
INNOVATION AND CREATIVITY IN LEARNING AS TRANSFORMATIVE PEDAGOGIC FUNDAMENTALS

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ABSTRACT

This research aims to elaborate and reveal about innovation and creativity in learning which is a fundamental thing about transformative pedagogics. The research method is a type of qualitative research in the type of document study. Some data was collected through various relevant sources that are in accordance with this research. The findings show that good learning must be well planned. At this stage, it is very important for teachers as educators to plan innovative learning. Innovative learning is learning that can utilize the potential of students and existing learning resources in learning so that students experience a state of learning "engage" or are happily involved in learning activities.

KEYWORDS: Learning Innovation, Learning Creativity, Curriculum, Transformative Pedagogics

INTRODUCTION

Education can certainly be carried out formally or informally. Teachers must find ways to create an interesting and creative innovation that can be implemented in the classroom so that the learning process becomes active. Innovation in learning is an update made by the teacher in a learning process or updates in learning tools or the way the teacher teaches itself (Khotimatuzzahara et al., 2021).

Education plays a role as an agent of change for the progress of the nation. The change was not only experienced by the nation, but also experienced by the education system as a form of innovation. Innovation can be interpreted as a renewal carried out to solve a problem experienced Education plays a role as an agent of change for the progress of the nation. The change was not only experienced by the nation, but also experienced by the education system as a form of innovation. Innovation can be interpreted as a renewal carried out to solve a problem experienced (Magdalena & Selatan, 2022). Inovasi adalah suatu gagasan atau perilaku yang baru, yang secara kualitatif berbeda dari apa yang telah ada (Babalola, 2008). Today educators who create personal blogs or assign students to download test questions from blogs created by educators can be said to be an innovation for schools, which previously relied on face-to-face meetings. On the other hand, innovation is not only understood as the creation of something new, but it is a process of disseminating existing knowledge (Rogers, 1998). Today educators who create personal blogs or assign students to download test questions from blogs created by educators can be said to be an innovation for schools, which previously relied on face-to-face meetings. On the other hand, innovation is not only understood as the creation of something new, but it is a process of disseminating existing knowledge (Suciati, 2015).

Transformative pedagogy requires educators to apply learning by integrating the cognitive, affective, and psychomotor domains of learners; linking a lesson topic with various disciplines; and contextualize learning with real life. Transformative pedagogy requires educators to design challenging and in-depth learning activities so that students can be actively involved in learning and able to build understanding and knowledge comprehensively. Critical reflection as one of the most important strategies in transformative pedagogy aims to examine perceptions in knowledge and biased social practices; generate critical awareness; change the cognition, affection, and behavior of learners, and encourage social action so that ultimately learners can contribute to social change towards justice and sustainability development.

The concept of transformative learning was first developed by Jack Mezirow. Transformative learning is defined as learning that affects long-term changes in learning compared to other types of

learning, especially learning experiences that shape learning that produces meaningful impact, or paradigm changes that affect subsequent experiences for learners (Dawiyatun, 2017).

Learning is a term that sometimes invites controversy both among experts and in the field, especially among teachers in schools. Some opinions say that the term learning actually only applies to community education not in the school environment, on the other hand the term is very relevant in the school system, namely to teach students. Another opinion is that learning is the equivalent of instruction, which means it is broader than teaching. Learning is not only applicable in education but in training or self-learning efforts (*Modul 5 Inovasi Pembelajaran*, 2022).

METHOD

This research uses a literature review method, namely collecting several references by uploading them in several journals and then reviewed and analyzed and used as references to articles that are considered relevant to the problem under study. But literature review is certainly not just reading and collecting literature or books as often understood among the reading community. What is called library research or often also called literature study, is a series of activities related to library data collection methods, reading and analyzing and processing research results.

RESULT AND DISCUSSION

Innovation in Learning

Starting from the view that an educator-centered approach has many weaknesses. Meanwhile, a learner-centered approach, the role of the teacher is to help students find facts, concepts, or principles for themselves. Therefore, to refer to learning efforts towards building the character of students who are creative, interactive, innovative, and inspiring in the learning process in the classroom, the implementation of innovative-based learning models is embraced. It is time for teachers as educators to implement a learner-centered learning model as one of the learning innovations that make students the center of education. Innovative learning models are expected so that students can develop their potential and ability for the development of society, nation and State (Tibahary, 2018).

Innovative learning is a learning process that is designed in such a way that it is different from learning in general that has been done by teachers. In addition, innovative learning is also interpreted as learning designed by teachers that is new, unusual, and aims to facilitate students in building their own knowledge in the context of the process of behavior change in a better direction in accordance with their potential and differences (Wardhani, 2022).

In the learning process, creativity and innovation in learning are part of a system that cannot be separated from educators and students. Innovative learning is designed by teachers or instructors which is a new method that can facilitate students to progress in every learning process and outcome that aims to realize fun learning by balancing left brain and right brain functions. This innovative learning can be seen from collaborative learners in articulating thoughts and ideas clearly and effectively through oral and written speech (Wardhani, 2022).

Learning innovation is needed so that students can keep up with the times, especially in the educational aspects of the current independent learning curriculum. In building learning innovation, there are several factors that influence it, including teacher creativity and teacher professional competence (Verniati et al., 2023). Learning innovations developed from curriculum documents, especially regarding learning theory have encouraged and inspired many innovations in the field of learning models. The shift from the term "teaching, learning, teaching and learning process" to "learning" should not only be seen as a mere change, but profound and must be understood the philosophical basis and paradigm shift contained therein (Lokalitas et al., 2023).

