Innovative Learning to Improving Students' Motivation at SMKN 2 Magetan

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ABSTRACT

The purpose of the study was to improve students' motivation to learn English in class X, Multimedia A, and Pharmacy B at SMKN 2 Magetan. There were three aspects studied in this research: lesson planning, the implementation of learning, and learning evaluation. This research used a descriptive qualitative approach. The data were obtained from structured interviews with teachers, questionnaires, and documentation. The research results showed: (1) teachers develop lesson plans based on the independent curriculum using a student-centered learning approach; (2) in the implementation, the teacher used various methods and media such as: mind-map media, flashcards, and role-play method, in assisting learning. The results of the application were seen from the results of teacher interviews, student questionnaires, and Students grades which showed that student motivation in learning are very good; (3) the learning evaluation carried out after one basic competency (KD) and after learning had completed. In summary, the application of innovative learning can increase students' motivation to learn English at SMKN 2 Magetan, majoring in Multimedia A and Pharmacy B.

Keywords: implementation, innovative learning, students' motivation

INTRODUCTION

The teacher ability to create innovative learning is important to makes it easier to achieve learning competencies because it is able to attract and arouse student motivation in learning. Innovative learning is a learning priority in every line of education Indonesia. Learning innovative from time to time to be able to produce individual students who are independent, capable, and of noble character. (Herman et al., 2022).

Teachers are professional educators, according to the law, and in order to be professionals, teachers must be motivated to educate students. Motivation plays an important role in ensuring that teachers can carry out their duties professionally (Nirmalawaty et al., 2021). The term "motivation" used here refers to the factor that influences, promotes, and encourages human behavior in order to make people desire to put forth their best effort and be passionate about achieving their goals. Because the primary responsibility of the teacher is to plan, coordinate, carry out, and assess learning, the teacher plays a crucial role in determining the success of teaching and learning

activities (Fitriyana & Aliman, 2019).

Therefore, it can be concluded that motivated teachers will always try to improve students' abilities through learning that is interesting for students so that students are motivated to take part in learning from the teacher, and one of the lessons that can be applied by teachers is innovative learning. Innovative learning implies learning that is packaged by the teacher, or instructor, in the form of ideas or techniques that are seen as new in ord er to facilitate students' progress in learning processes and outcomes (Purwadhi, 2019).

Researchers are interested in the implementation of innovative learning to improve students' motivation because the researcher are looking for new ways to deliver English material. Researchers investigate active learning methods that involve students directly in teaching and learning activities, encouraging them to move and think in a stimulating classroom environment. Researchers did find similar conditions where students were not enthusiastic about learning English, so their level of understanding was not optimal, which led to learning outcomes that were also not optimal. Researchers are looking for whether SMKN 2 Magetan has used innovative teaching methods and tried creative ways that can liven up the class and make students active participants in the learning process.

LITERATURE REVIEW
2.1 Definition of Innovative Learning

Innovative learning in the 21st century refers to the framework for 21st century learning, which includes components such as (1) learning environment, (2) developing professional skills, (3) curriculum and instruction, and (4) standards and assessments, and which serves as the gateway to the era of globalization in order to compete in the world of work. Core cubes and 21st century themes as academic foundations in the twenty-first century, as well as components of life and career skills, learning and innovation skills, and information, media, and technology skills as student learning products (Muhali, 2019).

2.1.1 Purpose of the Innovative Learning

The purpose of the innovative learning strategy is to provide facilities for students to increase their own knowledge, change their behavior in a better direction, and cultivate their talents according to their respective potentials. In a certain context, innovative learning can be interpreted as learning that is oriented towards problem solving in new ways. Students are able to participate in the learning process effectively and pleasantly with their own potential and creativity because there is no compulsion for students to work; it's just that the teacher guides students in an organized, innovative way (Umamah et al., 2019).

2.1.2 Utilization of Media in Innovative Learning

In order to make learning innovative and engaging, media usage is essential. It demonstrates how various teaching methods and digital tools will be able to support the teaching and learning process as taxonomy integration and teaching methods advance. In addition, the taxonomy has been described as a very effective instrument for information acquisition. so that we may choose the appropriate instructional approach for a subject in order to promote inventive learning (Maru'ao, 2020).

