

PROCEEDING INTERNATIONAL CONFERENCE OF ISLAMIC EDUCATION:
 "INFORMATION TECHNOLOGY AND MEDIA: CHALLENGES AND OPPORTUNITIES"
 FACULTY OF TARBIYAH AND TEACHING TRAINING
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
 NOVEMBER 23-24, 2018
 P-ISSN 2477-3638 / E-ISSN 2613-9804
 VOLUME: 3, 2018

INNOVATIVE TEACHING IN MILLENNIAL ERA

Nur Ali

Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia
 nurali@uin-malang.ac.id

Abstract. This article describes about the changes of students behavior in millennial era and the challenges faced by the teachers. The teachers should conduct an innovative in teaching and learning. Focus of the discussion is innovation and the process of doing an innovative teaching in millennial era. The aim is to find the process and model of innovative teaching in millennial era. This study uses the *content analysis method*. This article concludes that the activities for doing innovation in teaching learning process should understand character of students and follow the procedure and use a model that produce profit academically and non-academic in millennial era.

Keywords. *Innovative teaching; Integrated model of innovation; Profit academically and non-academic*

A. INTRODUCTION

Today, the teachers have a certain challenge in teaching learning process at the classroom. The students are now composed of millennials. They were born between 1982 and 2002. They are also exposed to technology and internet and more understand the technology than previous generations, and have different attitudes. In order to teach well, the teachers need to know who is in their classrooms. Therefore, understanding of innovation in teaching and learning is important for teachers in order to know the development of multi media and the variety of learning resources and the product of an innovation. Whereas, the teachers should have competency of the innovative teaching because it is one of the factors that influence an innovative teaching learning process performance. Some researches point out that there are some teachers still have lack of competencies in conducting innovative teaching and learning.

Imam Syafii said that be patient when you are getting the problems on teaching learning process, because the increasing of knowledge is began from the events and the problems. Therefore, understanding of the innovative teaching in millennials era is needed. This paper describes the innovative teaching and its activities that millennial students bring to the classroom and the process of innovation.

B. METHOD

This study uses library research. It examines the students behavior in millennial era and studies one of the tasks of the teacher namely; conducting an innovation in teaching and learning process through studying the research findings, articles and books that have relevance with this focus. After that, this study also conduct review of the process and models of innovation used in education

C. RESULT & DISCUSSION

1. INNOVATION

The institution need and interested in an innovation because the technical and market knowledge always present a new product that the institution need and it will be used in developing teaching learning process. It can be new ideas, new product, service, instrument, certain values from new experiences and solution of the problems, so the innovation always urges for the development. Therefore, 1 must first consider the meaning of innovation. According to Unruh, G. (1970) *"Innovation is necessary ingredient of the process of educational change"*. Allan Afuah (2003) also explains that Innovation is the uses of a new knowledge that present a new product or service that customers need. Porter (1990) defined that innovation is a new way of conducting things that is commercialized. Therefore the discussion about the process of innovation has connected with a strategic used in firm and competitive context.

Based on the description above, there are new product or new knowledge that produced by innovation activity, it can be the technological knowledge or the market knowledge that is related each others. Allan Afuah said that technological knowledge is the knowledge of components, correlation among components and elements, strategies, processes, and methods that analyze a product or service. Market knowledge is the knowledge of distribution channel, applications, and customer openness, preferences, and needs (Allan Afuah, 2003). The products or services are usually new and their cost are lower. Thereby, their attributes are also improved and never had before. The new products or new services are the creation of new technological or market knowledge. Thus, the product innovations have new models or ways that are introduced for an external and market need, whereas the process of innovations are new component that has an organization's production or service operations (Damanpour (1991)).

2. INNOVATIVE TEACHING IN MILLENNIAL ERA

Before describing an innovative teaching in millennial era, firstly 1 would like to describe the meaning of teaching. It is a complex, multifaceted activity among teachers and learning resources to juggle multiple tasks and goals simultaneously and flexibly. Teaching is also said as a way working with student, a process of interaction among teachers, students and learning resources which the teachers do something to the students and the students also do something in return directly or indirectly. Teaching is also as any action performed by the teachers with the intention of facilitating learning for the students in order they learn effectively and efficiently through direct presentation, guided discovery or using media. Thus teaching is a process of organizing learning resources around the students, so it can grow and push them to conduct and follow the teaching learning process effectively and efficiently.

