

Implementation of Creative-Innovative Aspects in the Indonesian Language BSE Evaluation Instrument

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Article History:

Submitted: 25 December 2020; Revised: 16 November 2021 Accepted: 11 January 2022

DOI: 10.26858/retorika.v15i1.17546



RETORIKA: Jurnal Bahasa, Sastra dan Pengajarannya under
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ISSN: 2614-2716 (print), ISSN: 2301-4768 (online)

<http://ojs.unm.ac.id/retorika>

Abstract: This article aims to describe the implementation of the creative-innovative aspects in the evaluation instrument in the Indonesian BSE SMA 2019/2020. The method used is content analysis. The results showed that the four indicators of creative-innovative aspects had been implemented properly. Indicators of developing new ideas were 85 questions or 52.80%, open and responsive as many as 15 questions or 9.32%, expressed creative ideas as many as 40 questions or 24.84%, using concepts in new situations as many as 13 questions or 8, 07%, and creates novelty as much as 8 questions or 4.97%. The results of this study can be used as an assessment of the eligibility of BSE in Indonesian.

Keywords: creative-innovative, BSE, Indonesian

The creative-innovative aspect in recent years has been an essential component in solving problems (Yang, Z., Zhou, Y., Chung, JW, Tang, Q., Jiang, L., & Wong, 2018). In the learning aspect, creativity is seen as an integral part of the learning process (Gajda, A., Karwowski, M., & Beghetto, 2017). Creativity is the key to driving innovation (Horkoff, J., Maiden, NA, & Asboth, 2019). Likewise, in the field of business or organization, the contribution of creative and innovative employees greatly influences the success of an organization (Pandey, S., & Gupta, 2019).

In the 21st century, the development of student creativity in the school environment is

increasing (Gralewski, 2019). Creativity is also a very important aspect in the development of a country (Gucyeter, S., & Erdogan, 2020). Creative thinking can be enhanced by reading and writing activities (VL, González, MTD, & Phillips-Silver, 2020). Therefore, educating students to have creative power and have conceptual understanding is very important thing for a teacher to do (Amponsah, S., Kwesi, AB, & Ernest, 2019). This is very important because creativity techniques can significantly improve student achievement (Liao, YH, Chen, YL, Chen, HC, & Chang, 2018).

Next, what is meant by innovation? Creativity and innovation can be likened to two

sides of a coin. This means that when we talk about creativity, it also contains an attitude of innovation. Innovation is also an important domain for improving the quality of learning (Shaari, R., Mahmud, N., Wahab, SRA, Rahim, KA, Rajab, A., & Panatik, 2012). Therefore, innovation requires a collective contribution from all elements of education. Innovative teams consist of members with complementary skills, who share information and resources, help each other, and work together (Pandey, A., Gupta, V., & Gupta, 2019).

Innovative has a very important role (Y. Shen et al., 2020). Innovation is an important attitude to increase creativity and develop the capacity of individuals and organizations (Gachanja et al., 2020). The ability to innovate is also a critical success factor in entrepreneurial activities (Vocke et al., 2020). Continuous innovation is essential for the survival and success of an organization (Lee & Trimi, 2021). Therefore, innovation can be stated as one of the widely recognized core components of corporate performance management (Ferreira et al., 2020). So do not be surprised, if currently the issue of innovation is getting greater attention from practitioners and academics (H. Shen et al., 2020). As stated by Adro & Leitão, (2020), that in recent years, the issue of leadership and innovation has received attention from academics and has become a key strategy for improving the ability of organizations to achieve goals.

In learning activities, teachers also need to recognize the characteristics of creative-innovative students. According to Karwowski et al., (2020), teachers' perceptions of creative students are synthesized into three major groups, namely cognitive speech has creativity, has nonconformist and impulsive behavior, and adaptive. Therefore, teachers need to carry out various learning activities that can increase students' creativity and innovation. One of them is through drama learning. The involvement of students in various drama activities will increase creativity, spontaneous decision making, and use of body language (Horasan-Doğan & Cephe, 2020).

