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DIFFUSION OF THEMATIC LEARNING INNOVATION IN ELEMENTARY SCHOOL

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ABSTRACT

This study aims to describe the diffusion process of thematic learning innovation in elementary schools. The research approach used was a mixed method design types of the explanatory design from Johns W. Creswell. The research procedure began with quantitative data collection using a questionnaire instrument followed by qualitative data collection using interview, observation, and documentation techniques. The research sample consisted of managers and elementary school teachers in South Tangerang who were determined by purposive sampling and snowball sampling techniques. The data analysis technique used John W. Croswell's explanatory design analysis with the first stage, the results of quantitative data analysis were deepened with the results of qualitative data analysis; Quantitative data analysis using descriptive statistics was then followed by qualitative data analysis developed by Miles and Huberman which included stages of reduction, display and conclusion/verification. Then the second stage is to provide interpretation of all data. The results showed that thematic learning as a relatively accepted innovation with the majority using mass media by managers, and in the 2013-2019 timeframe.

Keywords: Diffusion, Innovation, Thematic Learning, The explanatory design.

Introduction

Learning is an interaction that occurs between educators, students and the environment. The interaction planned by an educator with students and their environment is undoubtedly carried out by prioritizing the paradigm of learning to know, learning to do, learning to be and learning to live together, moreover learning is carried out at the level of basic education, this paradigm is suistanable with its golden age. requires experiencing not transfering learning experiences.

Learning that has a paradigm principle that is relevant to elementary school age children is thematic learning. Thematic learning as a learning innovation is developed based on philosophical, psychological, socio-cultural principles and educational characteristics that mainstream the character building of students. Elementary school age children can construct their experiences holistically and authentically by implementing thematic learning. because thematic learning is psychologically in accordance with the ability of students to manage their holistic learning experiences between the knowledge learned and life

experiences experienced in everyday life so that it becomes meaningful and fundamental learning for students.

This advantage becomes the theoretical basis that thematic learning can be assumed to be quickly accepted and implemented in an elementary school social system quickly. This is what Rogers (2003) generalized that an innovation that has high advantages can be a factor that affects the speed with which an innovation is adopted.

The diffusion of thematic learning innovations is related to the acceptance and sustainability of an innovation in a social system within a certain period of time that is still implemented or has not been implemented. Thematic learning is a curriculum innovation that is applied to elementary school age children which is implemented in Indonesia for the orientation of the development of the national character of students, meaningful learning, and the achievement of students' abilities which are higher order thingking skills.

An elementary school social system to an innovation can be grouped into groups that are resistant to an innovation and there is a group that is a barrier to innovation, and there are those who are ventursome to an innovation. Groups that are resistant to an innovation generally do not easily accept an innovation, schools like this find it difficult to accept thematic learning innovations as the future needs of students. Groups that are barriers to thematic learning innovations are groups that have a number of reasons for rejecting thematic learning as an innovation even though there is some support for implementing it. Groups that are ventursome towards an innovation usually have an innovator spirit so that thematic learning innovations can be quickly accepted and even implemented in accordance with the guidelines for implementing thematic learning or modified according to basic school needs.

Therefore, on the basis of the above theoretical assumptions, it is interesting to conduct a research study that can describe the diffusion process of thematic learning innovations in primary schools. How is the diffusion of thematic learning innovations in primary schools? What are the teachers' perceptions of thematic learning innovations in primary schools? What do teachers use to accept thematic learning innovations in primary schools? When are thematic learning innovations implemented in primary schools? who are the thematic learning innovation change agents in elementary schools?

Materials and Methods

Rogers (2003) explains that diffusion is the process of an innovation communicated through certain channels within a certain time span among members of a social system. Based on this definition, it is known that there are four elements in the diffusion process, namely innovation, communication

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channels, time, and social systems. These four elements are used as measurement tools in this diffusion research process.

