



INDONESIAN LEARNING TRANSFORMATION THAT IS INNOVATIVE AND CREATIVE

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Abstract--The writing of this article aims to find out how the transformation of innovative and creative Indonesian learning by the teacher in the implementation of learning in the classroom. The research method used in this research is descriptive qualitative method. The research site was conducted at Santo Yoseph Middle School Medan. The findings in this paper indicate that the teacher has not yet carried out innovative and creative Indonesian learning transformation. The result is that many students are not yet interested in Indonesian subjects.

Keyword: *Transformation, Learning, Innovative, Creative, Indonesian Language Learning*

INTRODUCTION

Today's globalization changes all aspects of learning so as to encourage changes in learning patterns. Globalization is one of the factors driving changes in the structure, values, norms and human behavior. According to H.A.R. Tilaar (2002), changes that occur in society are caused by three main factors, namely; The need for advocacy, scientific progress, and globalization. The rapid changes in the process of globalization increasingly require learning and students to be more qualified in life to be able to compete. Technological progress and ease of access between countries represent globalization. This creates increasingly fierce competition in every linear life, so that human beings who are able to survive and have quality are needed. To realize quality human beings.

The link between globalization and learning lies in the birth of a new society, which is characterized by "knowledge- based societies" which are the basis of economic and political globalization that is constantly changing and requires a reflective attitude from humans, namely the ability to reflect on their lives based on ratios. For this reason, learning is important in realizing a future society based on science. To get quality learning requires infrastructure, teachers, and learning tools that support the learning process. In addition, cooperation from all parties including schools, communities, and government. However, the current reality of learning in Indonesia, especially Indonesian, is still unsatisfactory. Evidenced by the data of the Research and Development (R & D) Ministry of Education and Culture explained the results of the 2019 UNBK for junior high school level. As a result, the average SMP and MTs at the national level still have UNBK or UNKP grades below the standard.

The problem of the low Indonesian national exam results must be addressed and completed in order to be fixed. Efforts can be made to improve the low value of learning is to carry out the transformation of innovative and creative Indonesian learning by the teacher. With innovative and creative learning designs from teachers and stakeholders' students will be interested in learning. It is hoped that students' interest in learning can improve the value of Indonesian. Based on the description, the problem that will be explored more deeply in this study is how is the transformation of innovative and creative Indonesian learning that can be done by the teacher so that learning becomes interesting?



LITERATURE REVIEW

Indonesian Language Learning

Pamungkas (2012: 11) says that Indonesian is the language used as an introduction in the world of education. Indonesian is a communication tool used by the people of Indonesia for everyday purposes, ranging from learning, working together, and interacting. Learning Indonesian as a change in behavior is relatively permanent and is the result of language training that gets strengthened.

Language learning is a long and complex endeavor of the whole body and soul involved when learning languages. Comprehensive involvement, ongoing concern, whether physical, intellectual, emotional, is needed to be able to master the language. Indonesian learning activities will succeed if the teacher adjusts learning to the abilities of students. These adjustments must be designed in an integrated manner with the aim of learning Indonesian. For example: the main purpose of language learning is generally to prepare students for meaningful interactions with natural language. In order for interaction to be meaningful to students it needs to be designed appropriately Indonesian language learning plans directed at students as learning subjects.

Innovative Learning

Innovative learning can mean trying to find a solution to a problem. Innovative learning is learning that directly solves the problems that are being faced by classrooms based on class conditions. McLeod (1989: 520) defines innovation as: "something newly introduced such as a method or device". Based on this meaning, all aspects (methods, materials, devices, etc.) are considered new or innovative if the method is different or has never been implemented by the teacher.

Innovative learning can balance the functions of the left and right brain when done by integrating media / tools especially those based on new / advanced technology into the learning process. So, there is a mental renovation process, including building students' self-confidence. The use of learning materials, multimedia software, and Microsoft PowerPoint is one of the innovative learning alternatives.

Building innovative learning can be done in ways that include accommodating each student's characteristics and measuring the ability / absorption of each student. Some students have the ability to absorb knowledge and skills using visual (visual) and auditory (auditory) power, while others absorb kinesthetic knowledge and skills (stimulation or movement of muscles and bodies). In this case, the use of tools / tools (tools) and relevant methods and direct tools in the learning process is a necessity in building innovative learning processes.