Once the role of creative-innovative aspects is important in supporting student success, it is imperative that learning tools, in this case BSE, also have to be arranged with reference to the development of these creative-innovative aspects. Textbook as presented by Novianto, A.,

& Mustadi (2015) has a very important role in the implementation and assessment of learning in class in accordance with the demands of the 2013 Curriculum. Through the BSE which includes the development of creative-innovative aspects, students can learn various things that can hone various student skills regarding creative-innovative aspects as emphasized in development 21st century skills, namely implementing and conveying new ideas orally or in writing, being open and responsive to perspectives, and expressing creative conceptual and practical ideas.

Furthermore, the question is how to implement the creative-innovative aspects contained in BSE Indonesian SMA? Indonesian, as it is well known, is one of the main subjects in SMA. The Indonesian language subject has a very strategic role in developing various student competencies, among which are competencies related to the values of 21st century skills, namely critical thinking, creative-innovative, communicative, and collaborative. Therefore, an effort to find out how to implement the creative-innovative aspects in Indonesian BSE, in this case what is contained in the evaluation instrument is important to do.

Several studies on BSE have been conducted by several previous researchers. Among others are Yulianti (2011) Analisis Perbandingan Kualitas Buku Teks BSE Bahasa Indonesia Untuk SMP Kelas VII Karya Ratna Susanti, Atikah Anindyarini-Sri Ningsih, dan Maryati-Sutopo: Kajian Isi, Penyajian, dan Bahasa, Astuti (2012) Perbedaan Tingkat Kesantunan Berbahasa Aspek Berbicara dan Menulis Hasil Belajar Menggunakan Buku Ajar Santun Berbahasa Indonesia dan Bahasa Indonesia (BSE) pada Siswa Kelas VII SMP dengan Model Pertemuan Kelas, and Nisja (2018) Kesesuaian Buku Teks Bahasa dan Sastra Indonesia Kelas X dengan Kurikulum 2013.

The three studies have not emphasized the study of the creative-innovative aspects contained in the Indonesian BSE. The three studies above, although emphasizing the quality aspects of BSE, have not explicitly emphasized how to implement various 21st century skills contained in textbooks. Likewise, related to the evaluation instrument contained in the BSE, it has also not received emphasis. In fact, the evaluation instrument in the textbook is an integral part in addition to the teaching material contained in the textbook. As

stated by (Safi'i, I., Listeini, FY, & Tarmini (2020), that the evaluation instruments contained in textbooks can be used as a medium to improve and measure students' understanding of the subject matter they have learned.

Based on the above problems, namely the absence of studies that emphasize the aspects of 21st century sophistication, especially the innovative creatives contained in the BSE evaluation instrument, this research is very necessary to do. Through an in-depth study of a number of evaluation instruments contained in BSE Indonesian SMA, various data will be obtained regarding how to implement 21st century skill values, especially the innovative-creative aspects contained in the evaluation instrument. Thus, it can be used as a supporting component to assess the readiness and quality of textbooks in preparing students to have various 21st century skills.

METHOD

This study uses the content analysis method by applying procedures from Mayring, (2014) which consists of the preparation of research questions and theoretical background, preparation of research criteria and category definitions, analysis of text which is the object of research, checking initial data, analyzing final material, assigning categories. major in research, checking the validity of data, and discussing or interpreting research results.

The data source in this study is the electronic school books, Indonesian language textbook, which is intended for high school students for the 2019/2019 academic year. The evaluation instrument data analyzed were related to the various teaching materials contained in the BSE, namely Procedure Texts for Studying Explanatory Texts, Managing Information in Lectures, Studying Life in Short Stories, Preparing Proposals, Designing Scientific Works, Assessing Works through Reviews, and Playing Dramas.

The data to be collected is in the form of the relevance of evaluation instruments with various aspects of critical thinking according to Beyer (1985) which is contained in the Guide to Implementing 21st Century Skills Curriculum 2013 in SMA and published by Dit. PSMA Directorate General of Primary and Secondary Education. This creative-innovative thinking

aspect includes seven indicators, namely 1) having the ability to develop, implement, and convey new ideas orally or in writing, 2) be open and responsive to new and different perspectives, 3) be able to present ideas conceptually and practically creative, 4) using concepts or knowledge in new and different situations, both in related subjects, between subjects, and in contextual problems, 5) using failure as a vehicle for learning (Sutanto, 2017).

