

Learning Innovation Management on Effective Classes at SMPIT Cordova Samarinda

Zaenab Hanim

*University of Mulawarman
Zaenab.hanim@fkip.unmul.ac.id*

Masyni

*Institute of Teacher and Education Science of PGRI
masynimanda@gmail.com*

Rahmat Soe'oed

*University of Mulawarman
rahmatsoeed@fkip.unmul.ac.id*

Wahab Syahrani

*Islamic Junior High School Of Cordova,
wahab.granad@gmail.com*

Asiah

*LAIN Samrinda
asiabsitinor@gmail.com*

Abstract

The research is intended to find out (1) the concept of learning innovation, (2) the implementation of learning innovation management functions, (3) the implication of learning innovation management, and (4) obstacles and solutions of the implementation of learning innovation management at effective classes at Integrated Islamic Secondary School (SMPIT) Cordova Samarinda. This research used a qualitative approach with case study and the data was collected through deep interview, observation and documentation. The informans of the research are the head and his vice of the foundation, coordinator of the effective classes, teachers and students. The data was analysed by using descriptive technique. For the research findings, it was found that (1) the concept of learning innovation for effective classes is built through middle input with an effective learning process and produces an effective output; (2) the implementation of learning innovation management functions of effective classes was

carried out through planning design by determining input selection standard, an effective process standard, an effective output standard, learning innovation organization through enriched curriculum, time allocation, teachers' roles and duties, learning sources, learning innovation through moving class, a standardized teachers, IT-based management, full day school program, and three evaluations of learning innovation, namely test and non-test with mastery learning standard, and high competition class assessment; (3) the implication of learning innovation management covers integrated learning management system, better teacher qualification standard, and increase school reputation; and (4) obstacles and solution disrupt the implementation of learning innovation management of effective classes at SMPIT Cordova Samarinda.

Keywords: effective classes, learning innovation, management

A. Introduction

Efforts to enliven classrooms in the context of effective classroom management aimed at achieving educational goals require simultaneous responses from the various parties involved in the learning process, especially teachers and learners. Recently, the concept of education has greatly changed from teacher-centered instruction to diverse learner-centered learning modes. With such a change, teachers play their roles not only as knowledge providers, but also as learning promoters who encourage the students to actively construct knowledge (Hwang et al, 2015; Katharina, 2015). Teachers are required to freely develop their creativity to create a conducive atmosphere that allows participants to learn to express freely, fun and full of enthusiasm and can capture the essence of the various things they learn. Indeed, the conducted studies have a positive contribution to the advancement and improvement of the quality of learning process (Haviz, 2013).

On the other hand, referring to Walder (2014) and Islam (2011), students should also be prepared to get used to situations that rely on independence and are full of innovation so that they are no longer passively waiting and responding to the teacher's instructions. In addition, learning activities that incorporate higher-order critical thinking must be incorporated in order to meet competence-based professional expectations as well as in the work place environment and the teachers are getting innovative ways to create comfortable classroom atmosphere in order to attract the learners' attention (Roehl, et al., 2013; Costello, et al., 2015; Strayer, 2012). Concurrently, higher education institutions are encouraged to improve the quality of the teachers and the classroom values (Jason, 2006). Implementing the quality and values to a large classroom becomes unique challenges. Therefore, it is crucial for faculty to identify certain instructional methods for large classes.

Without changing of attitude, it can be ascertained that the process of learning will remain undeveloped. In addition, teachers' activity in managing the classroom should also be institutionally supported by the school in term of school policies, easy internet access to information, and support of adequate learning facilities (Costello. 2010). The synergy of all these components will foster an active and meaningful learning atmosphere and becomes a very

important key to successful classroom management. It is the most dominant vehicle for the implementation of learning process in school. The important class position in the school learning process suggests that education personnel, the teacher in particular, must be professional in teaching for the purpose of implementing an effective and efficient learning process.

An ideal learning is effectively managed and focused on the learners. In effective learning process, it is important for the students to give critical thinking ideas raised or questioned by the teacher, so they can discover the nature of the activity they are doing (Ahyar, 2012). The students learn to understand "what", "how", and "why" of what they are learning and they have an opportunity to express their ideas and then communicate and discuss them with their school mates and teachers. Lesson-centered learning is defined as a learning process that allows them to see what they learn and goals and relevance to their lives so they are also motivated to engage in them (Lock, 2011). This concentration brings the consequences of accepting the diversity among the students, in terms of socio-cultural background, initial knowledge, and the goals they want to achieve in their performance.

