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## THE IMPORTANCE OF INNOVATION IN IMPROVING THE QUALITY OF EDUCATION IN INDONESIA

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### ABSTRACT

*Various educational problems that arise and are not resolved in Indonesian education are one of the factors causing the low quality of education in Indonesia. The world of education requires innovation to continue to develop and be able to keep up with the development of other fields. This research uses a descriptive qualitative method of literature review. Based on this research, teachers must be able to provide innovation to students, so that students are increasingly motivated in learning. In addition, learning today can utilize technology so that the use of students' senses can be done thoroughly, learning can accommodate a variety of student learning abilities so that learning outcomes will also increase. Educational innovation must also be seen as a renewal that involves wider students, including the role of the government.*

**Keywords:** Tuah Tampah Dance, Educational Value, Character Education

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### INTRODUCTION

Education is a human need. Education is constantly undergoing changes, developments and improvements in line with developments in all areas of life. Changes and improvements in the field of education include various related factors such as the organization of education in this field (teacher competence and teacher quality), the quality of education, curriculum tools, educational facilities and infrastructure, and the quality of education management. Perhaps more innovative learning methods and strategies are changing. These changes and improvements aim to improve the quality of education in Indonesia.

Various unresolved educational problems that occur in the Indonesian educational environment are one of the causes of the low quality of education in Indonesia. Education problems in Indonesia can be divided into two, namely small-scale regional education problems and broad-scale education problems. Small-scale educational problems are monotonous learning methods, namely learning methods without innovation even though learning methods greatly affect student understanding. Monotonous learning methods are a problem of education in Indonesia because monotonous learning methods cause the learning process to be hampered, besides that learning methods that have no changes and innovations

make students bored and uninterested in learning so that the process of student understanding and interest in learning the material becomes not optimal (Kurniawati. 2022). In a learning process, of course, there is a reference or benchmark used in the teaching and learning process called the curriculum.

Innovation in the world of education is a must. The world of education requires innovation to continue to develop and be able to keep up with the development of other fields. Innovation in education must be measurable and continue to increase at a better level. To achieve this, it is necessary. Educational innovation strategies consist of four types, namely facility strategies, educational strategies, persuasion strategies, and coercion strategies (Syafaruddin, Asrul, Mesiono, 2012, p. 31).

One solution that can be applied to the problem of monotonous learning is the provision of educational innovation by updating more interesting learning methods, such as learning by means of group games, and also learning that is carried out outside the classroom (Fauzan 2019). And it requires a combination of learning innovation and the development of existing technology. Group game learning relaxes students' brains and fosters a sense of belonging and good cooperation between students. In addition, learning outside the classroom or in cool outdoor locations makes students' brains and minds fresher so that it is easier to understand and remember the content presented. In order for students to remain interested in existing learning, it is necessary to update or innovate.

The development of digital technology can be developed by teachers in the creation of varied and educational learning content. Digital technology learning can be integrated with other learning by creating digital learning content, such as educational games, learning quizzes, and other educational content. Learning is not only done at close range, but can also be done remotely through virtual video conferencing or commonly called online learning. Therefore, the creation of digital learning content must be in accordance with the teaching process carried out by the teacher. This is in line with research conducted by Surani which states that the existence of facilities to utilize technology in educational institutions can facilitate the teaching and learning process and other non-academic activities such as administration which will later improve the quality of learning (Surani et al., 2019, p.468).

Educational innovation will be successful if supported by existing resources. Teachers and education personnel are required to develop their skills in accordance with the four educational competencies: personal, educational, social and professional. Training is one of the efforts provided for teachers to improve their abilities. The training provided includes technical guidance (bimtek), seminars and training organized by various educational or training

institutions (Syafaruddin, Asrul, Mesiono, 2012, p. 42-43).

## **METHOD**

The type of research conducted is descriptive qualitative research. Descriptive qualitative seeks to describe or describe things as they are, and uses qualitative data that will produce descriptive data in the form of written words or observable behavior. In this research, the author uses descriptive qualitative literature review. This article is written to find out how the solution to an educational problem that exists in Indonesia. The author conducts a literature review using trusted journals that are relevant to the discussion. Then the evaluation and data collection and results are in accordance with the discussion.

## **RESULT AND DISCUSSION**

### **Result**

Innovation is the process of novelty in all areas of a nation's development. Innovation is the development of knowledge to create or significantly improve new processes or systems (Chehade et al., 2020, p. 2).

Innovation is a process that will continue to occur because it involves several factors that come from within humans or from outside humans. Factors from within humans are related to the desire and need to increase their potential and fulfill their life needs. Factors from outside humans are related to changes that occur in the human environment. The interaction of these two factors causes ongoing innovation. Education is a means to shape humans into individuals who are ready for the challenges of the times, so education must be able to accommodate the changing times (Kadi & Awwaliyah, 2017, p. 153).

So it can be concluded that innovation in education is a must. The world of education requires innovation to continue to develop and be able to keep up with the development of other fields. Innovation in education must be measurable and continue to improve at a better level. To achieve this, it is necessary. Educational innovation strategies consist of four types, namely facility strategies, educational strategies, persuasion strategies, and coercion strategies (Syafaruddin, Asrul, Mesiono, 2012, p. 31).

The characteristics of educational innovation consist of: 1) having relative advantages, benefits, benefits for users, is economical, and provides satisfaction for users, 2) has a diverse level of complexity, complexity, and difficulty, 3) compatibility, namely compatibility with existing values, experiences, and needs, 4) trialability, namely it can be tested and run according

to existing facts, and 5) observability, namely the innovation can be observed, seen, and felt its existence (Syafaruddin, Asrul, Mesiono, 2012, p. 29).