FINDINGS AND DISCUSSION

Based on the study that has been conducted, a number of data were obtained regarding how to implement the creative-innovative thinking aspects contained in the Indonesian BSE SMA class XI know the 2019/2020 lesson. The following are findings related to the implementation of the creative-innovative aspects contained in various evaluation instruments contained in the Indonesian BSE SMA class XI for the 2019/2020 academic year.

Creative-innovative is the ability to think that is solution. Through the provision of an evaluation instrument that measures the ability of students to think creatively / innovatively in BSE, it is hoped that it will be able to develop students' skills in solving various challenges they face. Based on the research data in the table above, it can be seen that the number of evaluation instruments contained in the Indonesian BSE SMA class XI in the 2019/2020 school year is 161 questions or 29.76% of the total evaluation instruments as a whole. Of the seven indicators of creative-innovative aspects, only five aspects have been implemented, namely indicators 1, 2, 3, 4, and 6. Overall, this number shows,

The implementation of the creative-innovative aspects of developing, implementing, and conveying new ideas orally or in writing in the Indonesian BSE evaluation instrument is as many as 85 questions or 52.80% of the total instruments relating to the overall creative-innovative aspects in BSE. Indonesian high school class XI in 2019/2020. The implementation of this aspect is intended to develop students' abilities in developing, implementing, and conveying new ideas orally and in writing. This ability is very important to be developed because it can provide provisions for

students to be able to carry out various innovations related to the various things they face. This is as expressed by Rizzi et al. (2020), that in a world that is constantly changing and facing important challenges, educational activities need to be directed at empowering young people to play an active role in shaping life and society. Familiarity with students with evaluation instruments that require student competence to develop, implement, and convey this will also be able to train students to be more confident. Self-confidence, as expressed by Cupák et al., (2020), is a strong determinant of behavior. This is because self-confidence is a person's psychological implications for self-statements, and can reflect a person's knowledge, experience or attitudes (Liu et al., 2019).

The next creative-innovative aspect is open thinking. Active creative-innovative thinking is

seen as a thinking character. The disposition of thinking is seen as a relatively stable psychological mechanism that tends to produce distinctive and behavioral tendencies (Janssen et al., 2020; Stanovich, West, & Toplak, 2016). Responsiveness is a form of one's sensitivity to the phenomena it faces. Responsiveness will have implications for empathy and the ability of the individual to take the right attitude or action towards the problem at hand. As expressed by Rouquette et al., (2021), that a person's responsive support has an impact on self-efficacy, namely in the form of an individual's self-confidence or conviction about his ability to do various things. Several evaluation instruments contained in the Indonesian BSE SMA class XI for the 2019/2021 school year have been directed to train and develop students' abilities to be responsive, namely 15 questions or 9.32%.

Table 1. Table 1. Creative-Innovative Aspects in the BSE SMA Evaluation Instrument

Chapter	Aspect							total	Percentage
	1	2	3	4	5	6	7		
1	13	0	2	2	0	4	0	21	13.04
2	6	4	6	2	0	2	0	20	12.42
3	6	1	11	6	0	0	0	24	14.91
4	31	1	4	1	0	0	0	37	22.98
5	15	0	9	0	0	1	0	25	15.53
6	2	9	0	2	0	1	0	14	8.70
7	2	0	3	0	0	0	0	5	3.11
8	10	0	5	0	0	0	0	15	9.32
total	85	15	40	13	0	8	0	161	29.76
Percentage	52.80	9.32	24.84	8,07	0.00	4.97	0.00	100.00	100.00

Information:

- 1) develop, implement, and convey new ideas orally or in writing,
- 2) open and responsive to new and different perspectives,
- 3) put forward creative ideas conceptually and practically,
- 4) use the concepts or knowledge in new situations
- 5) using failure as a vehicle for learning,
- 6) create novelty based on the initial knowledge that is owned, and
- 7) adapt to new situations and make a positive contribution to the environment

Furthermore, the creative-innovative aspect is about expressing creative ideas. Expressing creative ideas can be said as an effort to communicate thoughts or opinions related to various problem solving efforts. In this effort, there are several competencies, namely cognitive and affective. Cognitive competence is the ability to come up with a variety of new ideas to solve problems or bring up various novelties that have various benefits. Affective competence is the ability to convey creative ideas to others so that

they can be properly understood. According to Scotney et al., (2020), creative thinking is conventionally believed to involve searching for memory and generating lots of ideas followed by selection and refinement of the most promising.