2.1.3 Innovative Learning Implementation Methods

Before carrying out the learning process, first prepare an optimal learning plan by determining learning objectives, learning materials, varied methods, effective and efficient steps, and using a variety of learning resources, not only books. Learning planning must be arranged in a systematic way. systematic and optimal. It is mandatory that teachers make a plan before teaching

because it is a competency that must be realized to achieve learning objectives optimally. As a tool for teaching staff in carrying out their duties and functions, learning planning is very important and decisive (Rifa Nur Fauziyah et al., 2022);

Accrding to (Muhali, 2019) Innovative learning focuses on student-centered learning. Students can learn because the learning process is designed, structured, and conditioned. Student-centered learning emphasizes the importance of understanding students' contexts because this is where the entire learning process is designed. The relationship between educators and students evolves into one in which both parties learn from and contribute to one another. Student autonomy as a person and as an educational subject becomes the starting point for all planning and learning processes. This type of learning is known as "active learning," and it is a learning process in which an educator must be able to create an environment in which students actively ask questions, question, and express their ideas.

Using process assessment and assessment of learning outcomes, process assessment is carried out when the learning process takes place by observing students. While the assessment of learning outcomes is done by written tests and oral or practical tests, Assessment of learning outcomes is an assessment that aims to collect information on how far knowledge and abilities have been mastered by students after learning activities. Learning activities can be carried out at the beginning of learning activities (pre-test) and at the end of learning activities (post-test).

2.2   Definition of Motivation

Motivation is motivation is defined as the vigor, propensity, emotion, and drive involved in learning and achievement (Martin et al., 2020). According to (Asmara, 2020). The fundamental force that propels someone to act is called motivation. The gap between being able to accomplish something and desiring to do it can also be attributed to motivation. On the basis of that comprehension, it may be said that motivating is more like to desire to make an attempt to accomplish goals. A person might be motivated by forces both inside and outside of themselves to accomplish predetermined goals.

2.2.1 Students' Motivation

When it comes to motivating students, it's important to let them know where they stand at each stage of the learning process, including the beginning, middle, and end. It's also important to let them know how strong their learning efforts are compared to those of their peers. Finally, it's important to let them know that there is a learning journey before they start working. How to establish circumstances or a procedure that instructs students to engage in learning activities is crucial in terms of teaching and learning activities (Wardani et al., 2020).

Learning and motivation both have mutually beneficial effects. Learning is a change in behavior that can happen as a result of practice and reinforcement (reinforced practice) with the aim of accomplishing particular goals. It is a generally permanent change in behavior. Learning is any reasonably long-lasting change in behavior brought on by repetition or experience. Motivation essentially aids in understanding and explaining individual behavior, including that of those who are learning (Asmara, 2020).

2.2.2 Motivation to Learn

In order to motivate students, one must make them do or want something, like engage in educational activities, so that it becomes ingrained in them and becomes necessary to reach objectives. The total driving force in students that elevates, maintains, and guides learning activities so that students' learning objectives are met is motivation in teaching and learning activities. Teachers must put in a lot of effort to inspire and motivate students to perform well in their educational activities. It is assumed that children would learn well when teachers and

students engage in engaging, entertaining teaching and learning activities. Teachers are required to enhance the quality of their instruction, run their classrooms efficiently, and instill the best possible motivation in their students (Wardani et al., 2020).

METHOLODOGY
3.0   Research Design
Researchers use the descriptive-qualitative method in the case study. A qualitative research approach generates descriptive data in the form of spoken or written words from participants and observed behavior. In this study, the researcher employs a descriptive qualitative research method with the goal of describing existent phenomena, including both natural and artificial phenomena (Maghfiroh et al., 2020). This research uses an in-depth method of the implementation of innovative learning to improve students' motivation at SMKN 2 Magetan. That design aims to discover teachers' and students' motivation for innovative learning in online English learning at SMKN 2 Magetan. According to Moleong (2010), "qualitative research" is research that intends to understand phenomena experienced by research subjects such as motivation, perception, behavior, holisticity, etc.

