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Comparison of The Learning Culture of Students of SD Muhammadiyah 10 Palembang and SD 02 Lubuk Keliat, Comparative Qualitative Analysis of Learning Culture

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A B S T R A C T

This research is motivated by the importance of elementary education in shaping students' character and academic abilities. Comparing elementary schools is crucial because choosing a school is a long-term investment for a child's future. This study aims to identify and analyze the factors that contribute to the lack of curriculum adjustment to students' needs, limited teacher time and attention, and low student motivation at SD Muhammadiyah 10 Palembang and SDN 02 Lubuk Keliat. The research method uses a comparative qualitative approach with case studies. The research findings indicate that SD Muhammadiyah 10 excels in the integration of religious values and interactive learning methods, while SDN 02 Lubuk Keliat is more effective in the use of technology. Both schools face challenges such as reading difficulties and classroom management. Improving the quality of education requires a deeper integration of religious values, creative learning methods, effective use of technology, special attention to students with reading difficulties, and structured extracurricular programs. This research is important because it compares two different educational models in the context of elementary schools, which can provide valuable insights for improving the quality of education, addressing specific challenges, and maximizing the unique potential of each school. Collaboration and innovation are needed to create a learning environment that supports students' holistic development.

1. Introduction

Education is the spearhead of a nation, as stated in the preamble to the 1945 Constitution that the purpose of education is to provide intelligence for the life of the nation, provide protection for everyone from Indonesian bloodshed, provide progress for the general welfare, and contribute to realizing the welfare of the people, the world order. Education for elementary school (SD) children is a very important early stage in character formation and academic ability development. The

educational focus at this level includes several key aspects: Cognitive Aspect: This stage focuses on the development of the ability to think, remember, and understand. Affective Aspect: This aspect focuses on the development of children's attitudes, values, and character. Psychomotor Aspect: This aspect focuses on the development of children's motor skills, both gross and smooth. One of the life skills that needs to be developed through the educational process is thinking skills. A person's ability to succeed in life is determined, among other things, by thinking skills, especially in a problem-solving effort. Critical thinking in teaching and learning activities can be done by students who are able to answer the question of how and why by using a concept. Therefore, critical thinking skills have a very important role in the learning process (Muspawi & Lukita, 2023).

The word "critical" comes from the Greek word "kritikos", which means "to distinguish". The word "critical" comes from the Ancient Greek word "krites," which means "one who gives an opinion, reasoning through analysis, consideration, or observation." Etymologically, critical thinking is a mental activity carried out by a person to form judgments using certain measures or standards. Critical thinking is related to high-level cognitive thinking such as analysis and evaluation. Critical thinking skills are essential for elementary school students to cope with and respond to the information explosion in the digital age (Juliyantika & Coal, 2022). In many developed countries, the education system is based on the teachings and ideologies that prevail in society. In some East Asian countries, such as China, Japan, and South Korea, the education system is based on Confucian teachings. Since education is closely linked to all aspects of human life, advancing education requires comparing education with other countries to identify similarities and differences, strengths and weaknesses, and then adopt positive elements and adapt them to local circumstances (Qurrah et al., 2024).

Comparing elementary schools is very important because choosing a school is a long-term investment for a child's future. Comparisons allow parents to evaluate the quality of education, facilities, learning environment, curriculum, cost, location, reputation, and school values. By considering these factors, parents can choose the school that best suits their child's needs and interests, ensuring a strong educational foundation and supporting their holistic development. An interesting school to study is SD 10 Muhammadiyah Palembang. The school is considered one of the leading schools in Palembang, boasting experienced teachers, training, and support to support student development. It offers a variety of after-school activities, such as Quran memorization, Tapak Suci, and futsal. These extracurricular activities often win awards. It provides facilities such as libraries and convenient classrooms to support the learning process. It also gets the distinction of being a child-friendly school. The elementary school in Betung Ogan Ilir village that excels is SDN 02 Lubuk Keliat because it has many students, 6 professional teachers, out of 17 teachers 90% of the teachers have mastered IT (technology), strategic location, friendly teachers, supporting facilities, spacious school, has quite complete sports equipment, friendly service, free school.