In the evaluation instrument of the Indonesian language BSE SMA class XI know 2019/2020 efforts to develop creative thinking have been implemented quite well, namely there are 40 questions or 24.84%. This effort will certainly have good implications for the

development of student creativity. Thus it will be able to trigger the development of various other cognitive aspects. This is in line with what was presented by Pogorilic et al., (2011), that creative behavior is the core of The front-end of innovation (FEI) and includes three activities, namely creating ideas, elaborating ideas, and scrambling for ideas.

The implementation of the creative-innovative aspects of using concepts or knowledge in new situations in the evaluation instrument of the Indonesian BSE SMA class XI 2019/2020 is 13 questions or 8.07%. Using concepts or knowledge in new situations is intended to measure students' cognitive levels in applicative terms. In this measurement, students not only understand, but are also able to apply it in new situations. For example, related to procedural texts, students must be able to understand the structure and aspects of language. Furthermore, students are asked to compile a procedural text in accordance with the context presented in the evaluation instrument.

The next creative-innovative aspect is about creating novelty based on initial knowledge. The evaluation instruments in the Indonesian BSE SMA class XI 2019/2020 related to creating novelty based on this initial knowledge were 8 instruments or 4.97%. This shows that efforts to develop students' competence in creating novelty based on students' initial knowledge have been made, but have not been maximized. This could be due to an understanding bias from the compilers of the textbook between creative-innovative thinking, the use of understanding a concept in a new situation by creating novelty based on the initial knowledge they already have. Therefore, there needs to be further efforts from the compilers of the textbook to identify various indicators of these creative and innovative aspects. Thus, the development of an evaluation instrument used to measure the two competencies in the textbook will be more focused.

Furthermore, in addition to the four aspects of creative-innovative thinking that have been developed in the evaluation instrument in the Indonesian BSE SMA class XI 2019/2020 above, there are still two categories of creative-innovative aspects that have not been developed, namely using failure as a vehicle for learning and adapting to new situations and making a positive

contribution to the environment. Both of these creative-innovative indicators emphasize students' abilities in dealing with various problems in real life. Therefore, it is not appropriate to develop it through the presentation of evaluation instruments as the four competencies previously discussed. If the two creative-innovative competencies are to be developed, then the assessment will be more appropriate using a non-test form, which is an observation sheet.

CONCLUSION

Based on the findings and language above, it can be concluded that in general the implementation of the creative-innovative aspects contained in the Indonesian BSE SMA class XI 2019/2020 has been strived quite well. The number of evaluation instruments relevant to various creative-innovative indicators is 161 evaluation instruments or 29.76% of the total evaluation instruments. The seven indicators of creative-innovative aspects, four of which have been implemented, namely the aspects of developing, implementing, and conveying new ideas orally or in writing as many as 85 questions or 52.80%, open and responsive to new and different perspectives as many as 15 questions or 9.32%, expressing creative conceptual and practical ideas as many as 40 questions or 24.84%, using the concepts or knowledge in new situations as much as 13 questions or 8.07%, and creating novelty based on the initial knowledge possessed by 8 questions or 4.97%. Even though the creative-innovative aspect has been implemented well, its distribution needs to be increased again so that the number of instruments from each innovative-creative indicator is more proportional.

The results of this study can be used as an assessment of the feasibility of BSE in Indonesian, especially in terms of the availability of evaluation instruments from a creative-innovative aspect. The data in the study only relates to one of the BSE SMA, therefore further research related to the creative-innovative aspects of the Indonesian BSE needs to be pursued to further increase the scope of the research object. Thus, the results will be more representative of the Indonesian BSE as a whole. Finally, efforts to obtain data on the quality of Indonesian BSE will also be more comprehensive.

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