

Concept and Characteristics of Educational Innovation

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Abstrak

Lajunya perkembangan saat ini menuntut kita selalu mengikuti perkembangan tersebut agar tidak mengalami ketertinggalan, khususnya pada dunia Pendidikan. Seperti yang kita rasakan sekarang negara kita mengalami kemerosotan pada bidang ini, maka dari itu kita harus melakukan perubahan yaitu melalui Inovasi Pendidikan. Tujuan penulisan ini untuk mendeskripsikan bagaimana konsep dan karakteristik Inovasi Pendidikan. Artikel ini ditulis dengan menggunakan studi kepustakaan (library research) dengan menggunakan sumber data dari buku sebagai referensi dan artikel jurnal ilmiah. Inovasi Pendidikan adalah suatu upaya untuk melakukan perubahan dengan tujuan agar memperoleh hal yang lebih baik dalam bidang Pendidikan. Inovasi Pendidikan dalam pelaksanaannya memiliki prinsip dan tujuan. Inovasi pendidikan merupakan upaya perubahan pendidikan juga tidak dapat berdiri sendiri, tetapi harus melibatkan semua aspek, seperti inovator, pelaksanaan inovasi seperti guru juga siswa, serta kurikulum dan fasilitas. Karakteristik dalam inovasi pendidikan adalah ciri-ciri atau karakter yang muncul dari kebiasaan individu yang menimbulkan perkembangan dalam dunia pendidikan yang didukung oleh ide, cara berpikir atau yang dirasakan individu atau kelompok yang digunakan untuk menyelesaikan suatu masalah dan mencapai tujuan dalam dunia pendidikan.

Kata Kunci: Konsep Inovasi, Karakteristik Inovasi, Inovasi Pendidikan

Abstract

The current pace of development requires us always to follow these developments to avoid falling behind, especially in education. Our country is experiencing a decline in education; that is what we feel these days. Because of this, we have to make a change through educational innovation. This article's purpose is to describe the concepts and characteristics of educational innovation. This article was written using library research using data sources from books as references and scientific journal articles. Educational innovation is an effort to make a change to get better things in the field of education. Educational innovation in its implementation has principles and goals. Educational innovation as an effort to change education also cannot stand alone. Still, it must involve all aspects, like the innovators, implementation of innovation involving teachers and students, curriculum, and facilities. Characteristics in educational innovation are traits or characteristics that arise from individual habits that lead to development in the world of education that are supported by ideas, how to think and perceived by the individual or a group that used to solve a problem and achieve goals in the world of education.

Keywords: Innovation Concept, Innovation Characteristic, Educational Innovation

Preliminary

Indonesia is currently experiencing a decline. The reason is that Indonesia often places education at the bottom of the line, the last side for areas that need to be improved, sometimes even without realizing it. Education is essential to revive Indonesia, which is in a slump (Awwaliyah, 2017). The various crises that hit Indonesia all started from the chaos caused by our elite, from politics and economy to socio-culture. These three things have become the center of the struggle in chaos in Indonesia today (ABBAS, 2020). Especially in education, our country has been left behind by other countries in Asia and the world (Barizi, 2016). Therefore, in education, Indonesia must develop and make changes by improving the quality of education

without leaving the concept of culture and history as a reference for the progress and awakening of the nation (Abbas, 2021).

Education is one of the most critical factors in the development efforts of a country because education is something efforts to develop the human potential of students, both in the form of physical, mental, and will, so that this potential can be achieved and run according to its function in life (Abbas, Jumriani, Handy, et al., 2021). Innovation is defined as an idea, practice, or object considered something new by an individual, so innovation can be seen as an effort to achieve specific goals, according to Salahuddin (2011: 22). Meanwhile, according to Salam (1997: 179), Educational innovation is a renewal that is different from the last thing, which is only strived to advance the ability to achieve a goal in the world of education. In line with what was stated by Sa'ud (2010: 8), Educational innovation can be said to be an effort to change to get something better in education (Kristiawan, 2018).

