Proceeding of 3rd International Conference on Empowering Moslem Society in the 4.0 Industry Era

Innovation of Educational Institutions in the Millennial Era

Zulfikar Abdulah Imam Haqiqi
State Institute on Islamic Studies Purwokerto, Indonesia
omenpm11@gmail.com

Abstract: The rapid development of the present time brings us to positive and negative changes in the lives of all people including educational institutions. Educational institutions must be able to present innovation while ensuring the quality of their students is not left behind by the times. Managers of educational institutions must be able to innovate their institutions to compete with other institutions. So that, their institutions are able to take advantage of technological advances very quickly. By utilizing existing human resources and the available budget an educational institution can develop well through endless innovations. In the innovation of educational institutions, in general two new models of innovation can be given. First is "top-down models" and second is "bottom-up model". It is expected that the management of educational institutions and other educational devices can compete to achieve the best goals and results for the Indonesian people. Obstacles encountered in efforts to implement innovation include psychological constraints, and practical constraints.

Keywords: *innovation, educational institutions, millennial*

A. Introduction

The development of technology has become a new era in the history of human civilization through a process of globalization and innovation, to fight the traditions and past that are static and rigid. Modernity has given rise to the advancement of science, technology and industry, thus delivering humanity to the peak of its civilization. The advancement of science and sophistication of modern technology has enabled humans to build sophisticated, colorful and dynamic civilizations and make the traditions of human life in various fields very effective and efficient. but on the other hand, the belief and excessive dependence on the ability of science and technology has resulted in dehumanization, environmental destruction, and totalitarian politics. As a result, some modern humans are farthest from human values, experiencing a process of dehumanization and crisis of spiritual values.

The interaction and clash of the spirit of innovation with uncontrolled technology and uncompromising values of humanity and spirituality, according to the results of a study by UNESCO has led to various forms of dilemma tension in modern human life. (Muhammad Sirozi, 2004:130)

The dilemma tension includes seven aspects.

First, the conflict between "globalization" and "locality". Modern humans, how to enter or become successful citizens of the world without losing their roots and still playing a role in nation building.

Second, the tension between "universality" and "individuality". Modern humans often feel anxious, how to respond and adapt to a complete global culture with all the bad things without losing their identity.

Third, the tension between "tradition" and "modernity". Modern humans often have difficulty developing the values of modernity without destroying tradition. And vice versa, how to maintain tradition amidst a wave of modernity.

Fourth, the tension between "long term" and "short term". In the midst of a long journey towards modernity, modern humans are often pressured by situations to meet short-term needs, so that they are often trapped in taking shortcuts that are not commendable, such as bribing, or practicing KKN (Corruption, Collusion and Nepotism).

Fifth, between the needs of "competing" and "equity". Modern humans are oriented towards quality, efficiency, effectiveness and relevance. But, on the other hand, modern humans need equal distribution and justice, so that there is no social gap that can disturb comfort

Sixth, the tension between the need for the expansion of advanced science and technology and the ability to absorb human resources to quickly digest it. Modern humans have no choice but to absorb the latest science and technology. However, there are many obstacles to preparing human resources that can digest and apply science and technology appropriately according to real situations and necessary.

Seventh, the tension between "spiritual" and "material" needs. Modern humans are required to be as fast and efficient as possible in producing material benefits. The various dimensions of tension often lead to uncertainty, helplessness and difficulties in people's lives.

In developing countries, including in Indonesia, the situation of life gets worse, because of the low quality and quantity of Human Resources, especially in the fields of science and technology. (Muhammad Sirozi,2004:130-132) The low quality of human

resources makes science and technology in various countries fail to provide welfare for the society. On the contrary, it actually creates a variety of negative excesses that can harm society. This situation makes people in various parts of the world faced with two extreme choices, namely "controlled" or "mastered" the science and technology.

The rapid progress of science and technology has a serious impact on various aspects of life. The impact requires us to determine the right attitude and in accordance with the values of human beings by creating three balances; soul, mind (ratio) and body. The three elements are intact integrity (setali seikat) which rejects the dichotomy. If the dichotomy is true, then there will be scientific characteristics that are increasingly questionable in the scale of commitment; scientific commitment, moral commitment and spiritual commitment. And finally, we are increasingly convinced and optimistic that such a profile will be overwhelmed to bring the people to the level of mature of civilization that their work projects can witness. The core of education is local values, culture, cultural identity, community experience, and local knowledge (Sumiarti, 2017, p. 246).

