

Twenty-Four Steps Of Educational Innovation In Indonesia

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Abstract

Abstract: This study aims to critically analyze educational innovation in Indonesia through twenty-four appropriate educational strategies. This type of research is library research. Collecting data by identifying discourse from books, papers or articles, journals, newspapers, the internet (web), or other information related to education. Data analysis used descriptive analysis, content analysis, and scientific critical analysis. The results of the study show that educational innovation in Indonesia can implement twenty-four educational strategies which include Personalization, Multi-Age Classes, Small Community Learning, Peer Group Learning, Small Group Learning Communities with other groups, Multidisciplinary Curriculum with Block Scheduling, Cooperative Learning, Cooperative Learning, Project Based Learning, Co-Teachers, Teaching Teams, Community Service Learning, Looping Partnerships, Business for Assessment, Resources, and Funding, Global Connections, Laptops, and Wireless Technology for Anywhere, Anytime Learning, Parental Involvement, Students Putting on Shows, Curriculum Life Skills (Non-Academic), Meaningful Career Counseling, Social/Emotional Counseling, Open Learning, Education to Serve Student Needs, Portfolio-Based Assessment and New Paradigm of School Buildings.

Keywords

Innovation, Education, Educational Innovation



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INTRODUCTION

Indonesia is one of the developing countries, and so is the field of education. The higher the quality of education, the higher the quality of human resources is expected to be. Thus, indirectly providing a reference to policy actors to develop the world of education¹. The expression states that policy is a set of decisions taken by an actor or political group to choose these goals. In principle, those who make these policies have the power to implement them²

One of the policies from PTEduspec Indonesia launched e-Sabak, an educational

¹ Kementerian pendidikan dan kebudayaan, *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar Dan Menengah*, *Journal of Chemical Information and Modeling*, vol. 53, 2016.

² H.A.R Tilaar, *Perubahan Sosial Dan Pendidikan: Pengantar Pedagogik Transformatif Untuk Indonesia* (Jakarta: Rienika Cipta, 2012).

innovation that applies 21st-century learning in schools. e-Sabak is an electronic Active and Creative Learning Application System (Sabak) using an electronic slate or tablet. Currently, there are around 88 schools throughout Indonesia that have expressed their interest in implementing this system. The positive impact of this system is enabling students to learn online, changing learning attitudes, and providing opportunities for teachers to improve productivity while creating a learning atmosphere good for helping student learning systems. Software, provided by Intel, among others *Education Lab, Intel Education Media Camera, SPARKvue, ArtRage, Fun With Construction, Kno, Foxit Reader, Insight, and Deep Freeze*. The complete e-Sabak program is offered at a price range of IDR 1.2 billion³.

The phenomenon above refers to the concept of improving the quality of education in Indonesia by innovating the curriculum listed in Kepmendiknas No.232/U/2000 and No.45/U/2002 which aims to: (a) competition in the global world, which also has an impact on tertiary competition within the country and abroad so that universities are required to produce graduates who can compete in the global world. (b) there is a change in the orientation of higher education which no longer only produces intelligent, knowledgeable people but also those who can apply their knowledge in life in society (competent and relevant), who are more cultured. and (c) There are also changes in needs in the world of work which are manifested in changes in the requirements for accepting workers, namely the existence of requirements for soft skills dominant-beside *hard skills*-his. So that the curriculum that is conceptualized is based more on the formulation of competencies that must be achieved/owned by college graduates that are appropriate or close to the competencies needed by the community of stakeholders⁴

Therefore, the next generation should build a world of higher quality and quantity education. Moreover, the emergence of regional, national, and international competition increasingly demands that we become a nation of excellence, competence, and character. One of the educational development frameworks is innovation in the world of education. Innovation in this world of Education will be realized through a carefully planned educational strategy⁵.

On the other hand, we need to know what is the term innovation. Goleman⁶ suggests that

³ Vikas Sahasrabudhe and Shivraj Kanungo, "Appropriate Media Choice for E-Learning Effectiveness: Role of Learning Domain and Learning Style," *Computers and Education* 76 (2014).

⁴ Kemendikbud RI, *Permendikbud Nomor 3 Tahun 2020 Tentang Standar Pendidikan Tinggi* (Jakarta, 2020).

⁵ Erick Ferdiawan and Wira Eka Putra, "Esq Education for Children Character Building Based on Phylosophy of Javaness in Indonesia," *Procedia - Social and Behavioral Sciences* 106 (2013): 1096–1102, <http://linkinghub.elsevier.com/retrieve/pii/S1877042813047381>.

