

# Innovation Process In An Organization About Thematic Learning In Primary Schools; An Innovation Diffusion Research

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**ABSTRACT**— *Thematic learning as an innovative learning is determined as learning that must be implemented in primary schools. The purpose of this study aims to describe innovation process in an organizations about thematic learning in Primary Schools. This study uses a diffusion research procedure developed by Rogers. The research question is whether Primary schools have an initiation of thematic learning innovation? has the Primary School implemented thematic learning innovations? Does the Primary School redefine or restructure the implementation of thematic learning innovations? Does the Primary School make a process of clarification of thematic learning innovation? Has the Primary School been continuously implementing thematic learning?. The technique of collecting data uses a questionnaire with a Likkert scale. Sources of research data were obtained from members of the organization namely Principals and Teachers primary school. The sampling technique used is purposive sampling. Analysis of the data used is descriptive analysis. The results showed that thematic learning innovations have been diffused in pimary school which states that schools have an initiation of thematic learning innovations by setting agendas and matching with the needs of schools as an organization. In addition, members of the organization both principals and teachers stated that thematic learning implementation has been implemented by restructuring the organization, and has become part of the activities of organizational members and has become a regular schedule of learning activities in Primary schools.*

**keywords**— *Innovation Process, Thematic learning, Diffusion Research*

## I. BACKGROUND, MOTIVATION, OBJECTIVES

Thematic learning in primary schools applies only in Indonesia, but also in developed countries such as France, Finland, Britain, Germany, Scotland, and other developed countries. [1]. Thematic learning is implemented according to the needs of all parties.

Thematic learning as a learning innovation answers the 21st century competency needs [2]. Thematic learning is asked as a 21st century learning that hopes this learning can encourage students to have the ability to think critically, creatively, collaboratively, and communicatively.

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Thematic learning innovations in Indonesia were implemented in elementary schools from low grade to high grade since the 2013 curriculum was implemented [3]. This shows that thematic learning is a learning innovation that suits current needs.

Many problems arise when implementing thematic learning, especially with problems related to the teacher. By thematic learning teachers are regarded as innovations in favor of students, students are very benefited in the implementation of thematic learning [4]. The teacher holds that the implementation of learning by them is difficult to implement. But it is also illogical if deemed difficult by the teacher but is beneficial for students, because actually learning is done by the teacher for the benefit of students, not for the benefit of the teacher.

Various studies state that teachers have difficulty implementing thematic learning, even though the official thematic learning guidelines are published by the Ministry of Education and Culture in line with the implementation of thematic learning implementation policies in the 2013 curriculum. [5].

The view of difficulties experienced by the teacher is seen as teacher resistance to an innovation, including thematic learning innovation, the teacher is not accustomed to change, the teacher has not been open minded with change, the teacher is too comfortable with conventional learning.

Teacher resistance to innovation can be a barrier factor for the successful implementation of thematic learning innovations [6]. The teacher is one of the members of the organization from the elementary school, the elementary school is an organization whose members consist of the principal, deputy headmaster, curriculum field, classroom teacher, subject teacher who may be the teacher's resistance to innovation does not stand alone but is also influenced by factors other. Therefore the process of innovation in an elementary school organization is an innovation process that describes all members of the organization.

Therefore, this research is intended to describe the process of innovation in organizations about the implementation of thematic learning in elementary schools. The purpose of this study is expected to be evidence based related to the teacher's view of thematic learning innovation. Do members of the elementary school organization have initiatives towards thematic learning innovation? Have members of the elementary school organization implemented continuous thematic learning innovations?

## **II. MATERIALS AND METHODS**

### ***A. Materials***

The sample of this research is the principal, vice principal and curriculum section as members of primary school organizations located in South Tangerang, Indonesia. The number of samples that were respondents of the study were 256 people.

