

# **Creative and Innovative Teachers in Creating an Excellent and Competitive Human**

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**Abstract** – The demand for the quality of education is a necessity and an urgent need along with the democratization of education. The school's cultural and structural flexibility plays a significant role in awareness-raising for teachers to always innovate in every aspect of education. Teachers are in charge of equipping learners in the field of hard skills and soft skills to be able to face the challenges of life in the era of globalization, so that teachers are faced with challenges and must be accompanied by an increase in professionalism. The development of education in the era of globalization requires teachers to be more inspiring, innovative, creative, and productive. Ethno pedagogy is seen as a message related to culture-character (ethno-aspect), and teacher education (pedagogy aspect), with special attention to the local genius and local wisdom. Teachers do not only provide knowledge to students, but also help them to build knowledge, help the process of constructing knowledge, as well as understanding the learners' way of thinking.

**Keywords** – Creative, Inspiring, Innovative Teachers, And Competitive Human.

## **I. INTRODUCTION**

The demand for the quality of education is a necessity and an urgent need along with the democratization of education. This is because due to the current era of globalization, the needs of human resources (HR) is reliable and professional cannot be negotiable because of intense competition and competitive in the era of globalization requires that we have a comparative and competitive advantage [1].

Efforts to improve the quality of education are done with various approaches. Institutional approach (Directorate General of Quality Improvement of Teachers and Education Personnel/ Directorate General of PMPTK). Formal Legal Approach through the establishment of legislation relating to education, such as the Law No. 20 Year 2003 on National Education System, the Government Regulation No. 19/2005 on National Education Standards: and the Law No. 14 Year 2005 on Teachers and Lecturers). The approach to empower educational resources is conducted by conducting activities to increase the competence and qualifications of educators and education in a systematic and sustainable way.

The paradigm of the national education system should include various factors including input, process, and educational output [2]. Ethnopedagogy as the basis of the practice of teacher education, as a practice of education based on local wisdom in various domains and emphasizing local knowledge or wisdom as a source of innovation and skills, can be empowered for the welfare of the community. The local wisdom is concerned with how

knowledge is generated, stored, applied, managed, and inherited. Ethnopedagogy can be viewed as a message related to the term culture-character (ethno-aspect), and teacher education (pedagogy aspect). In the context of the culture in general, ethnopedagogy pays special attention to the local genius and local wisdom by exposing cultural values. Teachers play a role in learning in the classroom because teachers do not only provide knowledge to students, but also help students to build their own knowledge through learning experiences [3]. Teachers have a role to help the process of constructing knowledge by students running smoothly. Teachers do not transmit the knowledge they have, but help students to form their own knowledge. Teachers are required to better understand the way of thinking or the way students view in learning. The teacher cannot claim that the only one is the same and according to his will [4].

Based on the study of the psychology of learning and sociology of education, the education community requires that learning attention to the interests, needs, and readiness of students to learn, as well as to achieve the social objectives of the school. The reality is that visionary teachers are needed and able to manage the learning process effectively and innovatively. Teachers need to make changes, both in the field of strategy and learning model, so as to give a pleasant feel to the students. Therefore, the paradigm (mindset) of teachers need to be changed, from the traditional mindset to the professional one.

## **II. RESEARCH METHOD**

The type of this research is a descriptive qualitative research. Data collection were conducted through literature review and by observing the phenomenon that was occurred that was contextually supported by the local culture. Literature study is a way to obtain data by conducting library research, such as through reading, writing, and citing material related to the manuscript. The way to write and cite material from bibliography is called library study. Library study is one way of collecting data from non-human sources such as reading books, magazines, letters, photos, diaries, and seeing social phenomena.

The purpose of the literature study is to know in detail and provide a framework of thought, especially the relevant references derived from theories to provide a complete picture by using the source or literature search to obtain complete information to determine follow-up in taking an important step in the activity, such as by using scientific books, main books, and supporting books.