⁶ Cary Cherniss et al., "Emotional Intelligence: What Does the Research Really Indicate? Emotional Intelligence : What Does the Research Really Indicate?," *Educational Psychologist* 41, no. 4 (2006): 239–245.

innovation is a series of new ideas, practices, or projects that are interrelated from one individual unit to another in which there is an adoption process. Meanwhile, according to Pervaiz and Charles D⁷ that innovation is not limited to objects or goods produced, but also includes attitudes, behavior, or movements towards a process of change in all forms of social life. Therefore, innovation becomes a series of changes that are planned and aimed at improving practices. Meanwhile, other opinions state that innovation is the introduction of new things, input, renewal, and discoveries from things that already exist or are known before, whether in the form of ideas, methods, or tools⁸.

The introduction of new rights that previously existed and did not exist, became factor determinants of innovation to improve the quality of education in Indonesia. One example that can be applied to education in Indonesia is the strategic framework for innovating education in Malta (a city in Europe). Malta drafted an education strategy with a target range of 2014-2024. As for the range for the next ten years in Malta in planning strategies, education has four objectives, namely: *First*, reduce disparities in educational outcomes between boys and girls and between students who attend different schools, decrease the number of underachievers and increase numeracy, and science and technology competence, and improve student achievement. *Second*, support the educational achievement of children at risk of poverty and of low socio-economic status; and reduce the relatively high incidence of early school graduation. *Third*, increasing participation in lifelong learning and adult learning. *Fourth*, increase the level of retirement students and further attainment, vocational, and higher education and training⁹

METHOD

This research was conducted through a literature study. Collecting data by identifying discourse from books, papers or articles, journals, newspapers, the internet (web), or other information related to education. Data analysis using analysis descriptive, content analysis, and critical analysis. Descriptive analysis, namely collecting and compiling data and then analyzing the data. Content analysis is utilizing a set of procedures to conclude a document that has been obtained. Meanwhile, critical analysis is the interpretation of the text and addressing the meaning behind events scientifically

⁷ Charles S. Carver And Michael F. Scheier, "On the Structure Behavioral Self-Regulation Of" (2000).

⁸ Kemendikbud RI, "Kepmendikbud No. 193/P/2012 Tentang Perubahan Atas Keputusan Menteri Pendidikan Dan Kebudayaan Nomor 174/P/2012 Tentang Anggota Badan Akreditasi Nasional Perguruan Tinggi, Badan Akreditasi Nasional Sekolah/Madrasah, Dan Badan Akreditasi Nasional Pendidikan," *Kemendikbud RI*, 2012.

⁹ Michael Harris and Roxanne Mann Cullen, *Leading the Learner-Centered Campus: An Administrator's Framework for Improving Student Learning Outcomes*, *Jossey-Bass Higher and Adult Education Series*, 2010.

Results and Discussion

The existence of a mature strategy in education will result in the maximum results obtained in realizing education itself. One of the mature plans in the education strategy is through innovation in the world of education. Innovation is an initial design that is expected to be able to end optimal achievement results in the world of education.

The Maltese view in¹⁰ stated that the realization of advanced and dynamic education at Quin Beach Elementary School, Western Australia was through the design of 24 strategies to innovate in the world of education. These twenty-four strategies include pedagogical, organizational, and non-academic components. The pedagogical component refers to any strategy that requires teachers to adopt teaching methods or practices to implement them. The organizational component refers to the need for support from school administration, educational institutions, or government groups to implement strategies. While the non-academic component refers to any strategy that has non-academic benefits. The twenty-four educational strategies at Quinn Beach Elementary School, Western Australia are as follows.

First, Personalization is a school that pays attention to personal learning and will make every effort to provide education using various means and methods to involve all students. The following five human intelligences have: (a) Cognitive/Analytic, (b) Body/Kinesthetic, (c) Spatial, (d) Music, (e) "smart" or have a high IQ. These five aspects are indeed a type of cognitive intelligence alone, it does not guarantee that students will be ready to face life's challenges. Thus, a personalized learning environment develops not only individual cognitive and analytical skills but how the government realizes the development of children's intelligence to become responsible citizens¹¹.

Second, Multi-Age Class. Multi-age grouping (inside and outside the "classroom") is a more suitable way in which to organize a given student population. At Quinn Beach Primary School in Western Australia, multi-age classrooms with the aim of students becoming independent, so that learning is not only centered on the traditional teacher, but students become more interpersonal, intrapersonal, naturalist, and existential in expressing talents, interests, and abilities in the classroom¹².

Third, Small Community Learning. There is a saying "When it comes to schooling, there is

¹⁰ Ibid.

¹¹ Jean Piaget and Barbel Inhelder, *The Psychology Of The Child* (New York: Basic Books, 1969).