Teaching and learning activities in the curriculum are directed at achieving various students' competencies covering cognition, attitude, and skills both individually and in group. Islamic values from the Holy Quran and *Sunnah* (Islamic traditions) are integrated with knowledges and sciences in the school curriculum (Hanim, at al., 2017). In this context, people really need spritual power and moral force to run their life activities (Religious Ministry of the Republic of Indonesia 2014). Moral force, moral standards, and ethical perceptions of the people are strongly influenced by their religion background and values (Sattar, et al., 2012).

The students' competencies have to be achieved through a series of lessons that uses a variety of approaches, methods, and learning resources by placing students at the center of learning. The teaching and learning activities can run effectively if the teachers can enliven their classes optimally. Turning the class into this case can be an effort to optimize classroom management which will be the key to achieving the goals of learning to achieve an effective learning model.

The research problems are formulated into the following research questions 1) how is the learning innovation concept which includes approach, method, media, and effective education implementation at SMPIT Cordova Samarinda?, 2) how are innovation management functions implemented on the teaching for effective learning at SMPIT Cordova Samarinda?, 3) how is the management implication of learning innovation applied for effective classes at SMPIT Cordova Samarinda?, and how are management learning innovation constraints solved and solutions implemented for effective learning at SMPIT Cordova Samarinda?

B. Literature Review

1. Learning Innovation

Referring to Renzulli (2013), the concept of learning innovation is effective input, process and output. The output must be supported by an effective process and effective processes must be supported by effective inputs. Innovation as a new idea is applied to initiate or improve a product, process, and services. As an idea, practice or object, it is realized and accepted as something novel by individual or group (Walder, 2014). Innovation as a new combination of production factors is made by entrepreneurs and innovation or creation in thinking called creative thinking is an important driving force in economic growth (Ahyar,

2012). Furthermore, according to Benavides et al (2013), innovation involves products, processes, markets, use of new raw materials which obtain them in ways and innovations in the organization. Learning innovation is the emergence of a paradigm shift of learning, the emergence of new ideas, and creativity, the changes and improvement in values and morals of students (Walder, 2014; Huda et al., 2017). They explain that learning innovation is a positive learning and a positive change that produce good performance and ways. It also requires changes such as intellectual approach, attitude, behavior, and actions.

2. Learning Innovation Management

Learning innovation management, according to Sugiyanto (2010), Hamalik (2010) function to plan which includes 1) selection or determination of organizational objectives and 2) the determination of strategies, policies, projects, programs, procedures, methods, systems, evaluation and standards required to achieve the objectives. It provides an insight to the innovation in the learning system, specifically the use of the learning management system (Alias & Zainuddin, 2005; Baharun, 2016). Organization can be understood as the activity of preparation, the establishment of working relationships among people to create a unified business in achieving what has been determined while implementation is an act of command, guidance, giving direction, and directing people to reach the goal. Then, Stufflebeam says that evaluation is a process of describing, obtaining and presenting useful information for assessing decision alternatives (Stufflebeam, et al., 2010). Implications of learning innovation management is more productive where productivity is understood as multiplication of Input with output. In other words, productivity is a multiplication function of employees' effort **supported** with high motivation and the employees' ability. Good performance indicated by increasing productivity will be a feedback for the business and motivating the workers for further stages.

C. Research Methodology

This study uses a qualitative approach using case study method that results in the research findings obtained from the data collected through in-depth interviews, participant observation, and documentation. It is intended to explain and analyze the description of effective learning innovation management at SMPIT Cordova Samarinda. The researcher himself becomes the *key instrument*, while school principal, a *key informant*, and vice school principal, effective learning coordinator, effective teaching teachers, and students as supporting informants become data sources of this research. The researcher uses *purposive sampling* technique, which is not intended to represent the population, but rather to represent the information needed in this research.