3.1   Technique of Data Collection
In this study, the data collection process was carried out after obtaining permission from the teacher SMKN 2 Magetan and the subject of this research, and students had learned through the innovation of conducting this research. To find out the result of the implementation of innovative learning to improve students' motivation. The first step the researcher took was to ask the respondent's permission. After getting the respondent's permission, the research was carried out by conducting interviews, questionnaires, student scores, and documents. Researchers need to use data collection techniques to determine the level of development of these students in learning English. The data collection techniques will be explained as follows:

3.2.1 Interview
Interview techniques are used in data collection if the researcher wants to conduct preliminary research to find out the nature of the problem to be studied. It is also used when the researcher wants to know something from several respondents.
During the interview, in addition to having to bring an interview guide, data collectors and researchers can use tools such as audio recorders or other tools that can help smooth the interview. Interviews can be conducted in person or by telephone. In either case, there will always be a separate contract. Interviews were used to obtain data on problems related to the implementation of innovative learning to improve students' motivation at SMKN 2 Magetan, and interviews only focus on teachers to find out teacher motivation and innovative learning that teachers teach to students.

3.2.2 Questionnaires
Data collection was also done through a questionnaire, and this data collection was only for students. Questions were based on student perceptions, which included student motivation in receiving innovative learning from teachers. The questionnaire would be distributed to one of the classes at SMKN 2 Magetan that received learning from teachers who were research subjects.

3.2.3 Document.
Documents are secondary data stored as "regular or electronic records" documents or files. In essence, the documentary method is a method used to trace historical data. Most of the data is available as correspondence, diaries, memories, reports, etc. The nature of this data is not limited to

space and time, thus providing an opportunity for researchers to see what happened in the past. This collection of textual data is referred to as a document in a broad sense, which includes monuments, artifacts, photographs, tapes, microfilms, discs, CD-ROMs, and hard drives. Documentaries are divided into two, namely:

During the documentation process, the researcher records things that need to be studied, such as books and photos. The documents needed for this research are teacher and student documents used as research subjects. Classroom facilities and learning activities at SMKN 2 Magetan.

3.2 Technique of Data Analysis

In qualitative research, more data analysis methods are used concurrently with data collection. According to Miles and Huberman in Sugiyono (2008), qualitative data analysis is carried out interactively through the processes of data reduction, data display, and conclusion drawing/verification.

3.3.1 Data reduction

In the data reduction stage, the researcher will collect as much research data as possible through observation, in-depth interviews, or from various documents related to the topic under study. At this stage, the researcher keeps archives or stores the data found in the form of important notes whose descriptions are not so clear, so that these notes will be translated, then separated and classified on any relevant data according to the research orientation. Problem. Data that is invalid or not in accordance with the subject matter should be separated into a separate file so that it is not mix up during data analysis. This data reduction process is important for researchers to facilitate the next step in analyzing the results of the data obtained so that the interpretation of research results is easier.

3.3.2 Data Display

Data obtained by direct observation and observation can be presented in the form of a matrix or table containing a list of classifications of each type of data, which in its presentation can be presented in the form of graphs, displays or narratives containing descriptions of the data. Get it. In qualitative research, the data obtained is usually in the form of a narrative and includes several pieces of data. To facilitate the classification of data, it is necessary to present the data efficiently and accurately. The data obtained is too large and complex to be described in depth, so it is necessary to present the data. What researchers must do when presenting data is to describe and describe in a structured and relaxed manner, so that the data obtained will be structured and systematic. They will be able to explain or answer the topic of the problem under study.