¹² Abhishake and S. Sivananthan, "Multi-Penalty Regularization in Learning Theory," *Journal of Complexity* 36 (2016).

evidence that smaller is better". This means that every student feels that he is part of the community in his class or school. So with the hope that school becomes a second home after home. *Fourth, Peer Group Learning.* Students can develop long-term positive relationships with peers and with friends who care. This is intended for them to work well to help each other friends who are still having difficulties in learning¹³.

Fifth, Small Group Learning Community with other groups. One such organizational structure functions as an advisor. While small learning communities eliminate individualists in their groups who feel that only their groups are the best themselves or the most superior. So, therefore, according to them in groups work together. Each of them did not feel superior to their group, so they gave each other mentors (peer group tutorials). Students can thus develop the potential of group learning in a positive long-term with other peer groups.

Sixth, Multidisciplinary Curriculum with Scheduling Blocks. Block scheduling is an alternative way to break up the school day into larger time segments allowing students to enjoy a richer learning experience. The word "multidisciplinary" is just a fancy way of saying "real".

Seventh, Cooperative Learning. Cooperative learning is a system for students to be well motivated and can even become a motivator. This provides a shift in responsibility for learning from teachers to students. In addition, this cooperative learning removes the term "Us Versus Them". Thus the mentality of the school organization encourages and creates and places dynamics on students to be empowered and excited.

Eighth, Project Based Learning. Students in their learning are expected not only to get the theory but also to practice or apply the theory according to the phenomena that are happening at this time. The advantages obtained from the existence of project-based learning are: developing collaboration skills between theory and real phenomena¹⁴.

Ninth, Instruction Partner. This technique involves the teacher giving questions to the whole class. Each student is given time to think about the questions and formulate their answers. Then, the teacher asked the students to discuss their answers with whoever was sitting beside them, after which each student was asked to give his or her answer to the question once again. The benefits of peer instruction sharpen students' knowledge and understanding of the subject through

¹³ Miftaku Niamah Ely Tri Susiani and Abdah Munfaridatus Sholihah, "Class Confidence To Build A Positive Culture In Schools," *Scaffolding, jurnal Pendidikan* 49, no. 1 (2023): 154–168.

¹⁴ Ely Tri Susiani and Isnawati Isnawati, "Pengembangan Model Pembelajaran Use Pre-Test Based Learning (UPBL) Untuk Meningkatkan Kemampuan Kognitif Pada Pelajaran Mikrobiologi Kesehatan Siswa SMK Kesehatan Bina Karya Medika Ponorogo," *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama* 13, no. 2 (2021): 533–542.

discussion with fellow students.

Tenth, Teaching Team. Team teaching is useful because it makes teaching professions come together to unify innovative perceptions of learning. Team teaching also facilitates the use of the block scheduling discussed in point the 6th.

Eleventh Community Service Learning. *Community Service Learning* is termed the Real Working Group (KKN). This means that students acquire important lessons and are better prepared for the challenges of college, sharpening and strengthening their social and technical skills with the hope that they will be of use to the real world after college¹⁵.

Twelfth, Looping Partnership. Strategy education in collaboration with certain companies or work institutions to maximize student learning. This action is commonly referred to as the student apprenticeship process in a work institution. This kind of real connection to the world of work makes learning theory more meaningful for students.

Thirteenth, Business for Assessment, Resources, and Funding. Dave Guru, an art teacher in California, builds a world-renowned animation program in his Los Angeles high school by partnering with major Hollywood studios. Studios are provided with special equipment as well as expert assistance to schools to support students. Sometimes entire schools are created with support businesses. For example, CART (Center for Advanced Research and Technology in Clovis, CA) is a public high school largely sponsored by reputable companies. Thus, the school exists a cooperation partnership in producing its products directly covered with certain companies for added value¹⁶.

Fourteenth, Global Connection. Not all schools will be able to take advantage of industry-related proximity like Dave's teacher in Los Angeles. However, with the advent of distance learning, it is now possible to reach experts wherever they may be. Schools are increasingly using the distance learning capacity they install as part of their technology infrastructure to reach national and international experts. Such global networks are good not only because they bring expertise to schools they might not otherwise be able to acquire, but also because they forge connections between students around the world based on shared goals and aspirations.

Fifteenth, Laptops and Wireless Technology for Learning Anywhere and Anytime. With technology, learning is quickly becoming a multi-media experience whose demands extend

¹⁵ Lacy Wood et al., "How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform LITERATURE REVIEW How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform LITERATURE REVIEW TABLE" (Washington, DC: Nellie Mae Education Foundation American Institute for Research, 2017), www.air.org.