The method used is quantitative with diffusion research procedures. Diffusion research is used based on diffusion procedures in organizations developed by Rogers. The research instrument was a questionnaire [7]. The questionnaire was distributed to respondents and filled in in a guided manner. Distributed questionnaire has been declared valid by experts and has a high level of reliability with the results of the reliability test using Cronbach's Alpha which is 0.963

### ***B. Thematic Learning in Primary School***

Thematic learning in primary school means interactive activities between educators and students who study the learning theme as the subject of discussion that integrates various fields of scientific study in a multicultural, interdisciplinary, intradisciplinary, and transdisciplinary manner [8].

Thematic learning activities designed and implemented by educators can be flexibly and authentically according to the needs of learning themes using scientific approaches, projects, problem based learning, inquiry learning, and discovery learning.

Expected learning outcomes in thematic learning is the achievement of learning outcomes of students who have authentic abilities in accordance with reality and achieve high level abilities. The ability to learn at a high level of learning is illustrated by the ability to analyze in solving problems or the ability to think critically, be creative, and have good communication skills and collaborative collaborative skills [9].

### ***C. Innovation Process in An Organization***

The process of innovation can occur individually and can also occur organizationally [10]. Generally the process of innovation individually can be influenced by the process of innovation in the organization, because the process of innovation in the organization can occur collectively, authority, and optionally [11]. The innovation process carried out collectively allows each individual to accept or reject innovation based on joint decisions. The authority innovation process has a high likelihood that every member of the organization can accept or reject an innovation because the organization members have compliance with organizational rules implemented by a leader. An optional innovation process can occur if the leader in an organization gives the freedom to accept or reject an innovation.

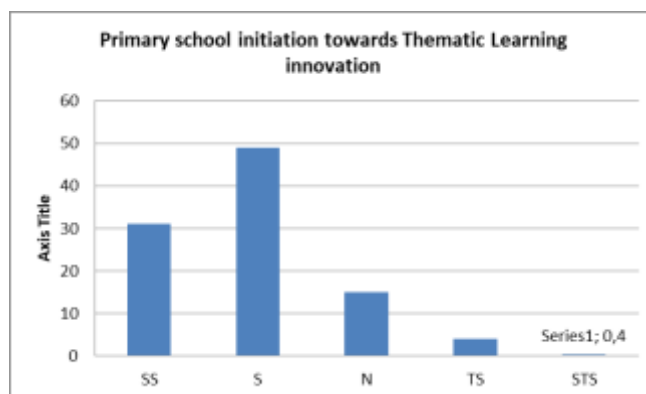
The process of innovation in organizations occurs in the stages of initiation and implementation [10]. The process of innovation at the initiation stage means that the organizational members in the context of this study are elementary school organization members doing agenda setting and matching activities on an innovation. after the initiation process is carried out there can be a decision on an innovation whose impact is the implementation of an innovation or it may be rejecting an innovation, which is then called the innovation process at the implementation stage.

The process of innovation at the implementation stage means that organizational members or elementary school members carry out the activities of redefinition/ reconstruction of an accepted innovation, clarifying the innovation and confirming the implementation of an innovation.

The stages of the innovation process in the context of this study mean the thematic learning innovation process in elementary schools. Primary schools are organizations that have an organizational structure that generally consists of school principals, representatives to schools, class teachers, and subject teachers.

### III. RESULTS, DISCUSSION AND CONCLUSION

#### *D. Inniation*

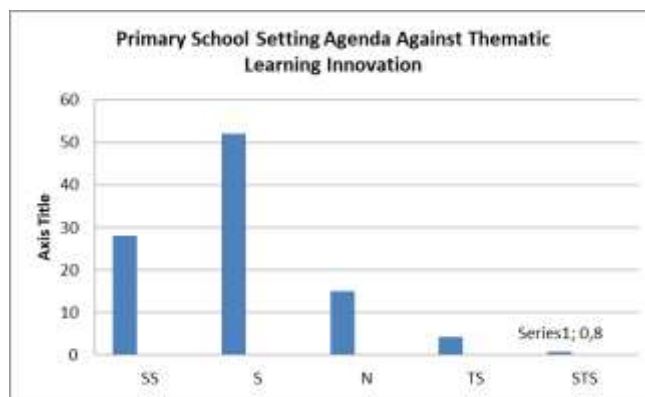


**Figure1:** Inniation

Based on the diagram above, it clearly shows that with regard to thematic learning innovation, every primary school has a level of initiation to be implemented as a necessity in improving the quality of learning. 49% of the organization's members state that primary schools have an initiation for an innovation process including thematic learning innovation. This shows that thematic learning is a learning necessity in the 21st century.