Although both schools excel in innovative and student-centered learning approaches, some shortcomings are identified. These include a lack of curriculum

adjustment to individual student needs, limited teacher time and attention for students with learning difficulties, the attendance of students with reading disabilities, and suboptimal student motivation and mood. The purpose of this study is to identify and analyze the factors that contribute to the lack of curriculum adjustment to the needs of each student, limited time and attention of teachers for students with learning difficulties, and low motivation and mood of students in SD Muhammadiyah 10 and SD Lubuk Keliat 02. This research also looks for solutions and strategies to improve the quality of learning and overcome these problems in these two schools.

2. Methodology

This study uses a comparative qualitative approach with a case study design. A comparative qualitative approach is a research method that uses observation, interviews, and documentation to collect in-depth data on naturally occurring social phenomena. This approach focuses on understanding the meaning, perspective, and context of the research participants. The comparative method means comparing two or more phenomena, cases, or units of analysis to find meaningful similarities, differences, patterns, or relationships, thus this study aims to compare the learning culture in SD Muhammadiyah 10 Palembang and SDN 02 Lubuk Keliat.

a. Explanation of the Method with Subheadings:
   Instruments:
   1) Semi-structured interviews: Used to gather in-depth information from classroom teachers regarding different aspects of the school's learning culture.
   2) Participant observation: Conducted to directly observe the learning environment, classroom interactions, and learning activities.

Data Collection:

1) Interviews: Engage classroom teachers in both schools to explore aspects such as learning environments (physical, atmosphere, technology), social interactions (student-students, teacher-students), curriculum and learning (methods, assessments, individual adjustments), school values and culture, parental support, and strategies for coping with student learning difficulties.
2) Observation: Focuses on observing the learning environment, teacher-student interaction, and classroom learning activities.

Data Analysis:
Qualitative data collected from interviews and observations will be analyzed comparatively to identify similarities and differences in the learning culture in the two schools. The analysis will be carried out by comparing the themes that emerged from the data, as well as interpreting the findings based on the context of each school.

Material and Data Analysis:

The data collected from interviews and observations were analyzed qualitatively. The analysis process includes transcription of interview data, data reduction, data presentation, and drawing conclusions. The data were analyzed by comparing themes that emerged from both schools, and interpreting the findings based on the context of each school. To gather in-depth information about the learning culture in both schools, this study used semi-structured interviews with classroom teachers. The interview questions were designed to cover various aspects of the learning environment, social interactions, teaching methods, and strategies for addressing learning difficulties. The purpose of each interview question is shown in Table 1.

Table 1. Interview Questions

No.	Interview Questions	Objective
1	How is the learning environment (physical, atmosphere, technology) at your school?	Digging up information about the conditions of the learning environment at school.
2	How is the social interaction (between students, teacher-student) at your school?	Understanding the dynamics of social interactions that occur in schools.
3	What learning methods are used in your school?	Get information about the learning methods applied.
4	How do schools support students with learning difficulties?	Identify strategies schools use to help students with learning difficulties.
5	What values and culture are instilled in your school?	Understand the values and culture that are the focus of the school.
6	What support do students' parents provide in the learning process?	Knowing the level of parental participation and support in education.
7	What strategies are used to address students' learning difficulties?	Identify specific approaches used to address student learning problems.
8	How is the curriculum tailored to the individual needs of students?	Understanding the flexibility of the curriculum in meeting the diverse learning needs of students.
9	How do teachers manage the classroom to create an effective learning environment?	Explore classroom management strategies implemented by teachers.
10	How do schools integrate technology into the learning process?	Knowing the use of technology to support learning.

3. Results and Discussion

The policy of the Indonesian education system is regulated by the 1945 Constitution and Law No. 20 of 2003 concerning the National Education System. Article 31 of the 1945 Constitution guarantees the right of every citizen to education, requires citizens to participate in basic education, and the government funds it. The state prioritizes education with a budget of at least 20% of the national and regional budgets. The government also advances science and technology. To ensure effective implementation, the government needs to conduct transparent monitoring and evaluation (Elise Muryanti & Herman, 2022). Adequate educational resources

ensure that every student has an equal opportunity to access quality education, regardless of their economic or social background. Educational resources refer to all the tools, materials, and supports used to facilitate the teaching and learning process. These resources are essential for creating an effective and inclusive learning environment. Educational resources include teacher performance, the quality of student learning culture, education budget, and educational facilities and infrastructure (Elvira, 2021).

