Comparison of Educational and Learning Innovations in Secondary Education Units

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Abstract.
The reason for this research was to determine the difference between educational and learning innovations at SMKN 1 Buahdua and SMKS Pelita Bunga Bangsa. The research method was carried out with a descriptive and comparative approach. For the specified sample, namely the academic community of SMKN 1 Buahdua and SMKS Pelita Bunga Bangsa. The data used are primary data with the instrument in the form of a questionnaire. The aftereffects of the combined sample T test for educational innovation, show the worth of Sig. (2-tailed) of 0.137 > 0.05, then there is no difference between educational innovation at SMKN 1 Buahdua and SMKS Pelita Bunga Bangsa. Educational innovations carried out by SMKN 1 Buahdua focus on supporting educational infrastructure. Meanwhile, educational innovation at SMKS Pelita Bunga Bangsa focuses on aspects of curriculum and learning management. Furthermore, the results of the paired sample T test for learning innovation, show Sig. (2-tailed) of 0.140 > 0.05, then there is no difference between learning innovation at SMKN 1 Buahdua and SMKS Pelita Bunga Bangsa. Learning innovation at SMKN 1 Buahdua is more emphasized on the implementation of learning and communication with students through social media. While the learning innovations at SMKS Pelita Bunga Bangsa include several things, namely; carry out learning in schools, communicate with students through social media, in terms of delivering lessons, then in the use of study time, in grouping lessons, in preparing lesson plans, in defining problems that occur in learning, and in collecting all the data needed in learning.

Keywords: *Innovation, education, learning*

I. INTRODUCTION

Improving the quality of training by and large, as well as the level of primary and secondary schooling specifically, is an ongoing effort. This is because improving the quality of education must always adapt to the dynamics and direction of the development of science and technology as well as the needs of the labor market. This dynamic is a factor that determines the indication of the direction of policy and the determination of policy interventions to improve the quality of education. As stated in Law no. 20 of 2003 concerning the National Education System; which facilitates educational units with educators and education staff to ensure the implementation of quality education. Quality education is education that functions to prepare students to face the challenges of change in local, national and global life. The spirit of the industrial revolution 4.0 in learning is manifested through active, innovative, creative, and fun learning. Among the various policy interventions that need to be prioritized in

the framework of working on the nature of schooling is education management. The management of education occurs not only at the national level but also at the regional level (commonplace and region/city) to the school/education unit level. At the school level, the principal is the main actor in the process of improving the nature of training. The success of improving the nature of training at the school level is a determinant of success at a higher level.

This is because success at the regional and national levels is the aggregate of success at the school level. There have been many principals at the primary and secondary education levels who have made innovations in education management and have had an impact on improving the quality of education. Advancement is a thought, thing, occasion, or technique that is felt or seen as a new thing for an individual or gathering, regardless of whether it is the consequence of a discovery or an invention [1]. While educational innovation is a new and qualitative change that is different from the previous (existing) thing and is deliberately attempted to increase the ability to achieve certain goals in education [2].The presence of the principal is very important because it is a driving force for school resources, especially teachers, employees, and students. So big is the role of schools in the process of achieving educational goals, so it can be said that the achievement or disappointment of instructive advancements and school activities is largely determined by the quality of leadership possessed by the principal.

The success or failure of educational innovations and school activities is largely determined by the quality of leadership possessed by the principal. Principal innovators should have the right technique to lay out an amicable relationship with their atmosphere, find and implement various innovations in schools and develop innovative learning models [3].Learning innovation is an idea, idea or certain actions in the field of curriculum and learning that are considered new to solve educational problems [4]. On the one hand, the recent increase in cases of the new variant of Covid-19 has made government policies related to schools have to be postponed again. In fact, without a pandemic, educational attainment in Indonesia is still not optimal. As it is known that schools are closed for more than one year, it has the potential to create learning loss where when schools are closed for three months, children are predicted to lose learning equivalent to more than one year [5]. On this basis, the education unit feels necessary and is required to further carry out innovations or new breakthroughs to work on the nature of education and learning at this time.

II. METHODS

The research method used is qualitative through a descriptive approach and comparative method. Enlightening examination is research that is used to decide the worth of free factors, possibly one variable or connecting one variable to another. While comparative research is research that compares the existence of one or more variables in two different samples, or at different times [6]. The population in this

study was the academic community in the secondary education unit (SMKN 1 Buahdua and SMKS Pelita Bunga Bangsa).The type of data used is primary data, while the technique used in data collection is by distributing questionnaires to respondents who are considered representative. To find out the description of respondents' responses to each of the variables studied, a descriptive analysis was carried out through weighting values and continuum lines. As for the comparative analysis through the paired sample t-test [7].