3.3.3 Conclusion drawing/Data Verification

The next thing to do is draw conclusions from the data analysis that has been carried out by researchers. Drawing conclusions is a follow-up analysis and is part of the process of data reduction and data visualization so that researchers can draw conclusions based on data or facts found during research. The conclusion becomes a reference that the analysis carried out has been verified when obtaining the results and arriving at the conclusion of the study. When arriving at a conclusion, quick action will not only lead to inaccuracies but also a need to re-check the validity of the analyzed data, review through consultation and discussion with the parties, and apply a triangulation process to obtain scientific truth. After the process is carried out, the researcher will draw conclusions from the results of the analysis carried out in several stages. Conclusions are drawn in the form of narrative essays, in the form of descriptive texts, and in research report.

RESULTS AND DISCUSSION
4.1   RESULT
4.1.1 Teachers' plans in Implementing Innovative Learning to Improve Student Motivation.
In the research, the English teacher at SMKN 2 Magetan explained the initial plans for innovative learning.

A.   Based on the Curriculum
The initial plan for class X was because it used a Merdeka curriculum that emphasized going back to school, and now it doesn't use lesson plans (RPP), and class X only uses modules, which contain subject identities, about lesson plans and learning activities previously listed in the RPP. Because the in Merdeka curriculum is prioritized for students, the teacher is only a facilitator, so we definitely plan innovative learning in class, because of the use of innovative media, where children are more comfortable, they are more interested in learning lessons, especially English lessons.

B.   Identify Learning Materials
Identify the learning material first, and then, after meeting the material, proceed with identifying the skills you want to sharpen. What we know in English are speaking, reading, listening, and writing skills. Although these are integrated skills, you still have to determine the focus of these skills, so this is why it will be very important to determine what innovation you will choose. So initially, identify the material, then identify the skills. For example, if I want to sharpen speaking, I will apply the media according to those skills.

4.1.2 Teachers' implementation in Innovative Learning to Improve Students Motivation
In the research, English teachers at SMKN 2 Magetan explained the implementation of innovative learning to improve students' motivation. The teacher's application is made based on the learning material and skills that want to be sharpened.

A.   Using Mind Maps and Flashcard
Mind maps help in studying texts such as procedure texts, recount texts, and analytical and narrative exposition because using mind maps helps students extract information from a text or English materials so that it is neatly arranged and easy to understand. It is usually done in groups, making it more fun when they cooperate.

Figure 1. Using Mind Maps

While flashcards are carried out using sheets or cards containing vocabulary from a text or picture, using flashcards helps improve vocabulary comprehension and students' reading comprehension skills in learning English.

Figure 2. Using Flashcard

B.   Using the Role-Play Method

An example is when I was teaching narrative material and it happened that the skill that I wanted to sharpen were speaking skills. I asked the students to study narrative texts and there were questions about the expressions because there were a lot of expressions. I wanted the students to analyze the expressions in the text first. Then, there were many expressions of the tasks, such as anger, sadness, joy, and surprise. And then asked him to speak with the right expression. Initially, I used YouTube media and played the narrative text that contained examples of expressions, and the student paid attention to the video. I sharpened it again with written text analysis to analyze the expressions, and then I asked one child to express three different expressions in front of me.

4.1.3 Student Motivation Based on The Teacher's Point of View Through Interviews.

In the research, English teachers at SMKN 2 Magetan explained how their responses and motivation changed after receiving innovative learning in class. The response and learning motivation shown were based on the teacher's own observations, which were described in the interviews.

a.   The students' response after the teacher used interesting media and pictures made them more enthusiastic. Previously, they concentrated more on books, and now books are not used, so the teacher's media is consistent with their innovative learning media with various learning media. When teachers use pictures and flashcards, students are more interested and happier because they are explored without limits.

b.   Students are active in class, actively asking questions and actively answering, as if competing when the teacher throws questions at them, vying to answer.

c.   Students are more confident when trying to present their findings; for example, if there is a text, the teacher will definitely emphasize what the content of the text, what is the purpose of the text without us even requesting when the teacher sparked their questions and immediately raised their hands to answer.

d.   The teacher doesn't really want students to cheat in one class; during the assessment of the application of this innovative learning, I can assess how students can express themselves well without having to cheat. With this method, the teacher thinks students won't cheat.

e.   With the application of innovative learning, the classroom atmosphere becomes lively in the sense that it is more fun when students can respect each other.