Hanun Asrohah said the modernization of Education at the beginning of the 20th century was marked by changes in the form of the rise of religion, change, and enlightenment caused by the drive to fight the Dutch colonists. Because it is impossible for the Indonesian people to maintain all activities in a traditional way to fight the forces of Dutch colonialism. (Asrohah, 2001: 154-155 Along with the movement the modernization of Islamic education in Indonesia relating to the idea of modernizing Islam in the region affected the dynamics of science in Islamic educational institutions, whether madrasa or boarding school. Islamic educational institutions not only survived, but also began in earnest to make certain adjustment by adopting certain aspects of European education. A pesantren will be survived as long as it found

madrasah which are religiously for the rural communities and school which function to help the growth of new Indonesia (Malisi, 2017, p. 62).

B. Innovation as a renewal

The word innovation is often interpreted as anything new or renewal (S. Wojowasito, 1972), innovation is also sometimes used to express findings, because the new thing is the invention. There is also a link between the notion of innovation and modernization, because both of them talk about renewal business. Innovation is an idea, item, event, method that is felt or observed as a new thing for someone or a group of people (society). Innovations are held to achieve certain goals or to solve a particular problem. In educational innovation, generally two new innovation models can be given, namely:

The first "top-down model" is an educational innovation created by certain parties as leaders / superiors applied to subordinates; as well as educational innovations carried out by the National Education Department all this time.

The second "bottom-up model" is an innovation model that is sourced and created from below and is carried out as an effort to improve the administration and quality of education. Besides the two general models mentioned above, there are other things that arise when discussing educational innovations, namely: a) constraints, including resistance from the implementing parties of innovations such as teachers, students, society and so on, b). factors such as teacher, students, curriculum, facilities and budget c). social scope of society.

In some conversations people often ask questions about innovation and modernization, because between the two they appear that is equality, both of which are social changes. In order to find out what the differences are and also the connection between innovation and modernization, it is necessary to understand what innovation is and what modernization is, then find a connection between the two. Innovation has been discussed so modernization is now being discussed.

The term "modern" has various kinds of meanings and also contains various kinds of additional meanings. The term modern is used not only for people but also for nations, political systems, economic institutions such as hospitals, schools, colleges, housing, clothing, and various kinds of habits. In general, the modern word is used to indicate the change towards a better, more advanced in the sense that it is more pleasant, more improving the welfare of life. In a new way (modern) something will be more effective and efficient to achieve goals. For example, in the development of transportation, because horses are more modern than people-drawn carts, but cars are more modern than horse-drawn carriages, aircraft are more modern than cars. So "modern" in one side can be interpreted as something new in the meaning of being more advanced or better than what already exists. Both in the sense of giving more welfare or pleasure to life.

C. Innovation in Education

Educational innovation is innovation in the field of education or innovation to solve educational problems. So educational innovation is an idea, item, method, which is felt or observed as a new thing for a person or group of people (society) either in the form of invention or diskaveri, which is used to achieve educational goals or to solve educational problems.

Education is a system, so educational innovation includes several things related to the components of the education system, both systems in the sense of schools, colleges or other educational institutions, as well as systems in a broad sense such as the national education system.

Implementing educational innovations such as curriculum innovation cannot be separated from innovators and implementers of innovation itself. Educational Innovation like

that done at the Ministry of Education sponsored by foreign institutions tends to be "Top-Down Innovation". This innovation was deliberately created by superiors as an effort to improve the quality of education or equal opportunity to obtain education, or as an effort to increase efficiency and so on. Innovations like this are carried out and applied to subordinates by inviting, advocating and even forcing what the creator thinks is good for the interests of his subordinates. And subordinates have no authority to refuse implementation.

The following are examples of educational innovation in each educational component or component of the social system in accordance with what was stated by B. Miles, with changes in content adapted to the development of education today.

1. Personal coaching. Education which is part of the social system certainly determines the person as a system component. Innovations that are in accordance with personnel components, for example: teacher quality improvement, promotion systems, student discipline rules, and so on.