a. General description of Muhammadiyah 10 Palembang Elementary School

Muhammadiyah Elementary School 10, Palembang, demonstrated that students whose literacy skills still need to be improved, especially in reading, even though their reading and writing skills of the Qur'an are strong. Students actively participate in extracurricular activities such as memorization of the Qur'an, Tapak Suci, and futsal, often resulting in achievements. Learning methods include lectures, discussions, and the presentation of Ahmad Dahlan's story, with teachers striving to increase student engagement through interactive methods such as group discussions, role-playing, and simulations. The school has adequate facilities, including a library and comfortable classrooms. In Figure 1, which describes the learning process in the classroom with the strength of the school lies in its qualified teachers, diverse extracurricular activities, adequate facilities, and its reputation as a child-friendly school. Challenges faced include student diversity, classroom management, busy curriculum, parent involvement, and teacher stress levels. In terms of curriculum, schools implement the Independent Curriculum.

The picture depicts a classroom at SD Muhammadiyah 10, Palembang, where students follow the learning process using textbooks. A teacher is seen guiding and giving individual attention to students. The classroom atmosphere seemed conducive, with students focusing on their respective assignments. It can be seen in Figure 2 that students are in the process of learning in the library. The neat uniforms and clean classroom environment reflect the discipline and orderly learning environment at SD Muhammadiyah 10, Palembang. As seen in Figure1.

Figure 1. Learning Process

Students are seen reading their textbooks with focus. Full bookshelves display the diverse collection of books available in the library. This reading activity demonstrates that the library is an important place for students to increase their knowledge and insight through the books they read. The library's quiet atmosphere supports comfortable learning and reading activities for students, as seen in figure 2.

Figure 2. Student activities in the library

b. General Description of SDN 02 Lubuk Keliat

SDN 02 Lubuk Keliat has student characteristics where approximately 4 out of 19 fifth grade students are still not fluent in reading, even though 80% of students are able to read the Quran. Students participate in various competitions such as short verse competitions, running, and tug-of-war. The learning methods applied included lectures, demonstrations, the use of YouTube media, questions and answers, and games, with teachers trying to connect learning with everyday life. The school is equipped with fairly complete sports facilities and a large school area. The strength of this school lies in the large number of students, professional teachers, and most of them are IT savvy. The challenges faced include the presence of students who cannot read, time constraints, students who are not motivated to learn, and poor student mood. In terms of curriculum, this school uses the Independent Curriculum for grades 1, 2, 4, and 5, and the 2013 Curriculum for grades 3 and 6.

The image depicts the learning process in the classroom where teachers use Canva as a presentation medium. The teacher is shown explaining the material by pointing to the screen that displays the Canva design. Students seem to be paying attention and taking notes. Using Canva allows teachers to present learning materials visually and attractively, increasing students' understanding and interest in the lesson. The integration of technologies such as projectors and laptops supports the use of Canva in the classroom teaching and learning process. As seen in figure 3.

Figure 3. Learning process using Canva

The image depicts a classroom setting in which a teacher interacts with students, likely during a discussion session. Students sat at their desks, some appearing to listen intently, while others responded or asked questions. The teacher stood between the tables, indicating that he was facilitating the discussion and giving directions. The cheerful classroom decorations and educational posters on the walls create a learning environment conducive to interaction and exchange of ideas between teachers and students. As seen in figure 4.

Figure 4. Learning process with discussion

So it can be concluded that the learning culture at SD Muhammadiyah 10 Palembang and SD Lubuk Keliat 02 shows different approaches and challenges. SD Muhammadiyah 10 Palembang emphasizes discipline and an orderly learning atmosphere with the use of textbooks, while SD Lubuk Keliat 02 faces challenges in students' reading ability and learning motivation, but tries to overcome them with various methods such as using YouTube and connecting materials with daily life. SD Lubuk Keliat leverages technology in learning, such as Canva, and encourages interaction through discussion, but the main focus and constraints faced by the two schools are different.

c. Comparison of learning cultures in both schools

A learning culture is how students engage with their environment, including family, friends, instructors, guidance counselors, other members of the educational staff, and other members of the school community. General standards, norms, morals, and school ethics govern group and intergroup relationships. Learning culture encourages the development of values such as leadership, exemplary behavior, kindness, tolerance, hard work, discipline, social responsibility, and a sense of pride and responsibility (Afifi et al., 2023). Culture-Based Learning (CBL) is considered an alternative approach for schools to engage with the cultural communities in which they operate. CBL is a strategy for creating a learning environment and designing a learning experience that integrates art and culture as part of the learning process. CBL is based on the recognition of art and culture as the basis for education, expression and communication of ideas, and knowledge development (Prihartini & Buska, 2019).