The development of science and technology over time is proliferating and sophisticated along with the development of increasingly great globalization. Education is a need that must be met in the life of society, nation, and state (Abbas, Jumriani, Syaharuddin, et al., 2021). The quality of its education itself determines a nation's progress or decline. In addition, education is a place of activity that can be seen as a printer of quality human resources (Ersis W. Abbas, 2015). The development of science and technology has a significant modification impact on various aspects of human life, be it in economic, social, cultural, and educational life (Abbas, Rusmaniah, Rival, et al., 2021). These changes make global competition, so striving for improvement and development of quality related to human resources is necessary. Therefore, efforts are made to improve the quality of human resources. Namely, the role of education is needed, and the quality of education must be improved because intelligent people will form progressive independence. (Nur Kholifah, 2021). Education is the primary basis for humans in advancing quality and educated life to make good human beings. With education that has been implemented by following all existing human aspects; it can even be said that almost no human being does not implement the method of education on themselves. (J. Nabel Aha Putra, 2021). From this explanation, it can be interpreted that education is the basis of all aspects of human life to build the qualities and characteristics of students to make quality human beings (Abbas & Warmansyah, 2014).

Educational innovation is a change based on conscious, conceptualized, orderly educational efforts that aim to determine needs by what is stated. According to the times' pressures, as stated by Ekosilo and Kasadi (1998: 92). In education, innovation and new views result from thinking Back and should be able to solve problems that cannot be solved using traditional that existed before (Achmadi, 2019). These demands for innovation make teachers the spearhead in implementing education required to have ideas or goods that can be used to solve educational problems in Indonesia, precisely, the problems that exist in schools. The teacher is a very influential party in the teaching and learning process. Meanwhile, Rusdiana (2014: 46) explains that educational innovation is an innovation that solves problems in the world of education, including matters relating to elements of the education system; in a narrow sense, it is the level of educational institutions or in a broad sense is the national education system. (Amiruddin, 2017)

Method

This article was written using a literature study (*library research*) by using data sources from books as references and scientific journal articles. The purpose of this paper is to discuss the Concepts and Characteristics of Educational Innovation. The author uses similar literature as the study object to suit the writing purpose. The literature used aims to construct the author's thinking well.

Results and Discussion

Innovation Concept

The rapid development of the local, regional and international environment is now related to the solution implementation Education at each level of existing education, concerning development, the desire to fulfill the urge to improve the quality of education, especially with the fierce competition between nations at this time. Based on this, several main focuses must be resolved in the implementation of national education, among others: (1) efforts to improve the quality of education; (2) high relevance or involvement in the implementation of education; (3) solid education management (Rusdiana, Concept of Educational Innovation, 2014).

Innovation is a remarkable change, has a novelty feel, is intentional through a transparent and planned program in advance, and is designed to achieve the expected goals of a particular system. Therefore, in responding to innovation, a good understanding of the substance of the innovation itself is needed; this is intended so that innovation can add value to life (Marliyah, 2015).

The purpose of implementing educational innovations is, among others, according to Hasbullah (2001: 199-201). *First*, Education renewal or innovation is a new review of problems in education. The main task of education innovation is to solve the problems encountered in the world of education with an innovative style. Educational updates or innovations also describe new responses or opinions to the education problems faced (Jumriani, Rahayu, et al., 2021). Educational reform is based on real educational problems, which are structured to be solved innovatively. Lately, all educational innovation efforts have been shown to study subjects or students for their development, commonly referred to as the student-centered approach. Educational innovations that prioritize education problems in general and student development or education subjects, in particular, prioritize effectiveness and economy in implementing learning (Rusdiana, Concept of Educational Innovation, 2014). With that goal, efforts are made to improve the quality of education so that students can be more creative and active in solving their problems when the quality declines that we feel today. (Jumriani, Syaharuddin, et al., 2021).

(Sri Wahyuningsih, 2020), wrote: "The learning process runs smoothly and can bring up student motivation because of high curiosity, this indirectly makes it easier for students to understand the material, by bringing up examples from the environment of students (Syaharuddin, 2018; Syaharuddin et al., 2018). One of the ways that can attract and increase student interest in learning in class is to create student's more active role in the learning process, critical thinking, not boring, with the hope of optimally increasing learning outcomes."