2. Many of personal and work areas. The social system certainly explains how many personnel are bound in the system and where the work area is. Educational innovations that are relevant to this aspect, for example: what is the ratio of teachers in one school in the PAMONG system ever introduced with a ratio of 1: 200 meaning one teacher with 200 students). Primary Schools in America are teachers with 27 students, major changes in the area of ownership, and so on.

3. Physical facilities. The social system including the Education system utilizes various means and results of technology to achieve goals. Educational innovations that are in accordance with these components, for example: changes in the shape of the seat (one child one chair and one table), changes in room wall settings(space boundaries between spaces are easily opened, so that two rooms can be put together), language laboratory equipment , the use of CCTV (TVCT-Television Limited Station), etc.

4. Use of time. An education system certainly has time-use planning. Innovations that are relevant to this component, for example: setting learning time (semester, quarterly chess, making lesson schedules that can give students the opportunity to choose the time according to their needs, and so on).

5. Formulation aim. The education system certainly has clear objectives. Innovations that are relevant to this component, for example: change in the purpose of each type of school (formulation of TK, SD goals tailored to the needs and development of life challenges), changes in the formulation of national education goals and so on.

6. Procedure. The education system certainly has a procedure for achieving goals. Educational innovations that are relevant to this component, for example: the use of a new curriculum, how to make teaching preparation, individual teaching, group teaching, and so on.

7. Roles needed. In the social system including the Education system, the clarity of the roles needed to smooth the way towards achieving the objectives of innovation is relevant to this component, for example: the role of the teacher as a media user (the skills needed to use various kinds of media are needed), the role of the teacher as the group activity, teacher as member team teaching, etc.

8. Insights and feelings. In social interaction usually develops a certain insight and feeling that will support the smooth implementation of the task. The similarity of insights and feelings in carrying out the task of achieving predetermined educational goals will accelerate the achievement of goals. Innovations that are relevant to this field, for example: lifelong educational insights, insight into process skills approaches, feelings of love for the work of the teacher, willingness to sacrifice, patience are needed to support the implementation of an improved elementary curriculum, and so on.

9. Form of relationships between parts (working mechanism). In the education system there needs to be clarity of the relationship between the part or working mechanism between the parts in the implementation of activities to achieve the objectives. Innovations that are relevant to this component, for example: changes in the division of tasks between sections in the office of the education department and work mechanisms between sections, in universities there are changes in work relations between departments, faculties, and registration bureaus about administering student grades, etc.

10. Relations with other systems. In the implementation of educational activities in some cases must be related or work together with other systems. Innovations that are relevant to this field, for example: in the implementation of school health efforts in collaboration or in association with the Ministry of Health, data on the implementation of Community Service Work must be in collaboration with the local government, and so on.

11. Strategy. What is meant by strategy in this case is the stages of activities carried out to achieve the goals of educational innovation.

D. Educational Institution Innovations

The complexity of the problems of managing the Educational Institution does not mean breaking our spirits to continue to strive to seek and try various alternative solutions so that educational institutions can get out of the problems they face in the Mileniall era. The high expectations of improving the quality of schools / madrasas starting from administrative governance, inputs and processes which of course also increase understanding and practice of Islamic teachings among policy holders must be an encouragement for all parties in the management of educational institutions.

There are several innovation strategies that can address the challenges of managing current Education Institutions. That is a general strategy and a specific strategy. (Qomar, 2007) In the general strategy 1) Formulate ideals, programs, and goals that the institution clearly wants to achieve. The next step is to make maximum efforts to realize them through real daily activities. 2) Building leadership and professional organizational culture. Prepare educators who are truly educated, so prioritize the tasks of education and learning for the success of their students. Formulate and organize learning materials in accordance with the development of students and the needs of society in the present. 3) Exploring financial potentials and developing them creatively and innovatively. Improve promotion to build the image of the Institute 4) Building good relations and networks at the national and international level. 5) An optimistic, caring, active and creative attitude in facing various challenges in society in general and in the educational environment in particular.

In accordance with a number of opinions above, the four strategies adopted by Sirozi

(Alim, 2010) are feasible to be implemented in increasing the effectiveness and efficiency of educational institutions, are:

First, substantive strategies; Educational institutions need to present a comprehensive program covering aspects of cognitive (understanding), affective (acceptance or attitude) and psychomotor (experience or skills). The process of education and learning according to UNESCO must be able to help students to learn how to know, how to do / do something, how to be themselves, how to live together side by side with other people, and how to know God's creation. , then the graduates / outputs of Education institutions are expected to have a balance between the quality of faith, knowledge and behavior.