School culture describes the relationship between the school environment and the behavior of school members, in the form of agreements. Acceptable behavior at school is fun and calm, supporting learning. Comfort creates a sense of excitement and attracts students' attention to study. A conducive school culture facilitates student interaction in teaching and learning activities. However, many schools have negative school cultures, such as bullying. Bullying itself occurs because students are pressured to consistently meet the goals set by the school to get a good reputation. Heavy burdens are placed on students, so students find a way out through mining and other evil deeds (Sri Yahyuni et al., 2023).

To achieve this, schools must have a positive environment and culture to provide high-quality learning. This is essential for students to excel in today's increasingly competitive environment. Teachers will be very proud if their students achieve satisfactory learning outcomes. Improving the quality of education is one way to achieve this goal. The learning process of students is highly dependent on the quality of education (Enjelita & Wulandani, 2024). Can be seen in Table 1 that can be concluded, Culture-Based Learning (CBL) can be an alternative approach for schools to interact with the surrounding cultural community and create a positive learning environment. The implementation of CBL is essential to improve the quality of education, create a conducive learning environment, and prevent negative cultural practices such as bullying that can hinder student learning. With a positive school environment and culture, students can achieve better results in this increasingly competitive era.

To provide a more comprehensive picture of the differences in learning culture between the two schools, a comparison is presented based on several key aspects. This comparison highlights the key differences between SD Muhammadiyah 10 Palembang and SDN 02 Lubuk Keliat in their educational approaches, as shown in Table 2.

Table 2. Comparison of learning cultures in both schools

Aspects	Muhammadiyah Elementary School 10 Palembang	SDN 02 Lubuk Keliat	Main Differences
Integration of Religious Values	Strong, with the integration of Islamic values into learning and extracurricular activities (tahfidz, Tapak Suci). The ability to read and write the Qur'an is emphasized.	There is, but the integration of religious values is less explicit than that of SD Muhammadiyah 10.	SD Muhammadiyah 10 significantly integrates Islamic values into all aspects of the school.
Learning methods	Emphasizing interactive methods (group discussions, role-playing, simulations), complemented by lectures and discussions. Using the story of Ahmad Dahlan.	More diverse, including lectures, demonstrations, YouTube videos, Q&A sessions, and games. More connections between learning and everyday life.	SD Muhammadiyah 10 focuses more on interactive methods, while SD Lubuk Keliat 02 uses a more diverse and contextual approach.
Use of Technology	The use of technology is less specifically mentioned, even though teachers are IT literate.	Use YouTube and Canva in learning.	SDN 02 Lubuk Keliat is more explicit in integrating digital technology into the learning process.
Dealing with Students with Reading Difficulties	Have reading programs and activities in the classroom to overcome reading difficulties.	Faced similar challenges, but the details of the coping strategy were less revealed in the interview.	SD Muhammadiyah 10 shows a clearer commitment to overcome students' reading difficulties.
Extracurricular	Diverse and structured (tahfidz, Tapak Suci, futsal), with outstanding achievements.	Limited, including short poetry, running, and tug-of-war competitions.	SD Muhammadiyah 10 has a more organized extracurricular program and produces more achievements.
Teacher Challenges	Student diversity, classroom management, dense curriculum, parent involvement, and teacher stress.	Students who cannot read, limited time, students who are lazy to study, and students who are in a bad mood.	Both schools face different challenges, reflecting the different contexts and characteristics of students.

d. Things That Are Different from Other Schools

Learning styles refer to the various approaches that individuals use to acquire, process, and store information. Over the past few decades, this concept has gained attention as researchers and educators recognize that students learn in a variety of ways. Notably, Howard Gardner's Theory of Dual Intelligence shifted education from a one-size-fits-all model to a more personalized approach, recognizing different intelligences such as linguistic, logical-mathematical, and interpersonal. Other models, such as Kolb's Experiential Learning Theory, also categorize

learning styles based on concrete experience, reflective observation, abstract conceptualization, and active experimentation (Daruwalla et al., 2021).