The direction of educational innovation itself consists of, *invention* (discovery), development (development), diffusion (spread), and adaptation (absorption). The nature of the approach implemented, so that problem-solving in education is complex and developing, it is

necessary to adapt to things that are effective and inexpensive and responsive to the emergence of new problems in education. The nature of the approach is as follows:

- a. The systems approach to education development efforts is a response to educational problems.
- b. The socio-cultural approach is based on the social need for education that grows and is popular in society, consequently overrides the sources in the national ratio.
- c. The human resources approach is based on the need for the workforce needed for national economic growth, so it does not prioritize primary education.
- d. The profit and loss approach emphasizes the principle of profit. (Rusdiana, Concept of Educational Innovation, 2014)

In addition, in educational innovation, it is certainly not possible to run according to the objectives; in the innovation itself, problems are also found. The main problems that must be renewed in education. First is the quantity or value of the balance of learning opportunities. This problem is a priority, and the main thing that must be completed by creating an education system that can accommodate as many students as possible in various areas. Second, quality, lack of funds, unfulfillment of the number of teachers, and the lack of educational facilities cause a decline in the quality of education. Third, relevance, namely mismatch Education materials with the preparation of a new curriculum. Fourth, efficiency and effective education must be pursued to get good results with minimal costs and time. (Rusdiana, Concept of Educational Innovation, 2014) The demands of life in the global era are related to the quality of knowledge that leads to the formation of life skills. This then makes knowledge must be based on all alternative solutions to problems in various fields of life (Syaharuddin & Mutiani, 2020). From these problems, the world of education must make changes to solve problems that occur through educational innovation.

Educational innovation as an effort to change education cannot stand alone but needs to involve all elements, namely innovators, innovation implementers, teachers, and students. (Mardhiah et al., 2021). In addition, the achievement of educational innovation itself is not only based on these factors but also the community and the adequacy of facilities. Therefore, the main factors that must be highlighted in educational innovation are teachers, students, curriculum and facilities, and programs or objectives (Rusdiana, Concept of Educational Innovation, 2014). These factors are the primary targets in Educational Innovation because they serve as benchmarks for driving change and achieving an educational goal.

1. Teachers are needed so that the world of education is more innovative, competent, and highly creative. Teachers must have a variety of ways to convey material to students so that learning is more exciting and easier to understand.
2. Student; schools prioritize the interests and needs of students. So, every work component in the school must prioritize students' interests so that it follows the goals of education at the school.
3. Curriculum: The educational curriculum, more narrowly, is the school curriculum which includes teaching programs and devices, which are guidelines in the implementation of education and teaching in schools. The school curriculum is an inseparable part of schools' teaching and learning process. Hence, in implementing educational innovation, the

curriculum plays the same role as other elements in education. Without a curriculum, educational innovation will not run and be implemented following the goals of innovation.

4. Facilities: Facilities are facilities, and infrastructure in education cannot be forgotten in the implementation of education, especially in the teaching and learning process (Sukmadinata, 2010). In educational innovation, the facilities themselves influence the continuity of the innovation to be implemented.
5. Community environment; In the application of educational innovations, the social sphere is not directly involved in the change of these innovations but can have an impact, good impact, or negative impact in the realization of educational change. Directly and indirectly, the community plays a role in education.

Educational innovation, in general, can be used as two models or forms of innovation that can be used, which are as follows.

1. Top-down Model

Top-down model, namely educational innovations made by certain parties as leaders or superiors that are applied to subordinates, such as educational innovations carried out by the Ministry of Education and Ministry of Religion. Educational innovations such as those carried out at the Ministry of National Education sponsored by foreign institutions lead to "top-down innovation". Superiors intentionally make this innovation as an effort to improve the quality of education or provide equal opportunities to obtain an education, as an effort to increase efficiency, and so on. This innovation is applied so that subordinates cannot refuse what they want to be applied by the leader on its implementation.

