

Issue on Educational Research Innovation

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Abstract

The purpose of this study is to describe the issue of educational research innovation. This research uses a descriptive qualitative method with a literature study. The results of this study are that there are several problems or problems in educational research innovation, including 1) Lack of a strong innovative research culture and community; 2) Lack of innovative research designs; 3) Lack of innovative research talent among education practitioners; 4) Lack of research funds; 5) Excessive reliance on web-based and online information; 6) Lack of motivation; 7) Experienced and qualified research guides are not available. The conclusion of this study as a whole, it is not surprising that research on innovation becomes important. It is important to understand why and how certain enabling environments encourage innovation and help optimize benefits. Among other things, research can explain how innovative action can be applied and how diversity can drive positive change.

Keywords

issue; educational research; innovation



I. Introduction

Research in education is very important because it leads to 'progress' in education, which in turn leads to 'advancement of society. It is a well-recognized fact that Research plays an important role in the economic growth of a country. Research refers to creative work that is done systematically to increase one's stock of knowledge. In the context of education, it will refer to solving educational problems scientifically and systematically (Murdiyasa, 2016).

Educational research is relatively difficult to study. This deficiency arises due to the lack of attention of educational personnel printing institutions that pay attention to these skills (Waluyandi, 2020). Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice, and experience the learning process of various knowledge and skills. Learning is essentially a cognitive process that has the support of psychomotor functions (Arsani, 2020). First, the concept of research itself is complex. Second, it is sometimes inconsistent because of the many theories in education. Third, because education and research involve human factors, they are very difficult to control, in contrast to science, where many variables can be controlled relatively easily, especially in experiments (Ilyas, Ma'rufi, & Nisraeni, 1967). However, education and research are very important because we cannot continue to rely solely on "intuition" and "experience" to improve education. With the data, information, and theory from the excavation, we will be able to solve educational problems better. Research also provides a theoretical basis for explanation, explanation, prediction, innovation, and educational development (Arifin, 2020). As quoted by Ibnu Hadjar by McMillan and Schumacher in their book *Research in Education*:

A Conceptual Introduction (1989), there are at least three main reasons why education and research are important. Education Sector improving aspects of life in other fields. For example, in the field of medicine, research has made a significant contribution to the treatment of various diseases and the improvement of public health. In agriculture, research has increased agricultural yields both qualitatively and quantitatively (Shafie, Othman, & Ismail, 2017).

In the field of education, research must be empirically and objectively guaranteed and contribute equally to the improvement of practice so that it is solely based on intuition, experience, or the authority responsible for education. Second, education and research have been shown to contribute to knowledge in the field of education. Examples are politics and decision-making. The policy or decision-making process, of course, goes through several or interrelated steps, starting from problems, empirical investigations, duplication, integration of research results, and evaluation and evaluation of practice (Tegeh & Kirna, 2013). For example, the government's policy to set uniform fees (UKT) in universities after 2013/2014, and the government's policy to implement the 2013 curriculum in schools and madrasas in Indonesia. The policy has gone through several stages or processes mentioned above and will certainly continue to do so. Third, evidence and results from experiential research are not practical for wise decision-making, such as learning the lecture and discussion method (Ghony & Almanshur, 2016). There, each method has a different impact on learning outcomes. In addition to the fact that research results can provide clues to help identify research problems, research results can also provide guidance and input to educators who do not have the opportunity to do their own research. Plan and develop new programs, measure learning outcomes, and can receive the resources you commission for each condition. This suggests that education and research provide useful information and insights about education that are needed to make wise decisions (Freitas, Oliveira, Jenkins, & Popjoy, 1998).

In the world of education, there are many phenomena of a complex problem and hooks that need to be solved in research. However, there is so much educational research that has been carried out and so many educational problems, some of which can be solved without going through research but some that require research (Sappaile, 2007). Therefore, researchers tend to have a dependence on educational issues that have been studied by previous researchers. If this dependence is ignored, it will result in less mastery of research skills for other research themes and a lack of diversity in educational research issues. This also results in limited research themes that are understood by researchers so it is difficult to complete research and produce research that is of low quality (Sutrisno & Wulandari, 2018).