The advantages of this school compared to other schools can be described as follows:

1) Muhammadiyah Elementary School 10: The strong integration of Islamic values into all aspects of the school is a distinctive characteristic that distinguishes it from many other schools. Structured, high-achieving extracurricular programs are also strengths.
2) Lubuk Keliat Elementary School 02: This school may be more representative of a school in a rural area with limited resources, but it offers a strong commitment of teachers and an effort to utilize simple technology to enhance learning. Her focus on connecting learning with everyday life can also be a differentiator.

e. Analysis of Determinants of Education Quality at SD Muhammadiyah 10 Palembang and SDN 02 Lubuk Keliat

1) Education functions to develop abilities and realize the character and civilization of a respectable nation by increasing the nation's intelligence. The goal is to develop the potential of students to become people who believe in and fear God Almighty, have noble morals, are knowledgeable, creative, and become democratic and responsible citizens (Agesti & Amelia, 2021). Integration of Religious Values: Islam views the learning process as an effort to instill the values of the teachings of Islam itself, in this case the values in question are moral values which are values derived from the Qur'an and Hadith. The Prophet Muhammad PBUH said: "The one who believes with the most perfect faith is the one who has the best morals" (Narrated by Abu Dawud No. 4682 in the Sunnah of Kitaabus and Tirmidhi No. 1162 in Kitaabur Radhaa') (Firdhaus et al., 2021)**.**

   The education system plays a crucial role in determining the quality of future generations and shaping an intelligent, creative, and character-driven society. Globally, Finland is often considered a model of educational success, especially in terms of quality, effectiveness, and inclusivity. The Finnish education system is known for its holistic approach, where academic and character development go hand in hand, and places students as active participants in the learning process (Yustiani et al., 2024). The integration of religious values in SD Muhammadiyah 10 is to integrate strong Islamic values in learning and extracurricular activities (tahfidz, Tapak Suci), while SDN 02 Lubuk Keliat has less explicit integration.
2) Learning methods are the means or approaches used by educators to deliver subject matter to students. The choice of learning method is very crucial because it will affect the effectiveness of the teaching and learning process. The learning methods used in the 5.0 era should be tailored to the needs of the students, which can include Project-Based

and Collaborative Learning: Students work together on complex real-world projects, developing problem-solving, creativity, and collaboration skills. Technology supports this collaboration through online platforms and collaboration tools. Game-Based Learning (Gamification): Implementing game elements such as points, badges, and challenges into learning to increase student motivation and engagement. Gamification-based learning is a learning method that uses elements of game and game thinking in a non-gaming environment to improve student behavior and engagement in the learning process. The concept of gamification in learning minimizes teachers' lectures on the material and emphasizes interactivity and student involvement in learning. In learning using gamification, students are given alternatives to make the learning process more interesting, fun, and effective (Orange Pramesti Praise et al., 2024).

The learning method at SD Muhammadiyah 10 emphasizes interactive methods (discussion, role-playing, simulation), while at SD Lubuk Keliat 02 emphasizes a more diverse approach (lectures, demonstrations, YouTube, games), with an emphasis on contextualization. Creative learning methods will increase student engagement, strengthen conceptual understanding, and develop critical thinking and creativity skills. With an innovative and engaging approach, this method can stimulate curiosity, encourage the exploration of new ideas, and facilitate a more meaningful and enjoyable learning process. This will result in increased academic achievement, comprehensive soft skill development, and students' readiness to face future challenges.

3) One way to improve student learning outcomes is to utilize technology in education. Technology can be an effective tool to enrich learning and provide a more interactive and enjoyable learning experience for students. Some of the technologies that have been used in education include multimedia, e-learning, and augmented reality. The use of multimedia in education allows the use of various media such as images, sounds, videos, and text in a single presentation, making it easier for students to understand the material being taught (Suyuti et al., 2023).

   In the era of technology 4.0, technological developments have penetrated all fields, including education. These developments have contributed to changes in learning styles, especially regarding the use of learning media. Regulation of the Minister of Education and Culture No. 22 of 2016 explains that the use of technology, information, and communication is used to increase the effectiveness of learning. If technology is used properly and wisely, it can support the achievement of desired learning goals (Rosinta et al., 2023). The use of technology at SDN 02 Lubuk Keliat is more explicit in the use of technology (YouTube, Canva) than at SD Muhammadiyah 10.