The initiation of primary schools towards thematic learning is evidenced by the activity of setting the agenda intentionally to implement learning in primary schools. Besides that, various program adjustments have been made by elementary schools to be able to carry out thematic learning as innovative alternative learning that is in line with school needs.

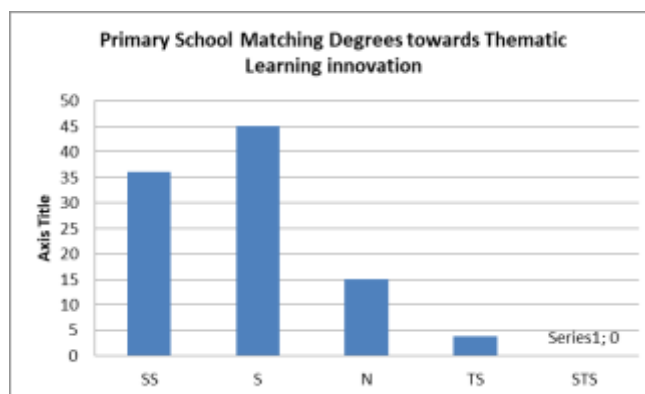
#### *1. Primary School Setting Agenda Against Thematic Learning Innovation*



**Figure 2:**Primary School Setting Agenda Against Thematic Learning Innovation

The diagram data above shows that 52% of elementary school members agree with thematic learning innovations. Thematic learning becomes a necessity for the quality of learning and the development of student competencies. The agenda setting activities undertaken by elementary schools illustrate that primary schools are open to thematic learning innovation. Thematic learning innovations are studied and studied in depth and planned to be studied for in terms of opportunities, challenges, and needs of thematic learning innovation.

## 2. *Primary School Matching Degrees towards Thematic Learning Innovation*



**Figure 3:** Primary School Matching Degrees towards Thematic Learning Innovation

The data above shows that thematic learning innovation is learning that is suitable for the needs of quality learning in elementary schools. This is indicated by 47% agreeing with thematic learning innovation, and 35% agree strongly with thematic learning innovation.

## ***E. Implementation***

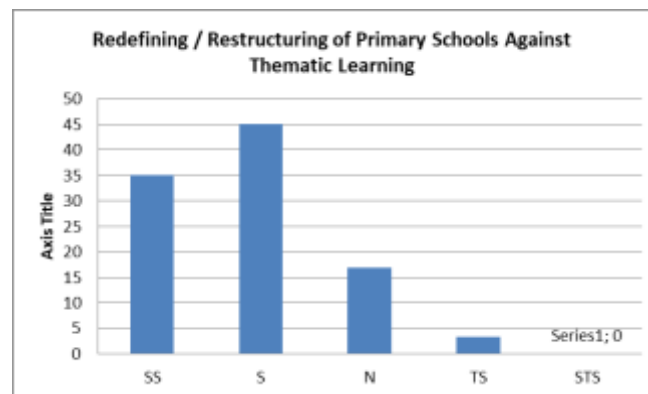
If the process of thematic learning innovation has occurred at the initiation stage, the next stage is to ensure that elementary schools have the decision to be able to carry out thematic learning as learning is carried out to meet the learning needs of the 21st century. If the high incisation of organizational members towards thematic learning

innovation can be ascertained the level implementation of thematic learning in schools will be even higher. The level of implementation of thematic learning in elementary schools is illustrated as follows:

Decisions made for the implementation of thematic learning can occur with the process of redefinition or restructuring of thematic learning innovations, then the clearer identity of the school is made by implementing thematic learning and even becoming thematic learning innovations as routine activities that are continuously carried out..