¹⁶ Gahgene Gweon et al., *A Framework for Assessment of Student Project Groups On-Line and Off-Line, Analyzing Interactions in CSCL. Methods, Approaches and Issues*, 2011.

beyond just technology know-how, but also artistic skills. Regardless of the subject being studied, demands are now being placed on all students to present their work professionally, and this requires a certain level of artistic competence. By combining their artistic abilities with technological competence, students also broaden their career options¹⁷.

sixteenth, Parental Engagement. Parents tend to resist changes that take them outside their comfort zone. There is a general sentiment that when it comes to the education of our children, it is better to live with the existing system with all its problems than to "experiment" with new ideas. The only way to overcome this fear is to work closely with parents so that they develop a real understanding of the need to change and then become active partners in the change process.

Seventeenth, Students put on a Show. Play is a legitimate form of learning and often the only form that works when students are disillusioned with the educational process. Children are natural players, and this is one way to introduce play into the learning equation. This is one way to get children to become involved, active, and motivated at school. Performances can range from impromptu classroom skits to professional quality stage set pieces and student-like productions to writing, producing, and live acting with skit series.

Eighteenth, Life Skills Curriculum (Non-Academic). The ability to resolve conflicts peacefully is a very important skill. So that students are expected to themselves in the best way in dealing with conflicts, either with family members, with friends, or with colleagues. This is reflected in the curriculum such as character education. Character education as a student's life skills is manifested in traits such as caring, civic virtue and citizenship, honesty, fairness and justice, respect, responsibility, and trust¹⁸.

Nineteenth, Meaning of Career Counseling. The school is expected to build on students' strengths and abilities and encourage them to pursue their interests in the careers of their choice. Career counseling means that while some students are sure about the careers they want to pursue as adults the school then ends up following the wishes and ideals that students have always hoped for as their life goals.

Twentieth, Social/Emotional Counseling. Research has shown that social and emotional skills are more important determinants of life success. Therefore, schools were created capable of realizing students learning to teach students to have socialization skills at an early age.

¹⁷ Ronghuai Huang, J. Michael Spector, and Junfeng Yang, *Educational Technology a Primer for the 21st Century*, *Journal of Educational Television*, vol. 1, 1975.

¹⁸ Alan C Ornstein.Francis P.Hunkins, *Curriculum : Foundations, Principles, and Issues* (New Jersey: Pearson education inc, 2013).

twenty-one, Open learning. The real goal of learning is learning that is not lacking in humanity. This means that students especially in childhood, even more than adults, need to move and experience outside. Because basically, the purpose of the school is to achieve a double goal, namely the goal of making learning more authentic while at the same time enabling children to become more physically, socially, emotionally, and spiritually healthy.

twenty-two, Education to Serve the Needs of Students. The situation that the school/educational institution intends to "serve" the student population. An institution whose basic goal should be to develop student autonomy towards preparing students to enter the world as responsible citizens.

twenty-three, Portfolio Based Assessment. The main goal of the student portfolio is to provide the teacher and the students themselves with a meaningful measure of learning. A student's portfolio at school becomes a valuable tool to help them gain admission into a good college or even enter the workplace.

twenty-four, New Paradigm of School Buildings. The new school paradigm challenges advantages regarding building structures such as the availability of means and infrastructure to support learning in the classroom. For example, each grade level 1, 2, 3, and so on has its own "building blocks". In addition, the sound of a bell or alarm */bel* is a sign of the start and end time of learning. Besides that, when designing a school it is also related to the facilities in the classroom (tables, chairs, blackboards, and other learning support facilities) as well as supported laboratory rooms and other supporting rooms in schools¹⁹.

CONCLUSION

Efforts to innovate education are balanced by the existence of a continuous educational policy process that supports one another. The policy process can be described as a system, namely, there are inputs, processes, and outputs. The input to the policy process is policy issues or the government's agenda, while the policy process is in the form of policy formulation and policy implementation. Issues and policy formulation are political processes carried out by political elites and pressure groups. Sharp moves to innovate education in Indonesia can be implemented through 24 strategies like in Malta, including through Personalization, Multi-Age Classes, Small Community Learning, Peer Group Learning, Small Group Learning Communities with other groups, Multidisciplinary Curriculum with Scheduling Blocks, Cooperative Learning, Based Learning Projects, Instruction Partners, Teaching Teams, Community Service Learning, Looping

¹⁹ Ibid.

Partnerships, Business for Assessment, Resources, and Funding, Global Connection, Laptops and Wireless Technology for Wherever and Anytime Learning, Parent Engagement, Student Showcases, Life Skills Curriculum (Non- Academic), Meaningful Career Counseling, Social/Emotional Counseling, Open Learning, Education to Serve Student Needs, Portfolio Based Assessment and New Paradigm of School Buildings.

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