This illustrates the position of the Indonesian education sector in the world and there is still a possibility for development. Such developments only occur through research. The important aspect here is not only doing research but doing research that should be meaningful and significant with full of innovative applications. There are many obstacles that arise when conducting research that can be overcome by intentional giving.

II. Research Methods

This research uses qualitative methods and is a literature study. Literature research collects detailed information and data through various books, notes, journals, and another bibliography, as well as the results of previous work related to answers to the problems to be researched and theoretical foundations (Yaniawati, 2020). This research produces information in the form of notes and descriptive data contained in the text under study (Mantra, 2008) (Raco, 2018).

As a library research, there are two kinds of data sources that will be explained, namely:

1. Primary Sources

Primary sources are the main data sources that are directly collected by researchers from the object of research, namely books, articles, which are the objects in this study.

2. Secondary Source

Is an additional data source that according to the researcher supports the main data, namely books or articles that act as supporters of the primary book or article to strengthen the concepts in the primary book or article.

The method used to collect research data in library research is to select, search, present, and analyze library data. This research institute is looking for library materials whose substance requires philosophical and theoretical processing. The literature search here is a literature study without empirical verification (Muhadjir, 1998). The data presented is data in the form of words that need to be processed to be concise and systematic.

This study using data analysis techniques in the form of content analysis (content analysis). The analysis is a scientific analysis of the message content of a data (Muhadjir, 1998). According to Zed (2004), analysis is a simple attempt at how research data are developed and processed for a simple framework. The data that has been collected is then analyzed to obtain information, but first, the data is selected on the basis of its reliability (Mantra, 2008). The purpose of this data analysis is to find the truth of the data that has been obtained so that conclusions can be drawn from the results of the research that has been done. In this study, researchers used 3 stages, namely: data reduction, data display, data verification, and conclusion drawing.

III. Discussion

3.1 Significance of Innovative Research in Education

The research function of academia remains the main source of knowledge and innovation at the national, regional, and international levels. Behind the classroom door, the key factor in the success of a lesson, in determining whether students are actually learning something important, is the creative ability of the teachers — their ability to combine theory and practical classroom experience. Therefore, effective teaching and learning involve the practical application of new research/theories in the classroom environment.

This research is needed to increase understanding of policies and procedures, instructional approaches, curriculum and program content, and stakeholder engagement that contribute to learners fulfilling their academic potential. Through innovative research, we will identify components of an educational program that successfully stimulate advanced academic knowledge and skills.

Research has made an immeasurable contribution to our understanding of different cultures and the impact of culture on human values, attitudes, ideas, personality development, and behavior. Apart from all this, research is needed which will help education in reinventing the purpose of education (Pune, 2019). The search must continue for the optimal balance between individual goals and societal goals. We clearly need more sophisticated and innovative techniques to access the will of society and to develop curricula that will produce educated secondary school graduates who have the basic communication and work skills and personal competencies needed to adapt to the unknown future changes in society (Asep, 2018).

3.2 Innovation in Educational Research

Among the recent innovations in the education system, the introduction of computers in the classroom is often cited as the most significant innovation. While the physical appearance of classrooms has not changed much since whiteboards were introduced in classrooms in the late 18th century, the arrival of computers, tablets, and the Internet has caused a rethinking of many traditional teaching practices and is generally seen as an opportunity for improvement.

Different scholars have different understandings of the meaning of “innovative research”. Innovation is often seen as the adoption of better solutions that meet new requirements, unarticulated needs, or existing societal needs. Innovative research involves discovering new techniques and improving the work system of educational institutions (Hasnunidah, 2017). This could involve technological innovation or human resource improvement. The following are specific areas of education that require innovative research:

- a. What types of pedagogical knowledge and skills are critical to teacher success?
- b. How do learning research, new expectations regarding student learning outcomes and skills, and changing value and belief systems shape teacher behavioral interventions? (McWilliam & Lee, 2006)
- c. How can teachers more effectively manage the learning environment to create optimal conditions for learning to occur, both cognitively and emotionally? Geeta Ramanujan, founder-director of the Academy of storytelling experimented with “storytelling as a teaching technique” to reveal the creativity and the spirit of inquiry in children (EducationWorld, 2015).
- d. In our technological society where each gender is expected to fulfill multiple roles, we should have more research studies to assist education in overcoming sex role stereotypes and in developing an environment that will nurture the ideals of women's equality and promote the goal of equal rights for the development of the concept self.
- e. More intensive experimental evidence is needed and further investigations should be carried out on the impact of the internet on learning and behavior.
- f. Our current knowledge is inadequate about curriculum decision-making, instructional program design and instruction, and curriculum development, especially with regard to constructivist approaches. There should be ongoing research to generate knowledge on how to improve curriculum materials, instructional procedures, and the use of curriculum guides.
- g. Research is needed to find effective educational planning and for what types of schools, children, and teachers, innovations such as team teaching, flexible scheduling, mini courses, performance contracts, constructivists, and programmatic learning are appropriate and valuable.

The list of knowledge gaps above that requires innovative research practices is still illustrative. But above all, it is necessary to develop appropriate innovative research strategies, especially those that are appropriate and appropriate for the field of education. In the world magazine Pendidikan, there are 22 educational innovations mentioned such as social innovation laboratories, pioneers of activity-based learning, use of film as a teaching method, learning by doing by encouraging children in socio-economic activities, etc. This is a certain real life an example that thorough research adds to innovation in education.

3.3 Problems in Educational Research

The education system is critical to innovation through the development of skills that nurture new ideas and technologies. As noted in the OECD (2016), digital technologies are profoundly changing the way we work, communicate, and enjoy ourselves. The world of education and learning has not gone through the same technology-based innovation process as other sectors. Specific issues in innovative research are as follows (Khan, 2014):

- a. Lack of a strong innovative research culture and community
Many countries pursue a policy of establishing centers of research excellence within universities, as inter-university centers or stand-alone institutions, often as part of a strategy to enhance not only research but also teaching and innovation. But centers of excellence may not always be a panacea for improving research and teaching in developing countries.
- b. Lack of innovative research designs
This means that sometimes innovation does not match practice. Research in social sciences is carried out in different types of laboratories that are not competent to create control conditions. So the results of this study cannot be generalized.
- c. Lack of innovative research talent among education practitioners
Productive innovation in education requires researchers who are willing and able to conduct intelligent experiments (Manab, 2016). Unfortunately, educators' innovative skills are difficult to define and can hardly be observed directly. Since the innovation process includes experimentation, there will inevitably be some failures during the process. This may be the reason why innovative skills are not measured in the empirical literature and practitioners do not place emphasis on innovative research skills.
- d. Lack of research funding
This hinders research of all forms. Governments, institutions/organizations do not appreciate the contribution of research findings to economic development and therefore do not provide a sufficient amount for research.
- e. Excessive reliance on web-based and online information
Excessive dependence on cyberspace has dramatically reduced the ability of researchers to conduct research that has the attribute of originality. Plagiarism has become a more sophisticated form of the context of the current electronic era.
- f. Stay motivated and work according to plan
Sometimes, in the course of a large innovative research project, the biggest challenge is internal motivation because the probability of the expected results from research work is very small due to the uncertainty and originality of the innovative research. It's important to keep the motivation going despite the barriers to innovative and diverse research and the pressures of work and personal commitment.
- g. Unavailability of experienced and qualified research guide

The right guide explores possible situations and thrives on creativity, which is essential for innovative research. Creative and innovative guides are constantly assessing, reassessing, and making decisions about the best way to obtain reliable information, assist in conducting appropriate analysis, and draw credible conclusions (Setyawarno, 2016). The quality and significance of research work also depend on guidance by research guides. Due to the unavailability of experienced and quality research guides, the innovative aspect of research is very influential.

IV. Conclusion

Education for Sustainable Development (ESD) has become an important issue in society. The United Nations decade on ESD has encouraged innovative approaches to education to contribute to society's transition through formal education systems and non-formal and informal learning settings (Pierce & Cooley, 1985). Overall, it is not surprising that research on innovation is becoming important. It is important to understand why and how certain enabling environments encourage innovation and help optimize benefits. Among

other things, research can explain how innovative action can be applied and how diversity can drive positive change.

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