All data of this qualitative research are collected through the following stages: (1) The Stage of Reflection, (2) The Stage of Planning, (3) The Stage of Entry, (4) The Stage of Productive Data Collection, (5) The Stage of Withdrawal, dan (6) The Stage of Writing Research Results). Triangulation is used for the purpose of validity and credibility of the data covering 1) triangulation of method or technique for testing data credibility by checking the data to the same source with different techniques, (2) triangulation of data sources for testing the credibility of the data by checking the data obtained through several sources and (3) triangulation of theory used to compare the final results of the study with relevant research perspectives to avoid individual researchers on the findings or conclusions. After the data has been completely collected, then it is processed and analyzed as follows: (1) analysis of data collected before

coming to the research field from preliminary study or secondary data used to determine the focus of the research, and (2) data analysis during the field (Model Milles and Huberman) is analyzed when it is being collected, and after the completion of data collection at certain period of time. The steps of data analysis include: Data Collection, Data Reduction, Data Display and Conclusion Drawing/ Verification.

D. Findings

The following research findings are based on the interviews with school principal, vice principal, effective learning coordinators, teachers, effective learning SMPIT students of Cordova Samarinda. They are the answers of the research questions mentioned above.

1. Effective Learning Innovation Concept, Effective Input, Process, and Output, the Midle Input, Effective Process, and Effective Output.

Firstly, innovative learning approach, teacher to students oriented learning, in to outdoor learning, individual group. Secondly, innovation of curricular activities, innovation of curricular activities with olimpyc and language programs. Thirdly, innovative learning models and methods are varied such as lecturing to discussions, exercises, assignments, homework and presentations. Fourthly, innovative learning tools/media, from manual to digital (Shalikhah, et al, 2017), textbooks, LKS to e-learning media, classroom to laboratory and innovative learning time, part time to full day school.

Other considerations for innovative learning are as follows: the students are highly motivated, from the points of view of seriousness, discipline, tenacity, and perseverance of learning. In addition, the students' academic ability is beyond the average of regular classes. The role of the teacher is more students oriented as stated by the following school principal:

Students following effective learning models are more independent and having high achievement motivation indicated with readiness of students in following learning process. The role of the teachers changes from teachers to facilitators and are not the only learning resources (CTL/WW/WKS/RSB).

As facilitators, the teachers implemented innovative and effective learning. They allocate their more time for the students to explore their own academic abilities such as the abilities of identifying, analyzing, and concluding what they have already known.

2. Implementation Functions of Innovative Learning Management

It is about planning, organizing, implementing, and evaluating learning innovation. The results of the study have shown that 1) the design of instructional innovation was done through designs of input standard, process standard, and output standard; 2) the standard design is packed with science and technology-based olympics programs and laboratories, fullday school systems, classroom management with moving classes; 3) organizing curriculum, 4) organizing time allocation, 5) organizing media or learning resources, 6) organizing the teachers' roles and duties by emphasizing the principles of the rightman in the right job and in the right place; 7) *Fullday school*, 8) moving class setting; 9) management of IT-based media and laboratories; 10) use of varied methods; 11) types of tests including drills, assignments, homework, mid and final semester tests; 12) the non-type tests such as question and answer (interview) and observation; and 13) sorts of try-outs of Olympic and debate competitions.

3. Implications of Learning Innovation Management, Learning System, Teacher Qualification, School Reputation

The followings are the the research findings related to the above matters. They are 1) solidarity curriculum and language, 2) full day school system and moving class, 3) IT systems and laboratories, 4) try-out system, 5) a group of science and language teachers 6) master of education, 7) dedication indicated with the increase in responsibility, discipline, sincerity of teaching and guidance services, 8) increase in bargaining power and schools popularity, 9) increase in public interest to send their children and welcome at favorite schools.

The following statements are the findings of the researcher's observation and discussion with some teachers. "How can I improve students' activities, and learning outcomes in my teaching and learning process? How can I develop enjoyable learning process?". (CTL/OBV). The questions mentioned above contain very important implications on the teachers' changes, namely to transfer from knowledge to learning culture and value. This will shape the students' positive learning styles. They can receive and share information and are committed to have high academic achievement.

4. Constraints and Solutions of Management Innovation

The followings are the findings concerning constraints and solutions of management innovation. Some of the constraints are 1) external factors including politics, social, culture, and economics; 2) internal factors such as institutional management, educational personnel, curriculum, teaching and learning strategies, school graduate quality and school finance; 3) teachers, students, family background and environment of the students, are and school facilities also part of the constraints; and 4) special school principal problems such as leadership, managerial and moral improvement.

In order to cope with those constraints and problems, the school principal is required to develop and practice innovative leadership models based on competitiveness, accountability, and comprehensive cooperation. Furthermore, the principal has to improve the school ability to survive and to meet the demand of the community by increasing public trust and acknowledgement.