Innovative learning has several characteristics. According to Titin (2013) the characteristics of innovative learning are as follows: (1) has a systematic procedure, to modify student behavior based on certain assumptions; (2) learning outcomes are specifically determined, i.e. changes in positive student behavior specifically, (3) determination of the learning environment specifically and conducive; (4) a measure of success, which is able to set the criteria for student success after participating in learning; and (5) interaction with the environment, that is, the learning model must encourage active, active and participatory activities in their environment.

Creative Learning

Creative (creative) in the sense of the term means to use the creation / new creation or different from before. Creative thinking contains mental processes, which are also used in the form of thinking such as experience, recall and expression (Wahab, 1991: 95-98). Creative is an understanding, sensitivity and appreciation. So that people who are said to be creative are having the capacity of understanding, sensitivity and appreciation. Hamalik (2001), also said that creative thinking is a convergent thinking that has the characteristics of flexibility, origin, fluency (flexibility, authenticity and quantity of output) (Hamalik, 2001: 179).



Students need to be guided in order to have creative abilities, be able to think critically and be able to solve problems. Therefore, through the teaching and learning process strived to achieve these goals. Teachers need to provide learning conditions that allow for the addition of aspects of flexibility, authenticity, and quantity of creativity possessed by students.

The procedures for developing creativity are as follows: 1. Classify the types of problems that will be presented to students. 2. Develop and use problem solving skills. 3. Giving rewards / gifts for those who succeed in creative learning (Hamalik 2002: 180-182). Creative learning implies not just implementing and implementing the curriculum. The curriculum is indeed a standard document and plan, but it still needs to be criticized and developed creatively. Thus, there is creativity in developing competencies and creativity in the implementation of learning in the classroom, including the use of the environment as a source of material and a means for learning. Creative learning is also intended so that teachers create religious learning activities so that it meets various levels of student ability and types and styles of student learning. Thus, there is creativity in developing competencies and creativity in the implementation of learning in the classroom, including the use of the environment as a source of material and a means for learning. Creative learning is also intended for lecturers to create diverse learning activities so as to meet various levels of student ability and types and styles of student learning. Things to consider in innovative and creative learning are:

1. Understand the nature of students Basically children have imagination and curiosity. All children are born with these two potentials. Both are basic assets for the development of critical and creative attitudes thoughts. Therefore, an atmosphere of learning accompanied by teacher praise for student work, accompanied by challenging teacher questions and encouragement for students to experiment, for example, is good learning for developing student potential.
2. Understanding the development of student intelligence According to Jean Piaget in the Shah (2008: 29-33), the development of reason intelligence or human cognitive development takes place in four stages, namely: Sensory-motor (Sensory-motor 0-2 years) Pre-operational (Pre-operational / 2- 7 years) Concrete-operational (Concrete-operational / 7-11 tahun) Formal-operational (Formal-operational / 11 years and above). During the period of primary and secondary education, students experience the Concrete-operational and Formal-operational stages. In the concrete-operational period that lasts until teenage age, children acquire additional abilities called systems of operations (units of thinking). The ability of this step unit of thinking is beneficial for children to coordinate their thoughts and ideas with certain events into their own thinking systems.
3. Get to know students individually Students come from varied family environments and have different abilities. In Innovative and Creative Learning, individual differences need to be considered and must be reflected in learning activities. All students in the class do not always do the same activities, but differ according to the pace of learning. Students who have more ability can be utilized to help their weak friends by "peer tutors". By recognizing a student's abilities, if he gets into trouble we can help him so that the student's learning becomes optimal.
4. Utilizing student behavior in organizing learning As a social creature, children from childhood naturally play in pairs or groups in play. This behavior can be utilized in organizing learning. In doing assignments or discussing something, students can work in pairs or in groups. Based on experience, students will complete the task well if they sit in groups. Sitting like this makes it easy for them to interact and exchange ideas Develop thinking skills Basically good learning is solving problems because in real learning we expose students to problems. This requires the ability to think creatively. Creative to give birth to alternative problem solving. Creative thinking comes from curiosity and



imagination that both exist in children from birth. Therefore, the teacher's task is to develop it, among others by frequently giving assignments or asking open-ended questions and allowing students to think for reasons and make critical analyzes.