Innovative teaching is a process of identifying and utilizing the new ways, new product, new methods, new technology and new knowledge for helping students to reach their full potential and their goals by providing new material, new product and new strategy for helping them for gaining new insights, new ideas, or opened up new channels of intellectual stimulation or increasing student's creativity (Kuh, 2008). Innovative teaching has been viewed as a constructivist, social-constructivist, and student-centered process whereby students should be active learners in a supportive environment, engaging in authentic and relatable problem-solving activities to stimulate learning (Brandon, 2004). Therefore the activity of learning more seen from the process than the achievement of knowledge. This process consists of constructing and restructuring of knowledge and skills (schemata) within the individual in a complex network of increasing conceptual consistency. Therefore, the activities of innovative teaching includes using a new strategies, a new curriculum and an actual learning materials for the benefit of students. So the teachers can utilize gadget and internet facilities to get students responses.

Whereas, innovative teaching can be: (i) innovating substantive or the content of education by adding subject of sciences and vocational, (ii) innovating of curriculum, methods and instructional strategies. (iii) innovating task and the function of education including social economic (Azra, A. 2002).

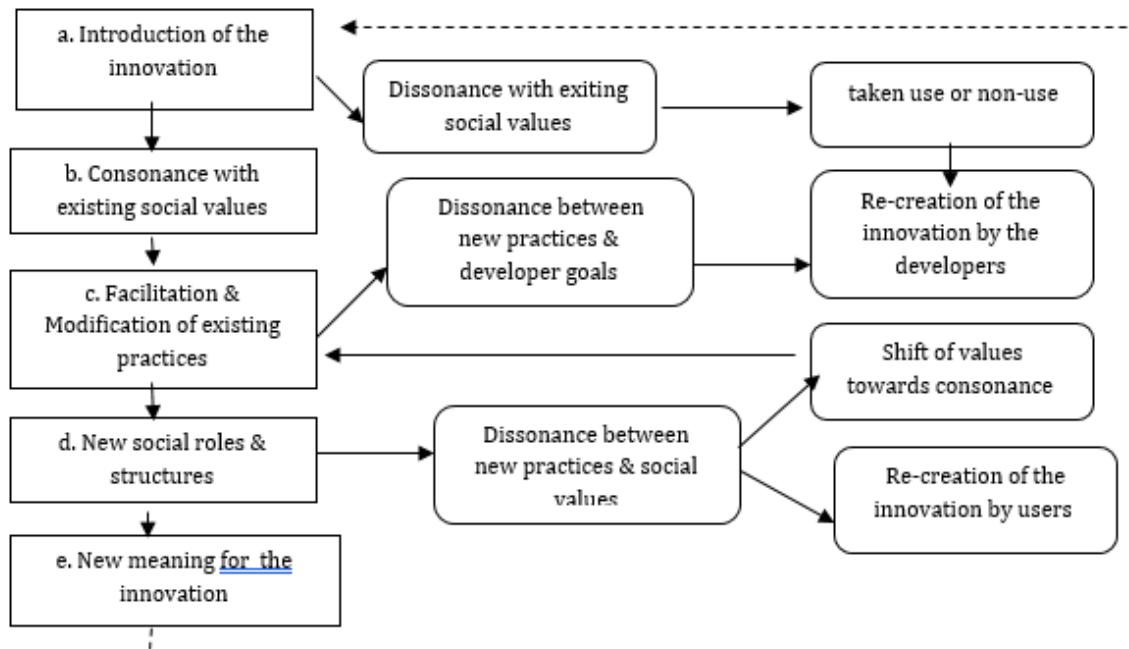
There are many aspects of innovative teaching used in Islamic Education that elaborated by Steenbrink; 1986; Nur Ali; 2018, namely; aspect of substantive innovation. It can be new subject that never before that is subject of sciences, integrated curriculum. Aspect curriculum innovation. It can be the aspect of approach and strategic innovation involve conducting the stages of scientific approach and the Problem-based Learning, Project-based Learning, Inquiry/discovery Learning, and other model of strategy that related to the basic competency.