E. Discussion

1. Concept of Learning Innovation

This concept is actualized by involving several supporting concepts such as innovations of approaches, methods, media, and time. Learning innovation arises from a learning paradigm change. Based on this premise, the teachers of SMPIT Cordoba understand that the learning paradigm change begins from the results of reflection on the existence of the old paradigm. This paradigm experiences an anomaly leading to a new paradigm assumed to be able to solve problems by carrying out various innovations. The research findings of the teachers' activities in the implementation of learning innovations have reinforced the previous Islamic researches conducted by Islam (2011), Strayer (2012), and Walder (2014). This kind of innovation is applied to initiate and improve the process and product of learning. In other words other, the change in learning paradigm has given rise to new ideas and thinking, creativity, and change in values and moral.

Based on the research findings above, the new learning paradigm succeeded to innovate several important things such as 1) the roles of the teacher as a facilitator, guide, consultant,

and study partner, 2) teaching and learning based on problem, project, real world, real action, and reflection-based learning, 3) various students' learning styles such as design, investigation, and creation, collaboration, 4) focus on the community, 5) the use of computer as assisted instruction 7) the use of teaching media like dynamic media presentations, and 8) comprehensive performance appraisal. By implementing the learning paradigm, students are able to develop their life skills and ready to continue their studies to a higher level.

2. Innovation of the Learning Approach

The field research findings concerning the innovative learning approach indicate that SMPIT Cordova Samarinda has been applying the so-called Student Centered Approach (SCA) innovation. This findings refer to Hwang et al (2015), and Burke & Snyder (2008), that Student Centered Approach (SCA) innovation is very important in class activities or learning process.

The innovative learning approach is implemented and practiced by the school based on some considerations such as many students of the school possess good learning motivation and have above average skills compared to regular classes, more manageable, initiative to learn, spend the study time very well, more controlled, and timely manner in completing school task.

3. Innovation of Learning Allocation

Referring to the research findings above, it can be described that the learning innovation as a learning process designed in such a way different from the learning in general or conventional learning. Lesson innovation is more focused on student-centered learning. The learning process is designed, organized, and conditioned for learners to learn. In student-centered learning, understanding the context of learners becomes very important from which the whole design of the learning process begins. The relationship between teachers and students becomes a bridge where they can learn

In SMPIT Cordova Samarinda, a variety of innovations has been conducted in several learning activities such as approaches, methods, curriculum, media, and learning time. They are more emphasized on the implementation of more practical and easier ideas. Innovations created by the teachers of SMPIT Cordova are the ones such as students learning center, various methods, modified curriculum, and developed media. With an emphasis on classroom management, learning time optimally used can successfully solve the problems in and out of the classroom. In line with the innovation, Montes, et al (2005) says that innovation is a strategic option for improving the organization and making it more competitive. At the same time, it opens the doors to competitive advantage both in global and international markets. Therefore, for the innovation, the school implements full day learning time starting from 07:00 until 16:00 for the purpose of educational and competitive education.

4. Implementation of Effective Learning Innovation Management Functions Planning Innovation Learning

The involvement of the teachers of SMPIT Cordova Samarinda becomes the main instrument in producing superior process and output. Planning design of learning innovation of effective learning at SMPIT Cordova is directed to learning design program through input, process, and output selection standard designs. The enforcement of process standard is to ensure and guarantee that the learning program runs up to its coaching program process. The role of teachers in the design of learning planning is an important step to achieve maximum

learning outcomes. This finding has relevance to Huda et al (2017), that teachers are at least able to understand that the need for learning planning is 1) to improve the quality of learning, 2) to design a learning need to use the approach system, 3) design planning refers to how a person learns, 4) to plan a learning design refers to individual learners, 5) learning is intended to achievement goals, 6) the ultimate goal of learning design is to ease the students to learn, 7) learning planning must involve all learning variables, and 8) the core of the learning design is the determination of the optimal learning method.

5. Organizing learning innovations

Past researches have argued that different types of innovation are necessary for understanding and identifying organizations (Liao et al, 2010), Based on the above findings on organizing learning innovations with its components in the school has strengthen the previous theory of JB Stoner's theory and research finding of Islam (2011).