Innovation is something new, the novelty of something that can be in the form of objects, ideas, practices that are promoted by certain groups (Dibra, 2015). Rogers (2003) explains that in the diffusion process of innovation, an innovation is necessary to have innovation attributes. The innovation attributes consist of relative advantage, compatibility, complexity, triability, and observality. relative advatage is the high advantage of thematic learning innovations from an economic perspective, valuable, and useful. compatibility is the level of suitability of thematic learning innovations with teacher competence, character and learning norms implemented in schools. Compelxity is the difficulty level of thematic learning innovation in its implementation, the easier thematic learning is to be learned, and implemented the faster the diffusion of thematic learning innovations. Triability is the trial level of thematic learning innovation in an elementary school, the more schools can try to implement it the faster thematic learning innovations are accepted in elementary schools. Observability is the level of observability of the implementation of thematic learning, the more it can be observed, noticed, and implemented the more interesting thematic learning is for everyone in a particular social system and the faster thematic learning innovations are accepted.

Communication channels used in the diffusion process of innovation as described by Rogers (2003) consist of mass media channels and interpersonal channels. The mass media channel can be an important channel for the diffusion process of thematic learning innovations. Interpersonal channel is a communication channel that occurs in the process of direct interaction between individuals, this channel can be effective if there is homophily between one another. Communication channels can be effectively used depending on the purpose of acceptance by a social system. The purpose of accepting a thematic learning innovation can be categorized into five processes for recognizing an innovation, namely knowledge, persuation, decision, implementation and confirmation.

The time needed in the diffusion process of innovation can be fast or slow depending on the characteristics of the innovation or innovation recipient. The characteristics of innovation recipients are grouped by Sasaki (2018) into innovators, early adopters, early majority, late majority, and laggards. People with innovator characters have ventursome behavior or who seek and find innovations. Early adopters have a respectful attitude towards a thematic learning innovation. early majority being deliberate or not in a hurry full of caution towards an innovation. Late majority have a skeptical attitude or doubt about an innovation. Laggard has a traditional perspective on an innovation. From the character

possessed by a person towards an innovation, it can affect the diffusion process of thematic learning innovations both from the process of knowledge, persuasion, decision, implementation, and confirmation.

The social system in the process of diffusion of innovation is a member of society who has an orientation and views an innovation as important. The social system in the diffusion process of thematic learning innovation is social members in elementary schools such as the principal, and teachers and students. In the process of diffusion of innovation in a social system in elementary schools, there are change agents that can play a role in the diffusion process of thematic learning innovations. The role of change agents is explained by Ntemana (2012) consisting of to develop a need for change, to establish an information exchange relationship, to diagnose problems, to create an intent to change, to translate an intent into action, to stabilize adoption and prevent discontinuance, and to achieve a terminal relationship.

To measure the diffusion process of the thematic learning innovations above, a mix of research methods is used with the type of explanatory design. Data were collected using questionnaires with a Likkert scale which included strongly agree, agree, neutral, disagree and strongly disagree. Furthermore, the data obtained with the questionnaire was deepened by means of a research sample. The sampling technique was used by using purposive sampling technique.

Result and Discussion

As explained by Rogers (2003) diffusion is the process in which an innovation is communicated through certain channels over time among the members of a social system. Saud (2013) provides an explanation of this definition, namely that diffusion is a process of an innovation communicated through certain channels within a certain period of time among members of a particular social system. The innovation diffusion process involves elements of an innovation, communication channels, over time, and social systems.

1. **An Innovation**

An innovation is an idea, practice, or object that is perceived as new by an individual or other unit of adoption (Rogers, 2003), also supported by Soffer, Nachmias, & Ram (2010), as well as Mazman, Usluel, & Çevik. (2009) emphasized an innovation as an idea, practice, object that is considered new by an individual and a group of recipients of an innovation. Thus thematic learning innovation means ideas, practices that are considered new to certain individuals and groups as a social system in primary schools. Thematic learning is implemented as an innovation product of a curriculum that is oriented towards achieving the process and competence of students (Haji, 2015). The perception of thematic learning as an innovation in this study refers to the

standard theory from Rogers (2003) which consists of relative advantage, compatibility, complexity, triability, and observability. Furthermore, it was developed into a research instrument using a Likkert scale consisting of very agree, agree, neutral, disagree, strongly disagree. This instrument has been declared valid by expert judgment consisting of two innovation diffusion content experts and one linguist, and one basic education expert. Furthermore, an external test was carried out on 90 respondents who had a high reliability level of alpha cronbach with a score of 3.97.