4) According to Good (2022), the ability to read is the basis for mastering a number of knowledge or fields of study that children must learn at school. Difficulty reading in the early grades will have an impact on

subsequent learning difficulties. We can see that reading is an ability that must be possessed by all children because through reading children can learn a lot about various fields of study, therefore reading is a skill that must be taught since children enter elementary school and difficulties in learning to read must be quickly overcome. Reading difficulties can be interpreted as a condition in the reading process that is characterized by certain obstacles to achieving learning outcomes. These obstacles may or may not be aware of them by the person experiencing them, and can be sociological, psychological in the entire learning process. Students with learning difficulties generally have the following characteristics: Always experience failure in learning, have limitations in doing things, lack of interest in learning and low motivation to learn, tend to show erratic behavior. The handling of students with reading difficulties at SD Muhammadiyah 10 has a structured program to overcome reading difficulties, while SDN 02 Lubuk Keliat faces similar challenges but with a less detailed strategy revealed.

5) Extracurricular activities play an important role in shaping the character of students. Through participation in activities such as sports, art, literature, technology, and student organizations, they gain valuable skills such as teamwork, leadership, discipline, and responsibility. This experience helps them face real-world challenges with confidence and a positive attitude. Extracurricular activities are voluntary activities outside of the formal school curriculum that are carried out outside of class hours and aim to develop students' interests, talents, and potential holistically. These activities facilitate the exploration of interests and talents in different fields (arts, sports, science, technology, etc.), improve skills (leadership, teamwork, communication, time management), build character (discipline, responsibility, sportsmanship), gain valuable experience for the future, and create a network of friends among students who share the same interests and talents (Intan Oktaviani Agustina et al., 2023). Extracurricular activities at SD Muhammadiyah 10 have a more structured extracurricular program and produce more achievements.
6) Teachers' challenges in teaching related to students include a diversity of abilities and learning styles that require adjustments to teaching methods to be effective for all students; student motivation and discipline that need to be built and maintained, especially in large or heterogeneous classrooms; disruptive student behavior that requires a classroom management strategy; and unequal access to technology among students, thus hindering technology-based learning. Teacher Challenges in Both schools face different challenges, reflecting different contexts and characteristics of students. SD Muhammadiyah 10 faces the challenges of student diversity, class management, and a dense curriculum, while SD Lubuk Keliat 02 faces students who cannot read, time constraints, and low student motivation to learn.

The conclusions of this analysis show that the integration of religious values, the selection of appropriate learning methods, the use of

technology, overcoming reading difficulties, and the role of extracurricular activities are important factors in improving the quality of education in schools. At SD Muhammadiyah 10, there is a strong emphasis on the integration of religious values and interactive learning methods that can increase student involvement, while SDN 02 Lubuk Keliat is more prominent in the use of technology. However, both schools face different challenges, such as diverse student abilities, classroom management, and reading difficulties, which require appropriate strategies and approaches to address these issues. As such, collaborative and innovative efforts are needed to create an effective learning environment and support the development of students' full potential.

f. Educational Innovation Strategy

Education is a product born of human activity in response to the phenomenon of the universal reality of the universe. Initially, education served as a means for humans to learn to recognize, examine, and understand all the realities of life, including knowing oneself as part of reality itself. Over time, education has evolved to do more than satisfy human curiosity and also serve as a means to realize the potential of the individual. The goal of national education serves as a foundation for developing a culture of learning. This development can be achieved through the development of the school community environment (Qurrah et al., 2024).

There is an additional value that can be the gateway to the existence of educational and learning innovation, namely positioning power as an effective control tool to monitor the performance of subordinates involved in innovation programs. Instead of the leader's charisma, it provides a decisive influence to optimize team performance, thus forming solid teamwork. Thus, a coercive power strategy is a recommended strategy in the hands of the right and good manager. Inconsistent attitudes from subordinates can be minimized with this strategy. As often happens in Islamic boarding schools, where the leader's authority can easily give orders to students, teachers, education staff, and education staff (Khotima et al., 2024).

Educational innovation is the development and application of new ideas, concepts, methods, or technologies in the context of education that aim to improve the effectiveness, quality, and relevance of the learning process and student learning outcomes. An educational innovation strategy is a plan or approach used to encourage and implement innovation in the context of education. This strategy aims to facilitate the effective development, implementation, and integration of educational innovations. The following are some common strategies that can be used in educational innovation:

1) Identifying Challenges and Needs: An educational innovation strategy begins with identifying the challenges and needs in the education system. This may involve the analysis of existing problems, weaknesses in the learning process, or the need for broader changes in the curriculum or learning approaches.