III. RESULT AND DISCUSSION

Educational innovation

The results of the categorization of the value of the educational innovation variable value at SMKN 1 Buahdua are 80.8% or can be categorized as "Good" towards a very good direction. The highest answer statement item reached 84.7%, with the statement "the school has innovated on educational support infrastructure". This is in line with what Rogers quoted by Udin as saying that an advancement can be upheld by a few supporting elements, including: the desire to change oneself, from being unable to do something to being able to, the freedom of expression, creative and broad-minded guidance, accessibility of offices and foundation, and agreeable natural conditions [8].

The lowest answer statement item was 77.3%, with the statement "the school improves the pedagogic abilities of educators/teachers". This indicates that some educators/teachers in these schools need competency development and improvement. This is in accordance with what is mandated in the Law of the Republic of Indonesia number 14 of 2005 article 8, that teacher competence includes personality competence, pedagogic competence, social competence, and professional competence that will be obtained if following professional education.

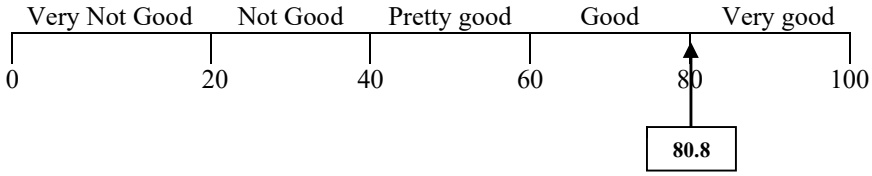

Fig 1. Continuum of Educational Innovation at SMKN 1 Buahdua

For the categorization of the value of the educational innovation variable at SMKS Pelita Bunga Bangsa, it reaches 71% or can be categorized as "Good". The highest answer statement items reached 80%, with the statements "the school has innovated in determining the curriculum to be used in learning" and "the school has innovated in learning management". The world of education requires various innovations to advance the nature of training which does not emphasize hypothesis, however should likewise be coordinated to down to earth matters. Furthermore, it is stated that learning innovation is needed with the goal that understudies become more enthusiastic, have inspiration to learn, and are excited with regards to inviting

examples from educators. The lowest statement item is 60%, with the statement "the school has increased the budget allocation for education". This is because the existing budget is still not sufficient to support education, this is also in line with what was expressed by the Minister of Finance Sri Mulyani Indrawati, who often complained about the large allocation of education funds that was not enough to boost the quality of Indonesian education. [9].

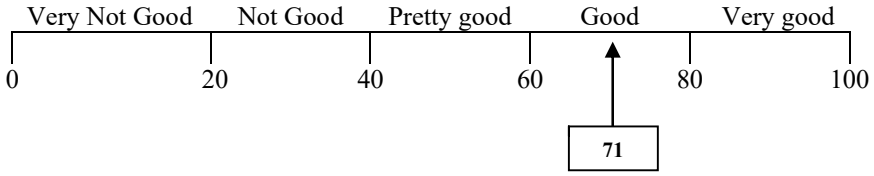

Fig 2. Continuum of Education Innovation at SMKS Pelita Bunga Bangsa

For the comparative test results through the paired sample t-test test of educational innovation variables. It is realized that under the value of Sig. (2-tailed) of 0.137 > 0.05, it can be interpreted that there is no difference between educational innovation at SMKN 1 Buahdua and SMKS Pelita Bunga Bangsa. The two schools are both innovating in improving the quality of education, which is based on the targets and strategies to be achieved in accordance with the vision and mission of the school.

Table 1. Paired Samples T Test Results of Educational Innovation

Paired Samples Test

		Paired Differences			
		95% Confidence Interval of the Difference			
		Lower	Upper	t	df
Pair 1	Inov_Pen_SMKN_1_BD - Inov_Pen_SMKS_PBB	-5,11173	29,11173	1,716	6

Paired Samples Test

		Sig. (2-tailed)
Pair 1	Inov_Pen_SMKN_1_BD - Inov_Pen_SMKS_PBB	,137

Source: SPSS Results (2021)

Learning innovation

In the aspect of learning innovation, the weight value generated for SMKN 1 Buahdua is 80% or can be categorized as "Good". The statement item with the highest answer reached 81.3%, with the statement "educators/teachers have innovated in implementing learning in schools" and the statement "educators/teachers have innovated in communication with students through social media". As it is known that the ability to communicate is an important requirement in a learning process because it can help and work with understudies to communicate thoughts, and trade data with instructors or fellow students [10]. Meanwhile, the lowest statement item, which is 76.6%, is found in the statement "educators/teachers have innovated in grouping

lessons". This indicates that some of the educators/teachers are still not optimal in innovating in learning, especially in implementing the student learning grouping model. During this Covid 19 pandemic, teachers are required to be able to make a new breakthrough in terms of student learning, so that the quality of student learning continues to improve.