2. Bottom-up Model

Innovations in the form of bottom-up are considered durable; it is said that because the implementers and model makers all participate from planning to implementation. Because all makes them responsible for the achievement of an innovation that they make. This innovation model is based on ideas, thoughts, creations, and ideas from schools, teachers, or the community, commonly called the Bottom-UP model. However, this model is rarely implemented in Indonesia because it is centralized (Rusdiana, Concept of Educational Innovation, 2014).

Characteristics in Educational Innovation

Character is a characteristic possessed by an object or individual. These characteristics are original and rooted in the personality of the object or individual and are the engine that drives how a person acts, behaves, says, and responds to something. Furthermore, Maknain said that what is meant by character is the characteristic of each individual about his identity (heart power), which is the essence of inner/spiritual qualities, ways of thinking, ways of behaving (outward attitudes and actions) one's life and working together well in the family, society. Nation and state (Meanin, 2013). People with character always try to do things well based on the best things for themselves, the environment, society, the nation, and their relationship with God (Abbas EW, 2014).

According to Moh, characteristics come from the word character with the meaning of character or character, traits or habits possessed by relatively unchanged individuals. Uzer Usman (1989) Characteristics refers to a person's character, lifestyle, and values that regularly develop so that behavior becomes more consistent and easy to notice. According to Sudirman

(1990), student characteristics are the overall pattern of behavior and abilities that exist in students due to the nature of their social environment to determine the pattern of activity in achieving their goals. According to Hamza. B. Uno (2007) Characteristics of students are aspects or individual qualities of students consisting of interests, attitudes, learning motivation, learning style abilities think, and the initial abilities possessed(Wiriaatmadja, 2015). Students are everyone who receives influence from a person or group of people who carry out education. Students are essential in educational interaction activities because they are the subject matter in learning activities (Hani Hanifah, 2020).

Learning is the heart of education in an institution that is complex and dynamic. Therefore, education personnel, especially teachers, must implement effective learning strategies that are expected to create an engaging, fun, and meaningful learning atmosphere. So that students feel motivated to take part in teaching and learning activities in class (Mutiani, 2015).

As for the relation to educational innovation, in innovating, we must create something new in the world of education and be well received by the community in a different form(Mutiani et al., 2021). According to Everett M. Rogers, the characteristics of an innovation that can affect the acceptance of innovation are as follows:

- a) Relative advantage, namely the extent to which innovation can provide benefits or benefits for the recipient, can be measured based on economic value, social prestige, comfort, satisfaction, and others.
- b) Confirmability or Compatibility, namely the level of conformity of the innovation with the values, past experiences, and needs of the recipient.
- c) Complexity, namely the level of difficulty to understand and use the innovation for recipients.
- d) Trialability (Trialability), which can be tried or not an innovation by the recipient.
- e) Can be observed (Observability). The community will more quickly accept an innovation whose results are easy to observe. Several field capabilities can be observed, including:
 - 1) education Management,
 - 2) teaching methodology,
 - 3) learning Media,
 - 4) Learning Resources,
 - 5) teacher training,
 - 6) curriculum implementation, etc. (pious, 2021).

From the description above, the characteristics of educational innovation are characteristics or characters that arise from individual habits that lead to developments in the world of education. Ideas support n, ways to think or an individual or group feels that are used to solve a problem and achieve goals in the world of education.

Conclusion

With the rapid development of the times we are experiencing, especially in the world of education, so as not to experience being left behind, changes are needed according to the

needs faced. In order to make it happen, we need innovation, innovation of everything related to new ideas and knowledge, so that innovation itself is done to achieve a specific goal or solve a particular problem. Educational innovation is an effort to make a change to get something better in education. Educational innovation in its implementation has principles and goals. Educational innovation is an effort to change education and cannot stand alone but must involve all aspects, such as innovators, implementing innovations such as teachers and students, as well as curriculum and facilities. This measures the driving force of change and the achievement of an educational goal. Educational innovation also has characteristics; These characteristics can affect an innovation's rate or slow acceptance.

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