This theory and the reseach finding explain that organization can be understood as an activity of compilation, establishment of work relation among people so that a unity of effort in reaching predetermined goal has been proven. That is, learning organizations can run when supported by the division of work and a clear role with the preparation of design programs, organizing the role and task teachers, design time allocation and learning resources used. A strong relationship pattern will also provide benefits and smoothen the process of implementing effective learning programs. Referring to the research finding of Huda et al (2017), the literature contains numerous definitions of organizational learning that differ according to the level of analysis as well as the complexity and context in which organizational learning is used.

6. Implementation of Learning Innovation

Next, the field findings indicate that the classroom management is easily carried out from seating arrangement pattern, such as U-shape, circle shape, and marching form. Seating arrangements are based on necessity and performed alternately to provide an equal opportunity for students' learning. This finding is in line with Johnson's theory (2010), Katharina (2016), and Nie, et al (2013) stating that the student seating arrangement has an enormous impact on motivation, behavior, and interaction between fellow students and the teacher. Furthermore, this arrangement pattern provides many benefits of building dynamic classroom climate. The biggest obstacle is not because all teachers have the same commitment, but they should be encouraged to continue making changes. In learning process, the teachers supported by ICT are expected to be innovative in learning with many involving information technology components. Further more, Educational media of the 21st Century" also notes that current learners are different in their interaction with media from previous generations (Burke & Snyder, 2008; Nurryna, 2009).

7. Evaluation

This finding is in line with the theory of Stufflebeam (2010) saying that evaluation is a process of describing, gaining information about the achievement of a learning program on effective learning. Studies looking at the impact of such initiatives on student outcomes have shown very differentl impacts. However, the evaluation of the electronic white board program, for example, does not show any effect on achievement (Smith, et al, 2006; Muijs, 2010). Traditional learning practices have to be changed. The practice of many educational reforms has involved top-down methods of changing classroom practice.

This is in line with Muhaimin's (2010) opinion that a fairly open model that can be developed in the evaluation of schools, especially effective learning programs is the CIPP model. This model develops four components, context, input, process, and product. The component context basically questions whether the learning innovation program with the portrait packaged in effective learning is consistent with the foundation of educational policy, future challenges, and environmental conditions of the school. The input component basically questions whether educational input is ready for use with the standards of indicators, process, graduate competence, educators, and assessment.

8. Implications of Effective Learning Innovation Management

High productivity will be directly proportional to the integration between effort and ability to run well in effective learning innovation. The more creativities or efforts are the more products are produced and achieved and other way round. The portraits of productivity show encouraging productivity. The reflection of the students' performance can be seen from of the students' academic achievement and generated creativity. Thus the teacher in guarding the process of learning programs in or outside the classroom gives a significant contribution to the progress of student achievement.

Based on the interview to the school principal of SMPIT Cordova, the students learning is focused on student active learning, an effort to give learning service to the students who have the same speed of learning with various variations. The students may study independently and compete healthily so that the curriculum and effective learning strategy are redesigned to develop students' abilities and skills. The findings of this research strengthen the previous reseach conducted by Nie et al. (2013) and Hug, et al (2005), that develops students' skills and abilities to manage complex situations and learn independently and continuously. School curriculum has been redesigned to allow students to think, explore, innovate, and reflect so they develop new mindsets and skills to cope with complexity and ambiguity. Based on the curriculum development, subjects that become effective learning program packages such as olympic program and languages are more presented through discussion method and group presentation.

9. School Constraints in Effective Learning Innovation Management.

School constraints are generally seen from two aspects, internal and external. The External aspects include politics, social, culture, economics and morality as has been noticed by Quddus *et al* saying that the moral standards and ethical perceptions of people come from the views of their religion's background and values (Farrukh, et al, 2015) while the internal ones include institutional management, education personnel, learning strategies, graduate quality and funds. Some challenges generally come from teachers themselves, students, family background or environment and school facilities. Strategic and implementative steps are required in the management of planned and systematic learning innovations. Within this framework, school policies are acceptable, understood, and practiced by all school community.