Second, bottom-up strategy; The growth and development of Educational Institutions must start from the bottom. This means that the concept and design of the curriculum as well as various policies for developing the quality of human resources and other physical facilities must be adjusted to the needs, potential and ideals of the community. The community must be involved from the planning stage, implementation to the evaluation stage. This concept of togetherness built from below is believed to be able to foster a high level of caring, belonging, and a sense of responsibility, for the achievements of the Institutions and students. This community participation can be represented by the School / Madrasah Committee. These organizations need to work together to advance the quality of schools.

Third, the deregulatory strategy; Educational institutions should be given the freedom to create and improvise development and development programs, not too fixated and rigid in general rules who made by the government. With a strategy like this will make the Education Institution independent and have greater advancement opportunities so as to be able to grow into alternative educational institutions. If the Educational Institution wants to gain greater trust from the community, then it must be able to position

itself as a pioneer institution of change that emphasizes quality and not just mere quantity.

Fourth, cooperative strategy; In the process of fostering and developing it, the Educational Institution must be able to work together (collaborate) and empower all existing potential and resources from both internally and from the surrounding environment. Cooperation and partnership needs to be built with both people who are competent and with other institutions that are relevant and supportive. Such cooperation is considered to be able to help educational institutions to improve financial capacity and provide input for the progress of the institution. empower all potential and resources that exist both from the internal and from the surrounding environment. Cooperation and partnership needs to be built with both people who are competent and with other institutions that are relevant and support the progress of the Institute.

In implementing innovation in schools, teachers are the most important factor that must implement innovation by paying attention to the following:

1. Innovation must take place in schools to get the best results in educating students.
2. The spearhead of the success of education in school is the teacher. Therefore, the teacher must be able to be an innovative person in order to find effective strategies or methods for educating.
3. Innovation by the teacher is essentially in the order of learning carried out in the classroom.
4. The main key that must be held by the teacher is that every innovative process or product that is carried out and produced must refer to the interests of students.

The innovation decision-making stage at the school level starts from the knowledge or awareness of the personnel in the school / teacher about the need for an innovation that

will help solve the problems they face until the adoption of an innovation. To achieve this there are three stages that must be passed, namely:

1. Information Acquisition Phase, where teachers obtain and understand information about an innovation, for example about teaching methodology, new learning media from various sources (books, journals, newspapers, etc.).
2. Information Evaluation Phase, where people evaluate information about innovation, with various considerations whether it is appropriate or not in meeting needs.
3. Adoption Phase, the moment when the decision process is finalized whether to implement or reject an innovation.

E. Constraints in the innovation of Educational Institutions

In the implementation of innovations in Educational Institutions, of course there are several problems that become obstacles. Experience shows that almost every individual or organization has a mechanism of acceptance and rejection of change. Because fear of something new so that if there are parties who try to make a change, rejection or obstacles will often be encountered. Certain people from inside or outside the system will dislike, do something opposite, sabotage or try to prevent attempts to change the prevailing practice. This refusal may be shown openly and actively or in a hidden and passive manner. The reason why there are people who want to reject change even though in reality the existing practices are less relevant, boring, so it takes an innovation. This phenomenon is often referred to as a rejection of change. Many attempts have been made to describe, categorize and explain this phenomenon of rejection. There are four types of barriers in the context of innovation. The four categories are:

1. Psychological constraints

This obstacle is found if the individual's psychological condition becomes a rejection factor. Psychological constraints have been and are still a key framework for understanding what happens when people and systems refuse to change.

We will illustrate this type of obstacle by choosing one factor as an example, namely the dimension of trust and distrust because this factor is a very important element of innovation. Other psychological factors that can result in rejection of innovation are: feeling reluctant because they feel that they have enough with the circumstances, do not want to bother, or ignorance about the problem.

We can assume that in a social system, an organization or group there will be people whose past experiences are not positive. According to developmental psychologists, this will affect his ability and courage to deal with changes in his work.

