

Teachers' Innovative Behavior in Learning in State High Schools in Kapur IX District

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ABSTRACT

This research was based on the results of observations made by researchers at SMAN, Kapur IX District, which showed that teachers' innovative behavior was still not optimal. This research aims to find out how high the teacher's innovative level is in the learning process which includes exploring ideas, generating ideas, fighting for ideas, and realizing ideas. There are 4 questions answered in this research, namely: 1) how well is the teacher's innovative behavior in exploring ideas in learning at SMAN Kapur IX District; 2) How well does the teacher's innovative behavior produce ideas in learning at SMAN Kapur IX District; 3) How well does the teacher's innovative behavior promote ideas in learning at SMAN Kapur IX District; 4) How well are innovative teachers realizing ideas in learning at SMAN Kapur IX District. The type of research used was quantitative descriptive with the population consisting of 64 teachers at SMAN Kapur IX District. With a total sample of 41 people. The sample size was determined using a random sampling technique, namely a lottery system. The research instrument used was a Likert scale model questionnaire regarding teacher innovative behavior in the learning process, totaling 65 items. Before the questionnaire is used, its validity and reliability are first tested. The collected data is processed by looking for the average score and average level of achievement.

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1. INTRODUCTION

Along with the rapid development of science, technology and art, teachers have an increasingly heavy workload. Where in the previous century learning emphasized reading, writing and mathematical literacy, while in this century (21st century) it emphasizes human, data and technological literacy. 21st century learning is oriented towards activities to train essential skills according to the framework for 21st century skills, namely life and career skills, innovation and learning skills, and information, media and ICT skills, Muhali (2019:25).

Quality education is the foundation for someone to be able to compete in the 21st century. To create quality education, a quality learning process is also needed. The success of students' learning process is determined by professional teachers. One of the characteristics of professional teachers is teachers who innovate. Teachers must have innovative behavior in learning so that skills in the 21st century are achieved.

Margana et al (2019) state that innovative behavior is something directed by a person in order to increase effectiveness as a form of contribution to achieving organizational goals. Teacher innovative behavior in learning is the action of a teacher who is able to create new ideas, solve problems, apply technology in the learning process. The importance of teacher innovation behavior

is one of the benchmarks for the success of education. Why are teachers who are innovative in learning a benchmark for the success of education? Because innovative teachers can create and present fun learning materials, make the learning atmosphere less boring, and can control the class atmosphere.

Ningrum and Abdullah (2021) stated that teachers' innovative behavior can improve performance which has an impact on improving the quality of education. The lack of innovative behavior of teachers in terms of creative orientation as explained in the results of Jumanta's (2016: 107) research on vocational school teachers in North Jakarta, which explains that only 53% of principals of vocational schools in North Jakarta think that their teachers have the initiative in implementing learning. These findings are strengthened by the results that vocational school teachers in DKI Jakarta have not strengthened positive character for students during the learning process (H. Prasetyono et al. 2018).

The next fact about innovative behavior in learning is explained in the results of Fauzatul Ilmi and Nurhizrah Gistituati's 2024 research on vocational school teachers throughout the city. It was concluded that overall they were in the good category with an average score according to teacher assessment of 4.20, but it really needs to be maintained and improved further. so that teachers' innovative behavior can improve and increase enthusiasm and productivity in carrying out tasks, so that learning goals can be achieved.

Despite the above context, researchers see problems with the innovative behavior of teachers in SMAN throughout Kapur IX District. The phenomena that researchers found were as follows: There are still many teachers who focus on one learning method and the method most widely used is the lecture method. This was seen when the researcher conducted an interview with Gutu. There are teachers who cannot use other methods, but still use the lecture method.

The aim of this research is to describe the innovative behavior of teachers in terms of exploring ideas, generating ideas, fighting for ideas, and realizing ideas in planning, implementing and evaluating learning in SMAN throughout Kapur IX District.