### III. RESULTS AND DISCUSSION

#### 1. *Changing the Paradigm of Teacher's Roles in Facing the Challenges of Globalization*

One of the main factors determining the quality of education is the teacher who is at the forefront in creating the quality of human resources because teachers face directly the learners in the classroom through learning. In the hands of the teacher, it will produce quality learners, either academically, skill, emotional maturity, morale, and spiritual. Thus, the future generations will be ready to live with the challenges of their time. Therefore, it requires teachers who have qualifications, competence, and high dedication in carrying out their professional duties, especially with curriculum changes that emphasize the competence. Teachers play an important role in their implementation because teachers carry out the curriculum in the classroom.

According to Fuad Hasan, as well as any curriculum and educational system applied without the support of qualified teachers, it will then be in vain. Improving the quality of education in Indonesia is not enough with the only improvements in the curriculum, but should also be followed by improving the quality of teachers at the primary and secondary levels. Without efforts to improve the quality of teachers, the spirit will not achieve the desired expectations [5].

Reality shows that the quality of teachers in Indonesia is still considered very low and apprehensive. In the face of a globalization era which is full of competition and uncertainty, the visionary teachers are required to be able to manage the learning process effectively and innovatively. Required change of strategy and model of learning in such a way can give a pleasant feel for teachers and learners. Such learning is known as Quantum Learning and Quantum Teaching, essentially developing a model and learning strategy is to develop a model and learning strategy as effectively as possible in a fun and passionate as well as meaningful atmosphere.

In the past and present in today's globalized era, the atmosphere of the learning environment is often perceived as a torturous, boring, less stimulating, and monotonous environment, so students learn in a forced and less enthusiastic way. On the other hand, teachers are also in an unpleasant environment and are trapped in their daily routine. Therefore, it is necessary to change the paradigm (mindset) of the teacher, from the traditional mindset to the professional one. Moreover, the birth of the Law of Teachers and Lecturers requires the figure of teachers who are qualified, competent, and certified [6].

According to Mulyasa, at least there are seven mistakes often done by teachers in learning, namely: 1) taking shortcuts in learning; 2) waiting for the students to behave negatively; 3) using a destructive discipliner; 4) ignoring the difference between learners; 5) feeling the most intelligent and know everything; 6) unfair (discriminatory); and 7) forcing the rights of learners [7]. In addition to a number of mistakes made by teachers, there are several new paradigms that must be considered by teachers, as follow:

1. Not stuck in a mere routine, but always develop and empower themselves continuously to improve their qualifications and competencies, either through formal education or training, seminars, workshops, and similar activities. Teachers should not get caught up in activities coming, teaching, going home so repeatedly, so forget to develop their potential to the fullest.
2. Teachers are able to develop and implement strategies and models of active learning, innovative, creative, effective, and fun that can stimulate learners' motivation in learning. Teachers must master various strategies and approaches as well as models of learning, so that the learning process can take place in a conducive and fun atmosphere.
3. Teacher's dominance in learning is reduced, thus providing opportunities for learners to be more courageous, independent and creative in learning.
4. Teachers are able to modify and enrich the learning materials, so that learners get a more varied learning resources.
5. Teachers like what is taught and love teaching as a profitable profession.
6. Teachers follow the latest developments in science and technology, so they have wide insights and are not left behind with the latest information.
7. Teachers are able to be role models for learners and the wider community by always showing attitudes and actions that are praiseworthy and have high integrity.
8. Teachers have a vision for the future and are able to read the challenges of the times, so that they are ready to face the change of the uncertain world that needs good tidiness and preparedness.

Based on mistakes made by teachers, they are then suggested by Mulyasa to make a new paradigm shift, so that the teachers' professionalism can be improved. Despite many theories about professional teachers, but in relation to the implementation of school-based quality improvement, based on these theories and the researcher's study as consultants and managers of general and religious education, it comes to the conclusion that professional teachers are teachers with the right vision. As Ibrahim Bafadal argues that professional teachers are teachers who have the right vision and innovative action because the vision without action is like a dream, action without vision is like a goalless journey and a waste of time; vision and action can change the world. It's the need to emphasize the open management aspect and the provision of infrastructure and superstructure that allows teachers to be free and feel challenged to always improve their professionalism [8]. The cultural and structural flexibility of each school plays a significant role in providing awareness to teachers to always innovate in every aspect of education. Teachers are on duty to provide hard skill and soft skill of the learners to face the challenges of life in the globalization era.