The orientation of innovative teaching is to improve the quality of education in globalization era. So It is instrument, therefore innovation teaching will be success whether it is conducted based on the theory or the empirical data. According to Peter M. Drucker in Tilaar that doing innovation must be based on the principles of teaching innovation as below;

- Innovative is conceptual. It means that it is began from the willing to create a new product, new ideas that is related and accepted by communities. Therefore the actor of innovation must belong to a perception and based on the need assessment.
- Innovation must be simple, focus and related to the need and the existing values
- Innovation must be began from simple ideas and simple activities that related to the real need. It will also have implication to the next generation (Tilaar, 1998:364)

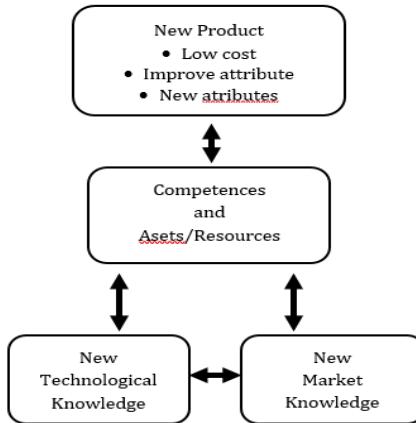
There are some factors that influence the process of teaching innovation namely; (i) it is must be appropriate to the existing norm and values, (ii) believing and (iii) the last experiences in society (Roger (1983) . According to Suyanto (2003:6) "... innovation is to conduct the change to be. if the innovation is succeed to be adopted, so it will be changes and improve the quality in education". Therefore, innovative teaching in millennial era should be began through developing perception that appropriate with the values that have been existed in milieu of millennial students. So the actor of teaching innovation can do diffusion of innovation through facilitating and conducting modification on the teaching learning process practices. Thereby innovator can develop a new structure and social milieu, utilize new product that related with the character of millennial students. And if it is not related with the existed norms and values, so it will be rejected by the community of them and he must to redesign again.

According to Suyanto (2003) there is a ideal model ideal of processing innovation that can be used on conducting teaching innovation in millennial era as below:



Adaptation from Bruce, B.C. Peyton, JK., Batson, T.W. (1993) in Suyanto (2003).

Based on the description above, so process of conducting innovative teaching will be rejected or accepted. If they received it, they will begin using new product, new ideas, new knowledge, a new strategy of learning. There are four types of innovation that can be used in conducting teaching innovation as classified by Allan Afuah namely; (i) incremental innovation, (ii) radical innovation, (iii) modular innovation, and (iv) architectural innovation (Allan Afuah, 2003:15). These types can be organized and implicated for economic, as belows:

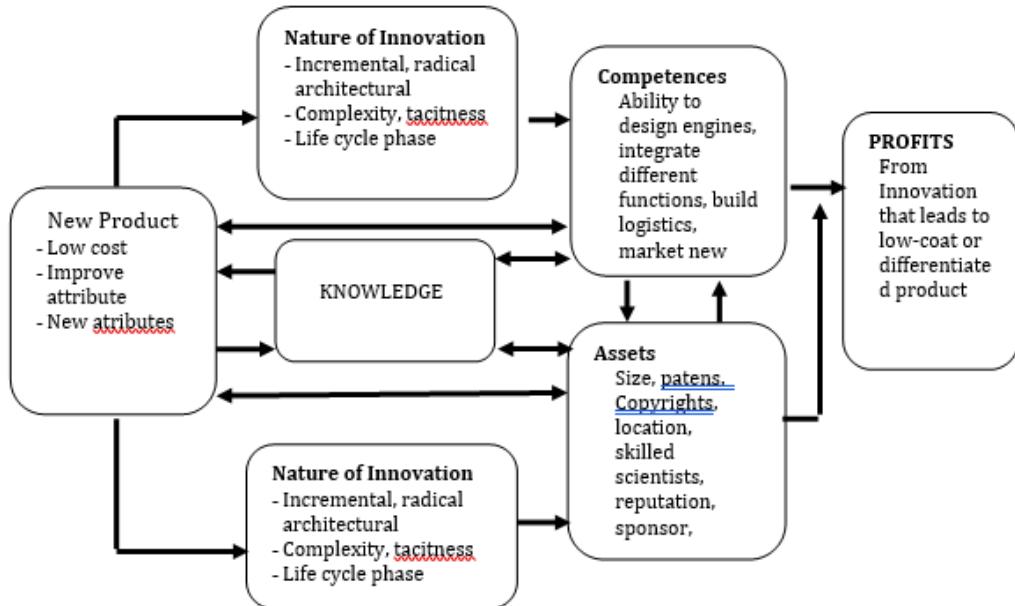


Adaptation from Allan Afuah, 2003:15.

According to Roger. & Shoemaker (1971; Roger, 1983) there are two type of decision in conducting innovation;

- Authoritarian. It is the decision that must be followed by all members of organization.
- Individual. It is the decision which each of member can participate or decide in doing an innovation individually. This type of individual decision involves; optional, collective and contingency. For example, the decision of using contextual teaching and learning in the school.