Based on the research results it is known that thematic learning as an innovation is perceived as having a positive level of innovation attributes as shown in Figure 1 below:
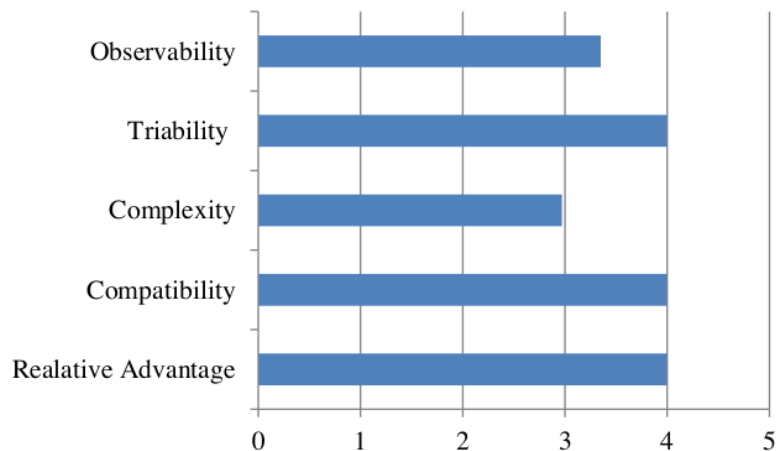

Figure 1. Thematic Learning Innovation Attribute

Based on the data in Figure 1 above, it is known that the average elementary school perceives agree that thematic learning is an innovation that has a positive level of relative advantage, compatibility and triability. Relative advantage means thematic learning at Madrasah Ibtidaiyah is neutral with the use of a lot of costs, agrees as quality learning, is more fun, more challenging, more effective, and encourages the achievement of high-level abilities of students. Compatibility means that the teacher agrees that thematic learning matches the expected character values, supports the achievement of positive character values, the use of thematic books is suitable for the need to improve the quality of the implementation of learning. Triability means agreeing to use thematic books more effectively, agreeing to be implemented creatively as needed, and disagreeing that thematic learning cannot be implemented without the use of thematic books. Meanwhile, thematic learning in elementary schools is perceived to have a low

level of complexity, this means that thematic learning can be easily learned from various subject matter content, can combine various content in subject areas, can easily use teacher and student thematic books, and can be learned in a short time. Observability means that thematic learning is recognized to be distinguished from field-based learning planning, neutral that it is difficult to observe differences in thematic learning activities with field-based learning activities and admittedly assessing thematic learning outcomes can describe the authentic abilities of students.

Thus thematic learning innovations are seen by teachers in South Tangerang as an innovation that has a high level of relative advantage, compatibility, triability, and observability and has very little difficulty experienced by teachers in implementing thematic learning so that it is quickly accepted by the primary school social system in South Tangerang. . Rogers (2003) asserts that these five qualitative attributes are important characteristics that can explain the speed of acceptance of an innovation, especially for the attributes of relative advantage, and its compatibility.

2. **Comunication Channels**

Communication as the process by which participants create and share information with one another in order to reach a mutual understanding (Rogers, 2003). This is explained by Asiah (2017) that communication is a process for someone to create and exchange information with others to understand each other. Satori, Djam'an & Sa'ud (2017) explain that communication is an important part of the diffusion process of innovation to convey a new idea. In the process of conveying new ideas, it will involve new ideas as an innovation in this case is thematic learning, individuals or groups who have adopted an innovation or have experience about thematic learning innovations, individuals or groups who have not received innovation with individuals or groups who are already using Thematic and final learning innovations involve a communication channel that connects two individuals or groups that aim to communicate thematic learning innovations. This is what is defined by Rogers (2003) communication channels is the means by which messages get from one individual to another. The communication channels used consist of mass communication channels and interpersonal communication channels. Mass communication channel is transmitting messages from various mass media, meanwhile interpersonal communication involves exchanging information face to face with two or more people.