### ***1. Redefining / Restructuring of Primary Schools Against Thematic Learning***

Redefinition or restructuring of primary schools towards thematic learning is an elementary school activity that makes changes to thematic learning innovations in their implementation that are tailored to the needs of primary schools. Efforts to redefine or restructure thematic learning innovations is a form of the flexibility of thematic learning innovations that gives users the opportunity to make changes according to the needs of primary schools.

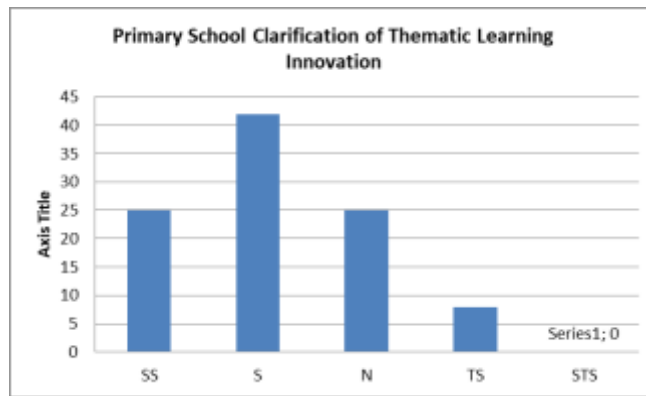


**Figure 3:** Redefining / Restructuring of Primary Schools Against Thematic Learning

Based on the data above clearly shows that the majority of primary schools redefined or restructured the thematic learning implementation, which consisted of 45% agreed and 35% strongly agreed that they had redefined or restructured the implementation of thematic learning innovations..

### ***2. Primary School Clarification of Thematic Learning Innovation***

The process of innovation in primary schools carried out by redefinition or restructuring of thematic learning innovations can increasingly show the degree of identity of the implementation of innovation learning in them in elementary schools as illustrated in the chart below:

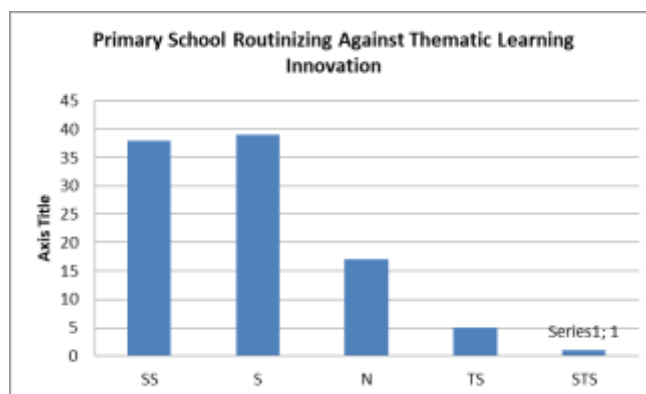


**Figure 4:** Primary School Clarification of Thematic Learning Innovation

Based on the above data it is known that the level of relationship between primary school and the need for thematic learning innovation implementation is increasingly clear. The identity of thematic learning innovations implemented has a specificity in accordance with the characteristics of elementary schools that implement thematic learning innovations. That is known with 45% percent agreeing, and 25% stated that very much that means there are 70% of the organization's members in primary schools implementing thematic learning innovations in accordance with the characteristics of primary schools

### **3. Primary School Routinizing Against Thematic Learning Innovation**

The process of innovation in organizations has occurred with a process of redefinition or restructuring, so it can be ensured that thematic learning can be routinely implemented as illustrated in the research data as follows:



**Figure 5:** Primary School Routinizing Against Thematic Learning Innovation

Based on the data above illustrated that 37% percent agreed that they had become innovative thematic learning as routin activities in primary schools and 39% stated that agreeing thematic learning was used as routine activities in learning programs in primary schools, meaning that there were 86% agreeing to implement thematic learning in elementary school. while 5% have the possibility not to make thematic learning innovations not routine activities.

#### IV. CONCLUSION

Based on the results of the above research it can be concluded that the process of thematic learning innovation in organizations in primary schools has taken place and it means that thematic learning innovations have been thoroughly defined with the innovation process through the stages of initiating and implementing thematic learning.

#### V. ACKNOWLEDGEMEN

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