F. Conclusion

Based on the research findings as previously stated the researcher would like to draw some conclusions and make recommendations for those who are interested in following up further similar research on effective learning innovation management as follows: Firstly, the concept of

effective learning innovation is the learning developed based on the middle input standard by using the standards of effective learning process and effective graduates (output). Secondly, the learning innovation management functions are implemented in SMPIT Cordova Samarinda. The learning innovation planning is designed through the standards of middle input, process and effective output. The organization of learning innovation is carried out by organizing the learning time allocation, teacher roles, tasks, and learning resources as well. Learning innovation is implemented through the cluster of science, language, moving classes, religion, olympics, IT-based media management, sharpening programs, lesson enrichment program, remedial and coaching, and full-day school. The learning innovation is evaluated by using formative and summative tests, mastery learning and tryout with high competition. Nevertheless, the learning innovation at SMPIT Cordova Samarinda has not fully run well because there are some teachers who still lack perception and understanding of the concept of effective learning innovation. This is impacting the approach models, and methods which are expected to improve the

Thirdly, the learning innovation management has implications for 1) the development of effective learning system of the of enrichment, sharpening, remedial and coaching programs; the study groups or classes are divided into large learning group and small learning group. 2) Standardization of the teachers is carried out not only by looking at the professional, pedagogic, personal and social aspects but also spiritual one. 3) School reputation is marked by students' learning achievement learners, school sister program, the school rising popularity, the student continuation to nationally recognized school. Fourthly: school constraints are generally seen from two aspects, internal and external. The external aspects include politics, social, culture, and economics while internal ones include institutional management, education personnel, curriculum, learning strategies, graduate quality and funds. Some school challenges come from the teachers themselves, students, family background and school facilities. The school obstacles are commonly faced by school principal such as leadership, managerial and moral improvement. In order to solve them, the principal is required to develop a modern leadership model based on competition, accountability, and total cooperation. The ability of the school to survive and the community demand is increased

The research findings related to effective learning innovation management in SMPIT Cordova Samarinda could be a model for public schools for effective learning innovation management. The policy in constructing and formulating the concept of effective learning innovation in the future is not solely because of the input factors, superior process and output but also by middle inputs managed by effective process that produce effective graduates.

In short, the school planning is comprehensively designed through adequate, clear, and comprehensive standards of processes and clear output, integrated and synergetic organization, supported media, educational resources, parental support, and appropriate evaluation. These may allow the students to compete successfully, improve teacher standard, and increase school reputation.

BIBLIOGRAPHY

- Ahyar. (2012). School performance improvement through culture approach. *Journal of Taskif Tarbiyah Faculty*, 11(1), June 2012.
- Alias, Nor Aziah & Zainuddin, Ahmad Marzuki. (2005). Innovation for better teaching and learning: Adopting the learning management system. *Malaysian Online Journal of Instructional Technology*, 2(2), PP 27-40.

- Baharun, Hasan. (2016). Management of performance for the enhancement of competitive advantage at Islamic educational institution. *Jurnal Ilmu Tarbiyah At-Tajdid*, 5(2):243-255.
- Benavides, F., Dumont, H., and Istance, D. (2013). *The Search for Innovative Learning Environments*, OECD Library
- Burke, Sloane C. & Snyder, Shonna L. (2008). YouTube: An Innovative Learning Resource for College Health Education Courses, *International Electronic Journal of Health Education*, 11:39-46.
- Costello, Ellen, et al. (2015). Information and communication technology to facilitate learning for students in the Health Professions: Current uses, gaps, and future directionnal. *Journal of Health Science Research common*. 18 (4). <http://hsrc.himmelfarb.gwu.edu>.
- Costello, Paul. (2010). A cost-effective classroom response system. *British Journal of Educational Technology*, 41(6), 2010
- Farrukh, M., Butt, S., Mansori, S. (2015). Innovation capability: The role of Islamic work ethic. *Journal of Asian Business Strategy*, 5(7), 2015
- Hamalik, Oemar. (2010). *Inovasi Pendidikan: Perwujudannya dalam Sistem Pendidikan Nasional*. Bandung: YP. Permindo.
- Hanim, Z., Syahrani A. Wahab. Soe'oeud Rahmat. (2017). Evaluation of the implementation of an integrated Islamic school of Secondary School Cordova Samarinda. *Islam in Borneo from the prospective of Economy, Halal, and Education*. Brunai Darussalam: Syarikat Percetakan Borneo.
- Haviz, M. (2013). Research and development in education: innovative and productive. *Ta'dib*, 16(1), 28-47
- Huda, M., Zulkiflee Haron and Mohd Nasir Ripin. (2017). Exploring innovative learning environment (ILE): Big Data Era. *International Journal of Applied Engineering Research*, 12(17).
- Hug, B., Krajcik, J.S., and Marx, R.W. (2005). Classroom using innovative learning technologies to promote learning and engagement in an Urban Science. *Urban Education*, 40(4), 2005.
- Hwang, GJ., Lai, CL. & Wang, SY. J. (2015), Seamless flipped learning: a mobile technology-enhanced flipped classroom with effective learning strategies, *Journal of Computers in Education*, 2(4), 2015, <https://doi.org/10.1007/s40692-015-0043-0>
- Islam, M, Salim. (2011). Organizational learning, innovation and performance: of Malaysian small and medium sized enterprises. *International Journal of Business A Study and Management*, 6(12), December 2011.
- Jason, M. (2006). Effective teaching method for large classes. *Journal of Family & Consumer Sciences Education*, 24(2)
- Johnson. Lou Anne. (2010). *Teaching Outside the Box: How to Grab Your Students by Their Brains*. Penterjemah. Dani Dharyani. San Prancisco: at Jossey-Bass a Wiley Imprint.
- Katharina Sieberer. (2016). Effective classroom-management & positive teaching. *English Language Teaching*, 9(1).
- Liao, S.H., Wu, C., and Ying-chuan. (2010). System perspective of knowledge management, organizational learning, and organizational innovation. *Expert Systems with Applications journal*. homepage: www.elsevier.com/locate/eswa
- Lock, Edwin. (2011). Toward a theory of task motivationan incentives, *Organization behavior and performance*. 3:157-89
- Ministry Religion of Republic of Indonesia. (2014). *Thematic Al Qur'an Interpretation*. Jakarta: Kamil Pustaka.