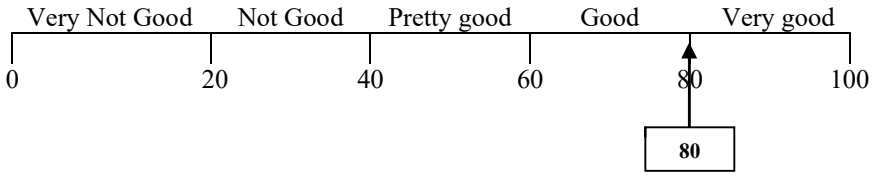

Fig 3. Continuum of Learning Innovation at SMKN 1 Buahdua

For the categorization of the value of the variable value of learning innovation at SMKS Pelita Bunga Bangsa, it reaches 76.3% or can be categorized as "Good". The statement item with the highest answer, which is 80%, is owned by several statement items. This indicates that SMKS Pelita Bunga Bangsa is focusing on innovating learning both in terms of implementing learning in schools, communicating with students through social media, in delivering lessons, then in using study time, in grouping lessons, in preparing lesson plans, in defining the problems that occur in learning, and in collecting all the data needed in learning.

This is done because of the demand for a relevant educational process. As stated by Hasbullah quoted by A. Rusdiana that there are several factors that play a significant role in influencing educational innovation, namely: vision of education, population growth factor, scientific development factor, and demands for a relevant educational process [11]. While the lowest statement item is 65.7%, contained in the statement "educators/teachers have innovated in the preparation of subject matter".

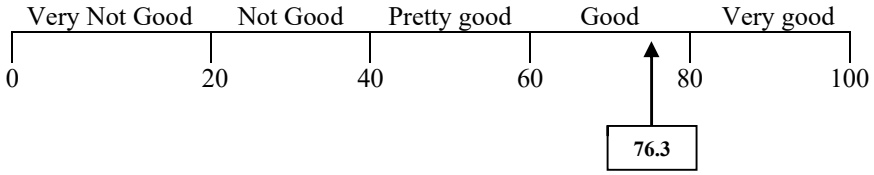

Fig 4. Continuum of Educational Innovation at SMKS Pelita Bunga Bangsa

The results of the paired samples t-test for differences in learning innovation between SMKN 1 Buahdua and SMKS Pelita Bunga Bangsa, it is realized that the value of Sig. (2-tailed) of 0.140 > 0.05, it can be concluded that there is no difference between learning innovations at SMKN 1 Buahdua and SMKS Pelita Bunga Bangsa. The results of the study which stated that there was no difference were in line with the results of research from Haryadi & Retnawati which stated that there were no contrasts in the learning system and learning accomplishment of mathematics between SDSN students and Ex-RSBI SD students in DIY [12].

Table 2. Paired Samples T Test Results of Learning Innovation

Paired Samples Test

		Paired Differences		t	df
		95% Confidence Interval of the Difference			
		Lower	Upper		
Pair 1	Inov_Pem_SMKN_1_BD - Inov_Pem_SMKS_PBB	-3,20105	17,77248	1,700	6

Paired Samples Test

		Sig. (2-tailed)
Pair 1	Inov_Pem_SMKN_1_BD - Inov_Pem_SMKS_PBB	,140

Source: SPSS Results (2021)

The Relationship of Educational Innovation and Learning with Six Value Systems

Life is now increasingly complex, where with very fast changes, competition is inevitable exchange of values that can not be dammed. The progress of philosophy, science, technology, has resulted in an increasingly advanced culture, the process is called cultural globalization. However, the increasingly advanced globalized culture has had a profound impact on the moral aspect. With these conditions, the social level of society, both organizational and personal, is actually experiencing various kinds of complications [13].

This issue is usually related to morals, morals or character. Relation to six systems [14], that the value of innovation is closely related to the physical-physiological value in which there are embodiments of the elements of change and cause and effect, besides that it is also closely related to the teleological value where in the value of innovation there is an embodiment of use, then the embodiment of developing, disciplined, productive, effective and efficient, and innovative.

IV. CONCLUSION

There is no difference for educational innovation between the schools. Educational innovations that have been carried out by SMKN 1 Buahdua, are more focused on improving supporting facilities and infrastructure in education. Meanwhile, educational innovation at SMKS Pelita Bunga Bangsa is more emphasized on aspects of curriculum development used in learning and innovation in terms of student learning management, which is more emphasized in terms of learning information technology.

There is no difference between learning innovations at SMKN 1 Buahdua and SMKS Pelita Bunga Bangsa. Learning innovation at SMKN 1 Buahdua, focuses on implementing learning in schools and in terms of communication with students through the use of social media. Furthermore, learning innovations at SMKS Pelita Bunga Bangsa are more focused on several things including; carry out learning in schools,

communicate with students through social media, in terms of delivering lessons, then in the use of study time, in grouping lessons, in preparing lesson plans, in defining problems that occur in learning, and in collecting all the data needed in learning.

V. ACKNOWLEDGMENTS

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