Based on the types of innovation above, so we can conduct an integrative innovation model in teaching. This model will produce the profit academically and non-academic. in millennial era. The stages of integrative innovation model in teaching, as belows:



Adaptation from Allan Afuah, 2003:42.

3. THE IMPLEMENTATION OF INNOVATIVE TEACHING IN MILLENNIAL ERA

The most striking differences of millennials students are their preferences for collaborating, connecting, and creating social change. The findings research indicate that millennial students have a character for appreciating with each other. Therefore they can do a work together with their groups or friends and use technology to interact with each other and seek information (*Tershia Pinder-Grover, 2016*).

Based on the description above, the implementation of innovative teaching in millennial era can be done and developed effectively when faculty/department do the activities as belows

- a) facilitating cooperation among students through the use of group, discussion and peer-teaching and review of assignments. some research suggests that millennial students enjoy collaboration as long as there are clear expectations and structures for promoting group success (Debard in *Tershia Pinder-Grover, 2016*). to stimulate an activity effectively and efficiently, the students be able to in teams to research, design and create at solving areal-world problem. The Student teams also can create websites and market their products virtually.
- b) Preparing students for diversity and cross-cultural interaction. The students have to learn to deepen their understanding by listening to the insights of their friends, particularly those with backgrounds and experiences different from their own (Kuh, 2008)
- c) Focus on knowledge creation.
- d) Promoting activities inside and outside the classroom. Efective Learning does not resulted efectively from hearing lectures or receiving handouts, but rather from putting skills into practice.

For implementing the innovation in classroom, Keller (1983) have composed the principles of motivation that can be implemented on teaching learning process. The principles are said by ARCS model namely; Attention, Relevance, Confidence, and Satisfaction. These principles must be understood by the teachers in order to be able to produce the teaching learning process to be interesting, meaningfull, and giving chalanges for students. Beside that, the teacher also can do (i) create understanding & build rapport, (ii) challenge students to be analytical & creative, (iii) engage students with technology, (iv) create opportunities for active learning and also develop opportunities for experiential learning such as service learning and community field experiences (*Tershia Pinder-Grover, 2016*)

D. CONCLUSION

Innovative teaching in millennial era is necessity in order to adjust with the development of information technology and new products of media. Therefore the teachers have to know the concept of innovation, the models of innovation and its stages in order they can conduct an innovative teaching in millennial era. It should be suitable and correspond with the students character and environment. It should be also has added value academically and non-academic.

REFERENCES

Afuah, A. 2003. *Innovation Management*. New York. Oxford University Press.

Azra, A. 2002. *Paradigma Baru Pendidikan Nasional: Rekonstruksi dan Demokratisasi*. Penerbit Buku Kompas. Jakarta.

Brandon, B. 2004. Applying instructional systems processes to constructivist learning environments. *The e-Learning Developers' Journal*. Retrieved from <http://www.elearningguild.com/pdf/2/062904DES.pdf>.

Damanpour, F. 1991. "Organizational innovation: A meta-analysis of effects of determinants and moderators." *Academy of Management Journal* 34:355-590, 1991

Keller, J. M. (1983). *Motivation Design of Instruction, in Instructional-Design Theories and Models: An Overview of Their Current Status*. Hillsdale: Lawrence Erlbaum Associates, Publishers.

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities

Nicholls, A., 1983, *Managing Educational Innovation*, Boston: George Allen & Unwin

Porter, M.E. 1990. *The Competitive Advantage of Nations*. New York: Free Press

Rogers. E.M. 1983, *Diffusion of Innovations*. New York: The Free Press: A division of Macmillan Publishing Co., Inc.

Rogers. E.M. dan Shoemaker, F. 1971, *Communication of Innovations*. New York: The Free Press: A division of Macmillan Publishing Co., Inc.

Steenbrink, K. A. 1984. *Pesantren, Madrasah, Sekolah, Pendidikan Islam dalam Kurun Modern*. Jakarta; LP3ES.

Suyanto, 2003. Divisi Inovasi Kebijakan Pendidikan. Makalah Seminar dan Lokakarya FIP-JIP Se-Indonesia , Tanggal, 16-18 Oktober 2003: Surabaya: FIP UNESA.

Tershia pinder-Grover, 2016, *Principles For Teaching The Millennial Generation: Innovative Practices Of U-M Faculty*. University of michigan: center for research on learning and teaching

Tilaar, HAR., 1998, *Beberapa Agenda Reformasi Pendidikan Nasional*. Magelang; Tera Indonesia.

Unruh, G.G, dan Alexander, W.M., 1970. *The Innovations in Secondary Education*. New York: Holt, Reinhart and Winston, Inc.