- Montes, Javier Llorens, Moreno, A.R., Morales, V.G. (2005). The influence of support leadership and teamwork cohesion on organizational learning, innovation and performance: an empirical examination. *Technovation*, 25, 2005: 1159–1172.
- Muhaimin. (2010). *Educational Management: Application in School Developing Planning*. Jakarta: Prenada Media Group.
- Muijs, Daniel. (2009). Changing Classroom Learning. 10.1007/978-90-481-2660-6_47
- Nie, Youyan, Tan, G. H., Liao, A. K., Lau, S., Chua, B.L.. (2013). The roles of teacher efficacy in instructional innovation: Its predictive relations to constructivist and didactic instruction. *Educational Research for Policy and Practice, Volume 12*.
- Nurryna, Ayu Fiska. (2009). Development of educational media for Learning innovation. *Journal Speed – Sentra Penelitian Engineering dan Edukasi*, 1(2)
- Renzulli, Joseph. (2013). What Makes Giftedness Reexamining a Definition. *Phi Delta Kappan*.
- Roehl, A., Reddy, S.L., and Shannond, G.J. (2013). The Flipped classroom: An opportunity to engage millennial students through active learning strategies. *Strategic Journal*, 105(2), 2013
- Sattar, B., Mustafa, Ghulam. and Hussain, Muzammil. (2012). Islamic work ethics: how It effect organization learning innovation and performance. *Actual Problem of Economics*. 12 (138), 2012.
- Shalikhah, N. D., Ardhin Primadewi, Muis Sad Iman. (2017). Interactive instructional lectors Media inspire as learning innovation. *WARTA LPM*, 20(1), Maret 2017: 9-16.
- Smith, F., Hardman, F., & Higgins, S. (2006). The impact of interactive whiteboards on teacherpupil interaction in the National Literacy and Numeracy Strategies. *British Educational Research Journal*, 32(3), 443–457.
- Strayer, J. F (2012). How learning in an inverted classroom influences cooperation, innovation and task orientation. *Learning Environments Research*, 15, 171-193.
- Stufflebeam, D.L., Shinkfield, Anthony J. (2010). *Systematic Evaluation: A Self-Instructional Guide to Theory and Practice*. Massachusetts: Kluwer–Nijhoff Publishing.
- Stufflebeam, D.L. (2010). *Evaluation and Enlightenment for Decision Making*. Columbus. OH. *Ohio State University*. Evaluation Center.
- Sugiyanto. (2010). *Innovating Learning Model*. Surakarta, Indonesia: Yuma Pressindo.
- Walder, Anne Mai. (2014). The Concept of Pedagogical innovation in Higher Education. *Education Journal*. 3(3), p 197