2) Research and Literature Review: Educational innovation strategies involve research and literature review to identify trends, best practices, and current research findings in education. Through this research, stakeholders can gain better insights into educational innovations that have been successfully implemented elsewhere.
3) Collaboration and Stakeholder Engagement: An educational innovation strategy involves collaboration and engagement with stakeholders, such as teachers, students, parents, school administrators, and policymakers. Through dialogue and active collaboration, innovative ideas can be developed and discussed, and the necessary approval and support can be obtained.
4) Educational Innovation Development: Educational innovation strategies involve developing relevant innovations based on identified challenges and needs. It involves conceptual design, trials, and prototype development of educational innovations before wider implementation.
5) Training and Support: An educational innovation strategy involves training and support for stakeholders involved in the implementation of innovation. Teachers and education staff need to be provided with adequate training, guidance, and technical support to effectively adopt and implement innovation.
6) Monitoring and Evaluation: An educational innovation strategy includes monitoring and evaluating the implementation of innovation and its impact. This evaluation can be used to identify successes, challenges, and opportunities that arise during the implementation process. The results of the evaluation can help refine the innovation and make decisions about further development.
7) Dissemination and Scalability: Educational innovation strategies also include the dissemination and scalability of innovations. Proven innovations can be scaled up and implemented on a wider scale, both at the school, regional, and national levels. Effective deployment involves sharing the information, training, and resources necessary for successful adoption of innovations (Rahmawati & Nurachadija, 2023).

Innovation strategies in Islamic education can be grouped into several parts, namely:

a) According to Nur Kholifah (2021) Theoretical-conceptual strategies for Islamic educational innovation: Islamic education thinkers should always conduct in-depth study and critical analysis of Islamic educational concepts. Islamic education thinkers must be able and brave to propose alternative ideas, concepts and theories as the development of Islamic education. Islamic education thinkers must use epistemological and methodological approaches in constructing the conceptual and/or theoretical framework of Islamic education that is being developed. Islamic education thinkers must have targets that must be realized in building Islamic education concepts and theories.

b) Institutional strategies applicable to Islamic educational innovation: The manager (leader) of Islamic educational institutions must strive to improve their education management by empowering existing Islamic education resources, teachers must continue to update learning strategies, learning approaches and learning methods in order to build student awareness to learn optimally, sincerely, and enthusiastically in developing it, students must be oriented to self-empowerment by adhering to it. adherence to the Arabic proverb, man jadda wajada (whoever is serious, he will achieve the result of his seriousness), so that their faith is strong, their intellect is superior, their skills are good, their morals are graceful, and their deeds are good, Islamic education experts, leaders, teachers of Islamic education, and related parties should come together to dissect the Islamic education curriculum and then reformulate it into a curriculum that is truly capable of empowering students (Nur Kholifah, 2021).

The conclusion of the discussion on educational innovation strategies is that educational innovation is very important to improve the quality and effectiveness of the learning process. To create successful innovation, the first step is to identify the challenges and needs in the education system. Additionally, research and literature reviews can provide insight into previously implemented best practices. Collaboration between various stakeholders, such as teachers, students, and parents, is also essential for developing innovative ideas. Once an innovation is designed, training and support are required for educators to implement it effectively. Monitoring and evaluation are also important to assess the success and impact of the innovations implemented. Finally, it is crucial to disseminate successful innovations so that they can be implemented more widely in other schools. By following these steps, it is hoped that educational innovations can bring positive changes to the teaching and learning process and student learning outcomes.

4. Conclusion

The conclusion of this study compared two elementary schools, SD Muhammadiyah 10 in Palembang and SD Lubuk Keliat 02, to examine the factors that affect the quality of education. SD Muhammadiyah 10 excels in the integration of religious values and interactive learning methods, while SD Lubuk Keliat 02 makes more effective use of technology. Although both schools have strengths, they face challenges such as student reading difficulties and classroom management. To improve the quality of education in both schools, it is necessary to increase the integration of religious values, the use of more creative and interactive learning methods, the use of more effective technology, special care for students with reading difficulties, and structured extracurricular programs. Most importantly, collaboration and innovation are needed to create a learning environment that supports students' holistic development. Successful educational innovation requires problem identification, research, collaboration, innovation development, training, monitoring, and widespread dissemination of innovations.

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