5. Develop classrooms as attractive learning environments Attractive classrooms are highly recommended in Learning. The results of student work should be displayed to meet the classroom. In addition, the displayed work results are expected to motivate students to work better and inspire other students. The material displayed can be in the form of the work of individuals, couples or groups. Displays can be in the form of pictures, maps, diagrams, models, original objects, poems, essays, and so on. Classrooms filled with displays of student work, and well-organized, can help lecturers in learning activities because they can be used as a reference when discussing an issue.
6. Utilizing the environment as a learning resource The environment (physical, social, and cultural) is a resource laden with student learning materials. The environment can act as a medium of learning and object of study (learning resources). The use of the environment as a learning resource often makes students feel happy in learning. Learning by using the environment does not always have to be outside the classroom. Materials from the environment can be brought to the classroom to save money and time. Utilization of the environment can develop a number of skills such as observing (with all the senses), taking notes, formulating questions, hypothesizing, classifying, writing, and making pictures / diagrams.
7. Give good feedback to improve learning activities The quality of learning outcomes will improve when interactions occur in learning. Giving feedback (feedback) from the teacher to students is one form of interaction between the teacher and students. Feedback should reveal more strengths than weaknesses of students. In addition, the way to give feedback must be polite. This is intended so that students are more confident in facing further learning tasks. The teacher must consistently check the results of student work and provide comments and notes.

Distinguish between physically active and mentally active Many teachers are quickly satisfied when they see students busy working and moving, especially if benches are arranged in groups and students sit face to face. Situations that reflect physical activity such as this do not characterize ongoing innovative and creative learning because mentally active is more meaningful than physically active. Frequently asking questions, questioning other people's ideas, and expressing ideas are mentally active signs. The condition for the development of mental active is the growth of feeling not afraid. Therefore, the teacher should eliminate the cause of the fear, both that arises from his friends or from the teacher himself. The development of fear is very much against the principles of innovative and creative learning.

Transforming Learning

Agus Salim (2002), said that transformation is a process of creating something new (something new) produced by science and technology. According to Agus what has changed is the cultural effect which is material while the immaterial nature is very difficult to change. Furthermore Ryadi Gunawan (1993) in Mashur Amin, said that transformation is an effort to transfer from a form to a more established form. As a process, transformation is a stage, or a quick turning point for the meaning of change. At present we are heading for an industrial society. Modern industrial society is an open, rational and critical society (Tilaar, 2006). The absorption of people's lives is a cultural process. Cultural transformation, including in technology, gives rise to intrinsic values and instrumental values. Intrinsic values involve the formation of moral and cultural values towards full human identity. Instrumental values: discipline, respect for time, specialization, orientation to work and achievement. Transformation is a complex interwoven power of 7 axis of transformation, namely: globalization, economic structure, political-ideology, national culture, human and society, science and technology, and information (Alfian, 1986).



Globalization is an economic engineering that makes human life so open and in that openness humans are the key. Quality education is the motto of globalization. Changes in economic structure based on agriculture to an economy based on industry will change the way of life and thinking of the nation. The increasing modern industry is asking for more and more technical staff both at the middle level and professional technical staff. Education and training need to be prepared in adjusting the program with the rapid development of technology. In line with that vocational education needs to be transformed on the basis of a strong science education.

The role of science and technology in industrial societies requires science and technology conscious people. Industrial society is not only literate but also numerical. The development and utilization of science and technology for developing countries will succeed if: 1) the country fosters its ability to have the appropriate technology because it is truly necessary, 2) can choose the technology needed and can utilize it without having a scientific community first. Entering the modern industrial world with its science and technology means entering a new order of values oriented to efficiency, logic and pragmatism. Information can change the face of Lithuania and who controls information can rule the world: world opinion, political, social and economic. To master the information needed capabilities: (1) knowing where and how information is obtained, b) selecting information in accordance with the use for personal development, c) analyzing data obtained with computer technology, d) conducting synthesis of the results of the analysis so that it can formulate alternative decisions the good and right, e) make decisions, and f) develop the knowledge that has been obtained.