4.1.4 Student Motivation Based on the Results of the Final Grade

Based on Appendixes 5. Table of Final Grades for Class X Pharmacy B Table of Final Grades for Class X Multimedia A, the researcher obtained observation data on the final scores is taken based on the cognitive value of student   class X Multimedia A students at SMK Negeri 2 Magetan. The average final grade of students is 81, which is included in the high category, which is based on the value of the minimum standard of learning completeness (KKM) for class X, which is 76. And all students who reach the desired category, which exceeds the standard score, prove that innovative learning carried out by the teacher succeeded in improving student

motivation to get the best grades.

Based on Appendixes 5, the researcher obtained observation data on the final grades of class X Pharmacy B SMK Negeri 2 Magetan. The average final score of students is 85,63, which is included in the high category and is based on the minimum standard of learning completeness (KKM) grade for class X, which is 76. And all students who reach the desired category, which exceeds the standard score, prove that the innovative learning carried out by the teacher has succeeded in improving student motivation to get the best grades.

4.1.5 Student Motivation Based on the Results of the Questionnaire

The results of the questionnaire on learning motivation in class X pharmacy B students Table data on the results of the questionnaire on learning motivation in class X Multimedia, the results of the class X Multimedia A questionnaire, which are accumulated in graphical form below.
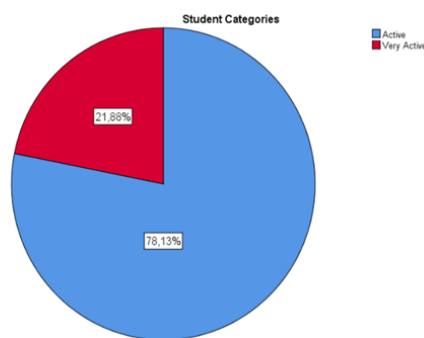

Figure 3. Graph of Class X Multimedia A questionnaire results.

Based on the graphic data above, the researcher obtained questionnaire data on learning motivation for class X students of SMA Negeri 2 Magetan majoring in multimedia, filled out by 32 students out of a total of 35 students. And the percentage results from the student learning motivation questionnaire are in the percentage figures at 78.13% in the active category and 21.88% in the very active category, which can be concluded that student motivation in participating in learning is very good. Included in the active category, and there are no students who have the motivation to learn in the low category.

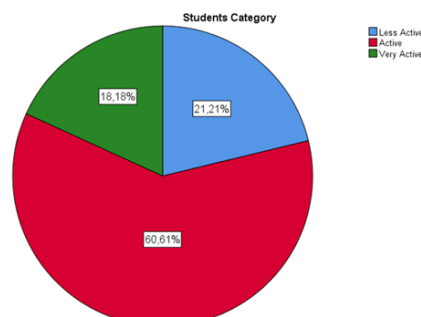The results of the class X Pharmacy A questionnaire, which are accumulated in graphical form below.

Figure 4. Graph of Class X Pharmacy B questionnaire results.

Based on the graphic data above, the researcher obtained questionnaire data on learning motivation for class X students of SMA Negeri 2 Magetan majoring in pharmacy B, which was filled out by 33 students out of a total of 35 students. And the percentage results from the student motivation questionnaire are in the percentage figures at 60.61% in the active category, 18.18% in the very active category, and 21.21% in the less active category, but what can be concluded is that

students' motivation to participate in learning is still pretty good. Included in the active category although there are students who have low motivation.

4.1.6 Teachers' evaluation in Innovative Learning to Improve Students Motivation

In the study of English teachers at SMK Negeri 2 Magetan explained the evaluations carried out by teachers during innovative learning applied in class.

a. Evaluation is when learning in one basic competency (KD) is completed and reviewed by summarizing and asking about the obstacles and their solutions. Then, for the next evaluation by holding a test, various kinds of questions are sometimes asked, and students answer the questions in the form of multiple choice or essays, sometimes also using student opinions, like what we can sometimes use as an evaluation related to learning.

b. Evaluation is carried out after learning is complete, by assessing what is lacking in terms of the learning material that has been applied, the reason is not wanting to make students disappointed when they do not carry out an evaluation after learning.