The mass communication channel is called Rogers (2003) as a channel that uses the hypodermic needle model, while the interpersonal communication channel uses the two-step flow model, which success is influenced by the level of homophility of one individual to another. The communication channels used in

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the diffusion process of thematic learning innovations in South Tangerang elementary schools in 2013-2019 can be illustrated as follows:
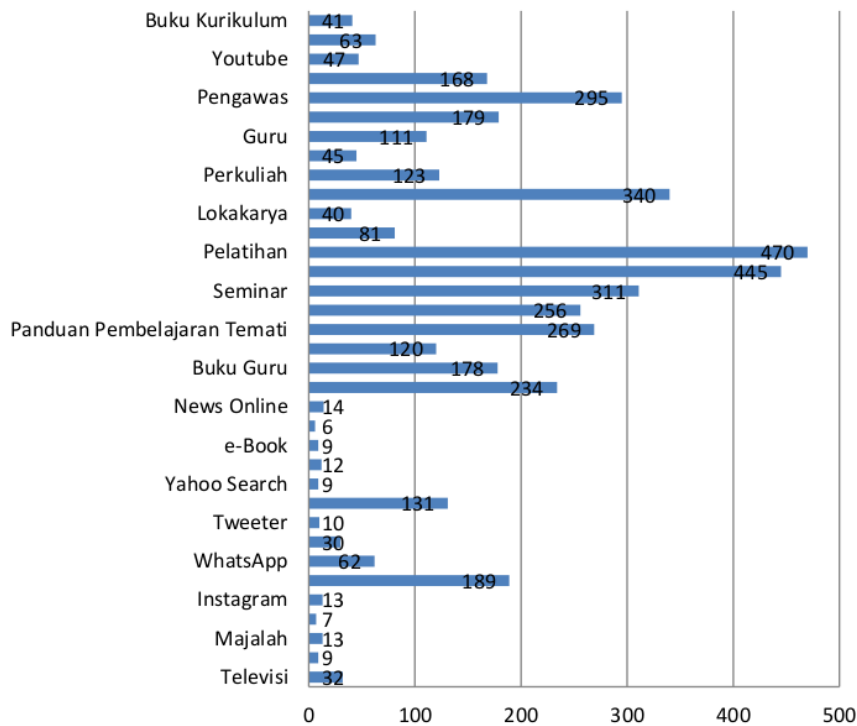

Figure 2 Communication Channel of Thematic Learning Innovation

Based on Figure 2 above, it is known that the communication channels used by teachers in elementary schools in the thematic learning innovation decision process are known to consist of television 32 times chosen by 73 administrators, radio nine times, magazine 13 times, newspapers seven times, Instagram 13 times, internet 189 times , WhatsApp 62 times, Facebook 30 times, tweeter 10 times, google search 131, yahoo search nine times, Email 12 times, e-book nine times, e-Journal six times, online news 14 times, circular 234 times, teacher's book 178 times, 120 student books, 269 thematic learning guides, 256 K-13 Permendikbud, 311 seminars, 445 workshops, 470 training times, 81 discussions, 40 workshops, technical guidance 340 times, 223 lectures, 45 lecturers, teachers 111 times, peers 179 times, supervisors 295 times, principals 168 times, youtube 47, none or not stating their choice 63 times, and curriculum books 41 times chosen by 73 primary school teachers in South Tangerang. Thus it can be stated that the use of communication channels that are most widely used in the decision process of thematic learning innovation in the form of mass media, namely thematic learning training that was selected 470 times, workshop 445 times, seminars 311 times, technical guidance 340 times, thematic learning guides

269 times, and the use of interpersonal media, namely supervisors 295 times, principals elected 168 times, and peers 179 times.

Based on the research findings above, it is emphasized by Rogers (2003), followed by (Sasaki, 2018) as well as Kristiawan & Et.al (2013) that the diffusion model of innovation that occurs in South Tangerang is the hypodermic needle model and also the two step flow model. This means that the diffusion process of thematic learning innovations in addition to the use of mass media to be accepted requires an opinion leader to be used as an effective step in the diffusion of thematic learning innovations.