#### 2. *Teacher's Challenges in Post-Reformation*

Globalization has changed the way people live. No one can escape the flow of globalization. Each individual is faced with two choices, that he puts himself and acts as a

player in the flow of globalization, or he becomes a victim and dragged down the flow of globalization. The flow of globalization also falls into the area of education with its various implications and impacts, both positive and negative. In this context, the teacher's job and teacher's role as the spearhead of education is very important, so teachers are expected to have the right vision and innovative actions. Because vision and action can change the world.

According to Gerstner, the task and role of teachers from day to day are more severe, along with the development of science and technology. Teachers as a major component in the world of education are required to be able to balance even beyond the development of science and technology that develops in society. Through the touch of teachers in the school, it is expected to produce students who have high competence and ready to face the challenges of life with full of confidence [5] [8] [9]. Now and for the future, schools (education) must be able to create quality human resources, both scientific (academic) and mental attitude. Therefore, it takes a superior school to have characteristics of 1) dynamic and communicative school principals with independence leading to a vision of educational excellence; 2) having a vision, mission, and strategy to achieve clearly defined objectives; 3) competent and cadre-minded teachers who are always passionate in carrying out their professional duties innovatively; 4) busy, passionate, and hard-working students in realizing learning behavior; 5) community and parents who participate in supporting education.

According to Kunandar [5], there are several challenges that must be addressed by the globalization of teachers by promoting professionalism, as the following.

1. The development of science and technology is so fast and fundamental. With this condition, the teacher must be able to adjust responsively and wisely. Responsive means that teachers should be able to master the products of science and technology, especially those which are associated with education, such as learning by using multimedia. Without a good mastery of science and technology, the teacher will be left behind and become a victim of science and technology and become a teacher of "isoku iki".
2. The moral crisis that plagues the Indonesian nation and state. Due to the influence of science and technology and globalization, there has been a shift in values that exist in people's lives. Traditional values that uphold morality have now shifted with the influence of science and technology and globalization. The influence of entertainment, both print, and electronics that lead to matters of pornography have made teenagers seduced by life that leads to promiscuity and materialism. Teenagers actually become victims and dragged down the flow of globalization that always demands practicality, pleasure (hedonism) and instant culture.
3. Social crises, such as crime, violence, unemployment, and poverty that occur in society. Due to the development of industry and capitalism, there are social problems that exist in society. Not all levels of

society can follow and enjoy the world of industry and capitalism. Those who are weak in education, access, and the economy will be the victims of the ferocity of industrialization and capitalism. It is a teacher's challenge to respond to this reality, especially the world of education. Schools as formal educational institutions and have won the trust of the community should be able to produce learners who are ready to live under the conditions and situations. The world of education must be the solution to a social problem (crime, violence, unemployment, and poverty) not be the part of even the cause of the social problem.

4. The crisis of identity as a nation and state of Indonesia. As a nation and state in the midst of the nations of the world requires a high nationalist identity (nationalism) of Indonesian citizens. The spirit of nationalism is needed to keep the existence of Indonesian nation and state. The high nationalism of the citizens will encourage sacrificing souls for the nation and state, so they will do the best for the country. Today, there is a tendency to deplete the spirit of nationalism among the younger generation. Seeing these realities, the teacher as a guardian of values including the value of nationalism must be able to give awareness to the younger generation of the importance of the soul of nationalism in the life of nation and state.
5. The existence of free trade, both the level of ASEAN, Asia Pacific, and the World. These conditions require a mature readiness, especially in terms of quality of human resources. It takes reliable and superior human resources who are ready to compete with other nations in the world. The world of education has an important and strategic role in creating human resources as expected. Therefore, visionary, competent and dedicated teachers are needed, so they are able to equip learners with the necessary competencies in life in the midst of an ongoing and changing society.

#### IV. CONCLUSION

The demand for the quality of education is a necessity and an urgent need along with the democratization of education. The cultural and structural flexibility of each school plays a significant role in providing awareness to teachers to always innovate in every aspect of education. Teachers are on duty to equip students in hard skill and soft skills to be able to face the challenges of life in everyday life in the globalization era so that teachers have to deal with challenges and must be accompanied by increasing professionalism of teachers. The development of education in the current era of globalization requires teachers to be more inspiring, innovative, creative, and productive.

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