The process of educational innovation consists of 4 stages: 1) invention, which is a new discovery or adaptation of pre-existing things, 2) development, which is the stage of being able to apply innovations on a larger scale, 3) diffusion, which is spreading existing information to the user or called the last absorption, and 4) adoption, which is individuals or groups can adopt all the components of existing reforms (Syafaruddin, Asrul, Mesiono, 2012, p. 15).

## **Discussion**

Innovation in education is a solution to educational problems. Innovation and renewal in the field of education comes with its own challenges in answering the challenges of an innovative world of education. Innovative learning is important and should be applied or implemented by teachers. Because through innovative learning, students become more active and meaningful. Teachers' willingness to try, discover, and explore various ideas, methods, and learning strategies is one of the things that support the emergence of various new innovations. As we enter an increasingly sophisticated digital era, teachers need to think about innovation. In this digital era, students have access to everything they want. Learning innovation is one way to show your professionalism as a teacher. If you dare to be a teacher, you must dare to innovate. Various innovative learning models that enable quality learning. Educational innovation requires critical, creative and imaginative thinking. Educational innovation is the act of creating and disseminating new instructional tools and practices, organizational forms and technologies. The main problem faced is the difficulty of developing knowledge that can shed light on practice and system improvement. In recent years, advances in science and technology have provided schools with performance tools that can improve student and teacher characteristics. Teachers will accept the aspect of innovation in education and be willing to meet the challenges of the future (Blândul, 2015, p. 488).

The rapid development of technology brings great changes in the field of life including in education. The development of digital technology affects changes in the education system, where the ancient education system was only based on books and fixated on memorization that was too monotonous. So that learning looks boring for students. Learning is mostly teacher-centered. Learning today can utilize technology so that the use of students' senses can be done thoroughly, learning can accommodate a variety of student learning abilities so that learning outcomes will also increase (Tekege, 2017, p. 185).

This is in line with research which states that the use of technology can create conducive

learning conditions because it can facilitate and accelerate student work, as well as improve student skills in utilizing technological advances (Suryadi, 2007, p.92).

Teachers become a milestone in the success of learning. The delivery of the teacher must use varied media/methods/strategies, so that students do not feel bored. Teachers must also be able to provide innovation to students, so that students are increasingly motivated in learning. The development of digital technology can be developed by teachers in the creation of varied and educational learning content. Digital technology learning can be integrated with other learning by creating digital learning content, such as educational games, learning quizzes, and other educational content. Learning is not only done at close range, but can also be done remotely through virtual video conferencing or commonly called online learning. Therefore, the creation of digital learning content must be in accordance with the teaching process carried out by the teacher. This is in line with research conducted by Surani which states that the existence of facilities to utilize technology in educational institutions can facilitate the teaching and learning process and other non-academic activities such as administration which will later improve the quality of learning (Surani et al., 2019, p.468).

The way to develop digital technology that can be done by teachers is by creating digital learning content. The creation of digital content by teachers as a necessity in their teaching, where teachers already know the characteristics of the material and student learning. Before creating learning content, teachers must first find references to what learning content will be delivered in accordance with the learning, so that the teaching is not outdated.

Regarding the creation of learning content, in research (Juraschek et al., 2020, p. 48), there are several events that are used as a reference in creating digital learning content, including Gamejam and Editathon, both of which aim to create digital learning content and educational game development. The process of creating digital learning content must be in accordance with the teaching process carried out by teachers, so teachers can pay attention to the following points (OECD, 2016, pp.31-32).

1. Teaching based on educational games or educational games. Educational games should be able to improve conceptual understanding and increase students' imagination, thus making students' thinking process creative in solving problems.
2. Technology-enabled education can expand teaching opportunities for teachers and learning opportunities for students. For example, an online laboratory that conducts experimental activities, this can be done by students by learning while working more broadly. So that students do not feel bored with the learning.
3. Technology development can increase cooperation between cultures both locally and

interlocally, so that students can expand their knowledge of cultures other than in Indonesia.

4. Technology development can be used by teachers to conduct learning assessment to students at this time by adjusting their teaching and as needed and identifying skills that students need to acquire in a more comprehensive way. So that learning assessment does not need to be done manually as usual, this can utilize current digital technology.

Digital technology learning that innovates must be responsive to local needs and educational structures. In responding to this, policy makers must also be responsive to this so that learning can take place effectively and efficiently. Policymakers view education as a provider of goods and services, often technology-based for schools. They tend to face the fact that educational innovations also change the school environment. Technology-based innovations tend to reopen schools and learn about the outside world environment that can disrupt the physical and social environment. At the same time as they bring new actors and stakeholders into the education system, at least the education industry with their own ideas, views and dreams of a brighter future for education can be held. Therefore, educational innovation should be seen as a renewal that involves a wider range of students, including the role of government (Suryadi, 2007, p.98).

## **CONCLUSIONS AND SUGGESTIONS**

Innovation in education is a solution to educational problems. Educational innovation is the creation and dissemination of new materials, practices, organizational forms and technologies. Based on this research, it can be concluded as follows:

1. Teachers are the milestone of learning success. Teachers must be able to provide innovation to students to be more motivated in learning.
2. Today's learning can utilize technology to involve students' senses holistically, learning that can accommodate the diverse learning abilities of students so that learning outcomes will also increase.
3. The development of digital technology allows teachers to create diverse and educational learning content.
4. Educational innovation should also be seen as a reform that includes a wider range of learners, including the role of government.

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