4.2 DISCUSSION

In this part of the research, researchers can discuss the application of innovative learning to improve student motivation at SMKN 2 Magetan. Based on interviews, several strategies are used and applied by teachers to help students learn English. And two English teachers used the strategies applied in their respective classes during the learning process.

4.2.1 Planning for Innovative Learning to Improve Student Motivation.

How the Plans for implementing innovative learning at SMKN 2 Magetan by English teachers in classes X, Multimedia A, and Pharmacy B are Class X uses modules instead of lesson plans, and the teacher is only a facilitator, so innovative learning is planned using innovative media. To sharpen English speaking, reading, listening, and writing skills, it is important to identify the learning material and then identify the skills.

Before carrying out the learning process, first prepare an optimal learning plan by determining learning objectives, learning materials, varied methods, effective and efficient steps, and using a variety of learning resources, not only books. Learning planning must be arranged in a systematic way. Systematic and optimal are mandatory that teachers make a plan before teaching because it is a competency that must be realized to achieve learning objectives optimally. As a tool for teaching staff in carrying out their duties and functions, learning planning is very important and decisive (Rifa Nur Fauziyah et al., 2022).

4.2.2 Implementing for Innovative Learning to Improve Students Motivation

How the implementing innovative learning at SMKN 2 Magetan by English teachers in classes X, Multimedia A, and Pharmacy B which is made based on a predetermined plan with the implementation of innovative learning, is carried out using learning media such as flashcards, mind maps, role play method and YouTube media to make it easier understanding the learning materials for students and to help teacher with learning objectives such as skills that want to be sharpened and more emphasis on direct practice.

The implementation above have related to according to (Muhali, 2019). Innovative learning focuses on student-centered learning. Students can learn because the learning process is designed, structured, and conditioned. Student-centered learning emphasizes the importance of understanding students' contexts because this is where the entire learning process is designed. The relationship between educators and students evolves into one in which both parties learn from and contribute to one another. Student autonomy as a person and as an educational subject becomes the starting point for all planning and learning processes. This type of learning is known as "active

learning," and it is a learning process in which an educator must be able to create an environment in which students actively ask questions, question, and express their ideas.

4.2.3 Evaluating for Innovative Learning to Improve Student Motivation

How the evaluation for implementing innovative learning at SMKN 2 Magetan by English teachers in classes X, Multimedia A, and Pharmacy B are learning evaluation can be carried out when learning is focused on one basic competency (KD) or through direct assessment after each lesson is finished. After that, it is reviewed and summarized, and then, for further evaluation, a test will be held, and can also evaluation done after learning is complete to assess what is lacking in terms of the learning material, to avoid making students disappointed.

The evaluation above has related to according to (Suardipa & Primayana, 2020). In planning and implementing learning, evaluation is very important. This is caused by proper evaluation, which can determine program effectiveness and student success in carrying out learning activities. Information on the evaluation activities of a learning program can be used to make decisions about whether the program needs to be repaired or not, which parts have weaknesses, and which parts need improvement. Learning evaluation is a systematic process to acquire information about the effectiveness of the activity in helping students achieve the goals that have been set.

5.0 CONCLUSION

English teachers at SMKN 2 Magetan in classes X, Multimedia A, and Pharmacy B carried out planning for the implementation of innovative learning. First, based on the Merdeka curriculum, which emphasizes learning activities Second, by identifying learning materials and continuing with identifying the skills you want to hone. Based on a predetermined plan with the implementation of innovative learning, is carried out using learning media such as flashcards, mind maps, role play method and YouTube media to make it easier understanding the learning materials for students and to help teacher with learning objectives such as skills that want to be sharpened and more emphasis on direct practice. Learning evaluation can be carried out when learning is focused on one basic competency (KD) or through direct assessment after each lesson is finished. After that, it is reviewed and summarized, and then, for further evaluation, a test will be held, and can also evaluation is done after learning is complete to assess what is lacking in terms of the learning material, to avoid making students disappointed.

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