Learning innovation is a step that can overcome several problems in the learning process. Thus, learning innovation can be implemented by educators to correct some weaknesses in the learning process, so as to obtain maximum results. This kind of learning process can only be carried out through learning innovation, namely designing learning effectively by considering and using several things optimally, such as choosing learning methods that are in accordance with the characteristics of the subject matter, creating

interesting media and utilizing the potential of students so that they can be involved in the learning process (Sugianto, 2020).

When referring to the notion of innovation, innovative learning is not learning with a completely new learning strategy but the strategy is new for students and teachers. Classes that are usually taught conventionally are then taught with experimental strategies, it can be stated that there has been an innovation by the teacher or educator in the class (Dasna, 2015).

Creativity in Learning

Creativity is a person's ability to give birth to a new idea or idea or new real work or combination with existing things so that it is relatively different from what has existed before, both in aptitude and non-aptitude characteristics (Sakdiah & Muda, 2021). Learning creativity as a form of learning, which can help explain and interpret abstract concepts by involving curiosity skills as well as the ability to find, explore, seek certainty and enthusiasm, all of which are very large qualities found in students (Soewito, 2013).

Teacher creativity relates to the ways teachers teach creatively to their students, namely teachers who are able to create a conducive learning environment for the development of creativity, teachers who are able to apply learning techniques that stimulate creative thinking by combining the cognitive and affective development of students, and teachers as educators who have the characteristics of the ability to think and be creative from creativity (Lestari & Zakiah, 2019). In addition, educators also have a very important role in changing the curriculum for the better. Forms of participation are planners, designers, change agents, and evaluators (Arif et al., 2021).

Transformative Pedagogics

Transformative pedagogics is an education that does not separate the theory and critical praxis of life, there is no disparity between the two so that education is meaningful for humanity and life. Transformative pedagogic learning begins from tracing the historicity of growth and development of transformative pedagogy to the critical praxis of transformative pedagogic ideology in the Indonesian national curriculum. This begins with the historical scope of transformative pedagogic thinking, supporting educational philosophies, relevant learning theories, and transformative pedagogic praxis on the curriculum.

In contemporary society characterized by rapid change, globalization, the emergence of new sciences, and technological advances on the one hand; and social, political, economic, cultural, and environmental sustainability issues on the other hand, transformative pedagogy is needed. Based on transformative learning theory developed from the views of constructivism and humanism, transformative pedagogy aims to change the perceptions, attitudes, and behaviors of students which can ultimately encourage social action and social change for the creation of justice and sustainable development. Transformative pedagogy emphasizes the importance of a friendly and dialogical learning atmosphere that can increase learners' active participation. Transformative pedagogy requires educators to implement learning that integrates cognitive, affective, and psychomotor aspects of learners; linking a lesson theme through several disciplines; and contextualize learning with the realities of life. Transformative pedagogy encourages educators to design a variety of challenging and in-depth learning activities so that students can play an active role in the learning process and are able to build comprehensive understanding and knowledge. Critical reflection as one of the most important strategies in transformative pedagogy is useful for examining diverse perceptions in biased social knowledge and practices; generate critical awareness; change learners' cognition, affection, and behavior; and encourage social action so that ultimately learners can contribute to social change towards justice and sustainability development.

Knowledge of transformative pedagogics is very important for prospective teacher students. Especially for prospective teachers who will become teachers in the future. With transformative pedagogics, students are expected to have an understanding of the principles of education (science of education) in accordance with the spirit of the demands of the times. In the Indonesian context, by understanding transformative pedagogics, it is expected to contribute to improving the quality of national education (Devica, 2015).

Transformative learning is a learning model developed from a transformation perspective as originally initiated and developed by Jack Mezirow, transformative learning is a learning that produces fundamental changes in the millennial generation. If in the past learning only prioritized cognitive aspects, transformative learning presents itself as learning that transforms learners into a state that is able to develop all their potential, and motivates learners in experiential learning efforts (Hardika et al., 2020).

Transformative learning begins with meaning making through critical reflection, this is important for the development of learning. Critical reflection includes opportunities to test assumptions about the way people interact within a context. Identifying and challenging assumptions is central to critical thinking. As individuals examine assumptions through critical reflection, cognitive, interpersonal, and developmental moves hierarchically from the simple to the more complex and basic dynamic. With critical reflection that includes taking a point of view based on dialogue with others, individuals are more inclusive. The experience-dependent learning cycle is passed down by reflecting, developing abstractions, testing those abstractions, and finally returning to concrete experiences. All parts of the learning cycle are influenced by emotions so that it will help influence the learner's thinking. The described learning cycle can lead to transformation into a lifelong learner.

Transformative education is education that does not only emphasize the realm of knowledge transfer, but includes values. This means that the implementation of education that breathes transformative conditions is education that requires a complete change of students both in terms of knowledge and action (Triono, 2020). Transformative education is not only engaged in the transfer of knowledge, but is also active in instilling akhlāk al-karīmah. In this case, morals are a benchmark for a person's knowledge. It can be concluded that "knowledge is not necessarily good morals and good morals, of course he is knowledgeable", in other words it is impossible for people to be able to give birth to good morals if they are not knowledgeable (Dawiyatun, 2017).

CONCLUSION

Transformative pedagogy is essentially a meeting space where individuals create a continuous and dynamic learning process that changes over time. In this process, tension and change play an important role in bringing about transformation. Transformative education encourages active participation of various stakeholders in society, including parents and teachers as educators, learners, the state, and education professionals. It prioritizes participatory dialogue and creates an environment conducive to better personal and social development.

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