to their personal experiences, the learning that is done when utilizing the Meaningful Instructional Design learning style will appear meaningful. For instance, while learning materials about the five senses, the teacher will urge the students to comprehend the purposes of each sense in light of their personal experiences and events. Every day, we engage in activities related to seeing, hearing, touching, smelling, and feeling. As a result, by incorporating their activities, children will always remember the teachings that were taught.

CONCLUSION

In summary, the learning model Meaningful Instructional Design has the potential to enhance students' learning capacities. In order to help students grasp what they are actually learning, this learning model places a strong emphasis on the idea of meaningful learning. Through the use of experiences connected to activities that students encounter in their daily lives, the sensory material helps students comprehend the concepts covered in the classes. Teachers can thus employ Meaningful Instructional Design as a learning model in the classroom.

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