2. METHOD, DATA, ANALYSIS

This type of research is descriptive using a quantitative approach. This research was conducted at SMAN, Kapur IX District, with the population in this study being teachers at SMAN, Kapur IX District, totaling 64 people. The sample in this study amounted to 41 people using proportional random sampling techniques. The research instrument is a Likert Scale model questionnaire consisting of 65 items, which have been tested for validity and reliability assisted by the SPSS 29.0 program. The alternative answer criteria consist of 5 alternatives, namely always, often, sometimes, rarely, never with an instrument score of 5, 4, 3, 2, 1. The data analysis technique is to carry out descriptive statistical analysis using the mean formula. which is presented in table form.

3. RESULT AND DISCUSSION

Result

The results of data processing regarding the innovative behavior of teachers at SMAN Kapur IX District in this research were reviewed from exploring ideas, generating ideas, fighting for ideas, and realizing ideas in planning, implementing, and evaluating learning. Based on the results that researchers have obtained, information regarding the innovative behavior of teachers in learning at SMAN Kapur IX District can be seen based on table 1 below.

Table 1. Recapitulation of the Average Score of Teacher Innovative Behavior at SMAN Kapur IX District based on the results of the questionnaire for teachers

No	Indicator	Average	(%)TCR	Criteria
Planning Learning				
1	Exploring ideas	3,89	77,80	Quite Good
2	Generating ideas	3,80	76,10	Quite Good
3	Fighting for ideas	3,52	70,41	Quite Good
4	Making ideas come true	3,77	75,37	Quite Good

Average		3,75	74,83	Quite Good
Conducting Learning				
1	Exploring ideas	3,97	79,43	Quite Good
2	Generating ideas	3,82	76,44	Quite Good
3	Fighting for ideas	3,66	73,11	Quite Good
4	Making ideas come true	3,85	77,00	Quite Good
Average		3,82	76,50	Cukup Baik
Evaluating Learning				
1	Exploring ideas	3,70	74,05	Quite Good
2	Generating ideas	3,66	73,17	Quite Good
3	Fighting for ideas	3,43	68,59	Quite Good
4	Making ideas come true	3,68	73,58	Quite Good
Average		3,62	72,35	Quite Good
Mean		3,73	74,56	Quite Good

Based on table 1 above, it can be seen that the highest score in the data regarding Teacher Innovative Behavior in Learning at SMAN Kapur IX District according to the teacher's assessment is in the exploration of ideas in implementing learning with an average score of 3.97 with TCR (79.43%) in the sufficient category. Good. Meanwhile, the lowest score was found in fighting for ideas in evaluating learning with an average score of 3.43 with TCR (68.59%) categorized as quite good. So, the results of the calculations carried out can be concluded that Teacher Innovative Behavior in Learning at SMAN Kapur IX District is in the quite good or conducive category with an average score of 3.73 TCR (74.56%) in the quite good category.

Discussion

Innovative Teacher Behavior in Learning at Public High Schools in Kapur IX District is described based on four indicators, namely exploring ideas, generating ideas, fighting for ideas, and realizing ideas in planning, implementing and evaluating learning.

Teachers' Innovative Behavior in Planning Learning at Public High Schools in Kapur IX District is quite good in planning learning as seen from the average score obtained, namely 3.75 with TCR (74.83%) categorized as quite good. This means that exploring ideas, generating ideas, fighting for ideas and realizing ideas in learning planning is good enough but needs to be optimized further.

Innovative Teacher Behavior in Carrying Out Learning at Public High Schools in Kapur IX District is quite good in carrying out learning as seen from the average score obtained, namely 3.82 with TCR (77.50%) in the quite good category. This means that exploring ideas, generating ideas, fighting for ideas and realizing ideas in the implementation of learning is good enough but needs to be optimized further.

Innovative Teacher Behavior in Evaluating Learning at Public High Schools in Kapur IX District is quite good in evaluating learning as seen from the average score obtained, namely 3.62 with TCR (72.35%) categorized as quite good. This means that exploring ideas, generating ideas, fighting for ideas and realizing ideas in evaluating learning is good enough but needs to be optimized again.

4. CONCLUSION

Based on the results of testing and research regarding the innovative behavior of teachers at SMAN, Kapu IX District, it can be concluded that overall they are in the quite good category with an average score of 3.73 with a TCR (74.56%). Therefore, teachers in SMAN throughout Kapur IX District have a fairly good level of innovative behavior in planning, implementing and evaluating learning, but still need to be optimized further.

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