Based on the descriptions above it can be explained that the development of Indonesian language learning is influenced by cultural transformation. As many as four of the 7 axes of transformation that are very closely related to learning are globalization, economic structure, science and technology, and information.

The steps in realizing transformation can be described as follows: First, in terms of curriculum. The government needs to review fundamental conceptual issues in the curriculum. For now, what is being discussed is the 2013 curriculum. Things that need to be reviewed in the 2013 curriculum are mainly the concepts of Core Competencies (spiritual, social attitudes, knowledge and skills) and Basic Competencies. Determination of Basic Competencies is accompanied by basic competency indicators. So, students are given the freedom to choose their expertise which will later become their livelihood. Second, learning transformation is seen in terms of educational goals. The most basic thing is to change the educational goals from being ready to use to being ready to use, from passive thinking to waiting to being a proactive person. Thus, students can succeed. The existence of changes that are more active for each individual is what will answer the challenges in the global era and can compete. Third, prepare a Learning Resource Center at each school. This requires significant funding but will be effective in accelerating the implementation of educational transformation. The function of PSB is to multiply teaching material materials and conduct educational facilities, socialize policies, and train each teacher from educational institutions in each city. Besides these three steps, the important role of the teacher is very influential in carrying out the transformation of learning to face global challenges.

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The Role of Teachers in Transforming Learning

The teacher is an important figure in learning. Learning begins when students receive education in school, this continues into adulthood. Teachers in education as the spearhead of the success of education. Giroux (2008) in Ridwan argues that our way of defining the role of teachers in society determines the way in which we construct society's order. We must re-understand the role of teachers as transformative intellectuals and engaged (engaged and transformative intellectuals). In this way, the teacher develops a vision of building a new community order, that is, a vision of a better and humane life through the education and teaching they provide. This view positions the teacher's role as the agent of change in society. In order to become agents of change, teachers cannot preserve the views and paradigms of education that are recycled in nature and/or merely continue the views carried by the market. Likewise, teachers cannot simply provide skills for students to have a critical attitude to the social situation in which they live.

Teachers must be brave enough to start developing new paradigms whose basic inspiration is democratic values and have basic principles on the participation of every individual in the governance of people's lives. The process of transforming learning in the realm of teachers that needs to be addressed includes the structuring and equity of teachers, the quality and welfare of teachers. This arrangement and distribution of teachers is very important because the configuration of the existence of teachers is still not organized. In the context of teacher structuring and equity, a legal umbrella needs to be established that can better guarantee policy implementation. Transforming learning cannot be successful if the teacher cannot act as an agent of change. Education transformation according to Unwanullah (2012) will be able to realize the next generation that is able to earn a living, be able to develop a meaningful life, and be able to participate in glorifying life. In addition, what needs to be realized is that transformation through learning will continue and has no end because problems in the community relating to social problems as a result of technological progress and globalization will always be there as long as civilization and human life are still present.

CONCLUSION

The transformation of innovative and creative Indonesian learning has not been done by teachers in the learning of students today. Learning done in the classroom is still centered on the teacher and with conventional learning methods so that students' learning outcomes in Indonesian are low and supported by students' learning motivation towards language learning which is lacking because they assume that Indonesian has been used in daily life.

Teachers have not been able to become agents of change through the transformation of learning that brings new changes to improving student learning outcomes in Indonesian. Transformation cannot be successful without teachers who are able and brave to make a breakthrough in changes in learning Indonesian in class. Technology has not even been touched much to found innovative and creative learning so that it attracts students to learn. The teacher's willingness to design innovative and creative learning will be able to change the way students look at language learning so there needs to be clear and clear rules from stakeholders so that the



transformation of learning can be successful and bring students who are skilled and superior in learning Indonesian transformation of learning that brings new changes to improving student learning outcomes in Indonesian. Transformation cannot be successful without teachers who are able and brave to make a breakthrough in changes in learning Indonesian in class. Technology has not even been touched much to found innovative and creative learning so that it attracts students to learn. The teacher's willingness to design innovative and creative learning will be able to change the way students look at language learning so there needs to be clear and clear rules from stakeholders so that the transformation of learning can be successful and bring students who are skilled and superior in learning Indonesian.

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