2. Practical constraints

Practical constraints are more physical rejection factors. Explicitly, practical obstacles can be described as three factors, namely:

a. Time

Time is the most frequently indicated factor to prevent or slow down changes in organizations and social systems. The program of teacher training centers strongly emphasizes aspects of this field. This might indicate special attention to practical expertise and methods that have direct practical use. Therefore, innovation in this field can lead to rejection related to its application. That is, the more practical the nature of a field, the easier it will be for people to ask for an explanation of practical rejection.

On the other hand, it can be assumed that the real practical obstacles that have been experienced by many people in daily teaching activities, which hinder the development and renewal of practice. Not enough economic, technical and material resources are often mentioned

In applying a change, time factors are often underestimated. Everything takes time. Therefore, it is very important to allocate a lot of time if we plan innovation. Experience shows that unexpected problems, which may not be predicted at the planning stage, are likely to occur.

b. Resources

In planning and implementing innovation, the level of knowledge and the amount of available budget must be considered. This applies especially if something very different from past practice will be carried out, in other words if there is a big difference between the old and the new. In such cases, additional resources in the form of expertise and finance are needed.

Experience has shown that budgets are urgently needed, especially at the beginning and during the period of disseminating the idea of innovation. This might be related to the fact that outside assistance, new equipment, reallocation, textbooks etc. needed during the initial phase. Sources of budget allocated for change are often not provided from the annual budget. Media information and follow-up are often needed during the phase of disseminating the idea of innovation.

c. System

It is important to point out that the budget alone is not enough to make improvements in practice.

Resource expertise such as the knowledge and skills of the people involved in this innovation effort are equally important factors. In other words, it is rare for us to choose between one type of source or another type of source, but we need all kinds of sources. It is clear that a lack of certain resources can easily become an obstacle.

3. Constraints of policy holders and norms

When briefly explained, value barriers involve the fact that an innovation may be in harmony with the values, norms and traditions adopted by certain people, in certain areas, but may conflict with the values adopted by a number of others. If innovation is contrary to the values of some participants, then a value clash will occur and resistance to innovation will emerge.

Many innovators have experienced clear conflicts with others, but after further exploration, they found that there were agreements and alliances could be formed. This experience can be explained by the fact that often people can agree about the resources used. Sometimes this happens regardless of values.

Therefore, the agreement or disagreement on the surface is easy to occur in relation to the alliance. Often these alliances prove to be very important for the implementation of innovation.

F.   Conclusion

As closing in this paper there are several things that need to be considered in the innovation of Educational Institutions in the millennial era. The most important consideration in an innovation of Educational Institutions is the availability of human resources and the budget and timing of implementation of innovation. This must be calculated carefully, because if it is not properly

considered, it will become an obstacle in the process of implementing innovation.

Innovation has become important in the millennial era so that Educational Institutions do not stutter over an increasingly modern era. The advancement of technology that runs very fast has become a distinct advantage for Educational Institutions but it also becomes a problem if the Educational Institutions and the people in it do not participate in innovating properly.

Bibliography

Asrohah, Hanun. (2004) Pelembagaan Pesantren Asal-Usul Perkembangan Pesantren di Jawa. Jakarta: Departemen Agama RI,.

Malisi, M. A. (2017). Modernization of Islamic Education in South Kalimantan (Socio-historical Perspective of Normal Islam Amuntai). *Ijtimā'iyya: Journal of Muslim Society Research*, *2*(1), 43-66. https://doi.org/https://doi.org/10.24090/ijtimaiyya.v2i1.1051

Muhammad Sirozi, Agenda Strategi Pendidikan Islam (Yogyakarta: AK Group 2004), hal. 130-132.

Qomar, M. (2007). *Manajemen Pendidikan Islam*. Malang: Erlangga.

Rogers, Everett M. (1983). *Diffusion of Innovation.* Canada: The Free Press, A Division of Macmillan Publishing Co., Inc. New York.

Sumiarti, S. (2017). Islamic Education Based on Agroforestry in MTs Pakis Gununglurah Cilongok Banyumas. *Ijtimā'iyya: Journal of Muslim Society Research*, *2*(2), 239-258. https://doi.org/https://doi.org/10.24090/ijtimaiyya.v2i2.1639

Wojowasito, S. 1972. Kamus Bahasa Indonesia. Bandung: Shinta Dharma Bandung.