3. Time

The time component is the third element in the diffusion process of innovation. Rogers (2003) explains that the time aspect in the thematic learning innovation diffusion process is an important aspect, as well as what Suyantiningsih (2010) admits as well as Warford (2010) agrees. The time dimension in the innovation diffusion process involves the innovation decision process from the individual's initial knowledge to acceptance or rejection of the innovation, acceptance of innovation by a group or individual can be the fast or the slowest recipient compared to other social groups, and the last is the rate of speed of an innovation. innovation accepted by a group is determined by the number of members who accept the innovation in a certain period of time.

The diffusion process of thematic learning innovations in South Tangerang Elementary Schools also occurred in the 2013-2019 time period as illustrated in the following figure:
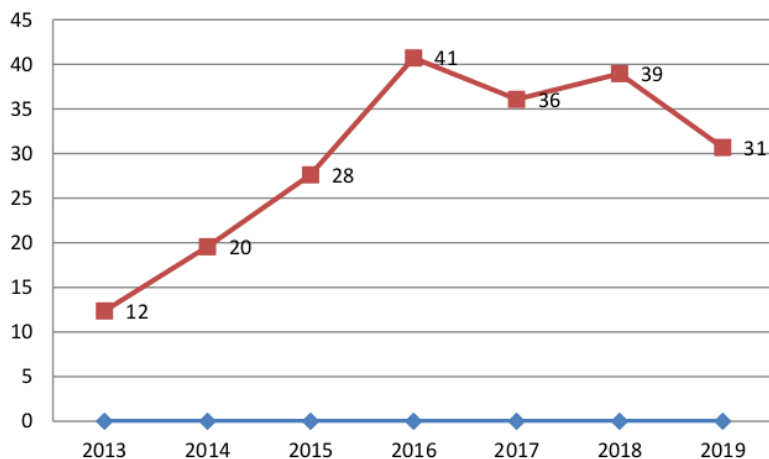

Figure 3 Diffusion Time Period of Thematic Learning Innovations

Based on Figure 3 above, it is known that the rate of adoption of thematic learning innovations in South Tangerang primary schools from 206 respondents is that in

2013 thematic learning has been adopted by 12 people, in 2014 by 20 people, in 2015 by 28 people, in 2016 by 41 people, in 2017 by 36 people, in 2018 by 39 people and in 2019 by 31 people. Based on these findings, it refers to the five main stages of the innovation decision process proposed by Rogers (2003) which consists of the stages of knowledge, persuasion, decision, implementation, and confirmation, it can be stated that in each period there is acceptance of thematic learning innovations but there is also resistance to them. Thematic learning innovations, Meanwhile, based on the number of adopters of thematic learning innovations in each period, the most adoption of thematic learning innovations in primary schools was in 2016. When viewed from the speed of innovation accepted in South Tangerang elementary schools based on the categories grouped by Rogers (2003), O'Neal (1998) also agreed with Sasaki (2018) which consists of groups of innovators, early adopters, early majority, late majority, and laggard, but in this study it cannot be stated as a specific group because there is no comparison with groups at other primary schools.

4. Sosial System

The social system is defined as a set of interrelated units that are engaged in joint problem solving to fulfill a common goal (Rogers, 2003). This is explained by Alshmrany & Wilkinson (2018) that social groups can consist of individuals, informal groups, organizations, and members of a particular social or family system. A social system in the process of diffusion of innovation consists of a social structure, norm system, leader opinion and change agent and the consequences of innovation for a social system (Dibra, 2015). An agent of change is someone who has an influence on the innovation decision process as desired in the process of diffusion of innovation, thus an agent of change in thematic learning innovation is an individual who tries to influence others to accept thematic learning innovations. As a change agent usually uses opinion leaders to diffuse thematic learning innovations, a change agent who has the ability of an opinion leader is one who has technical skills, has social access, and a level of conformity with the norm system.

In the diffusion process of thematic learning innovations, change agents who seek to diffuse thematic learning innovations in South Tangerang elementary schools are as illustrated in the following figure:
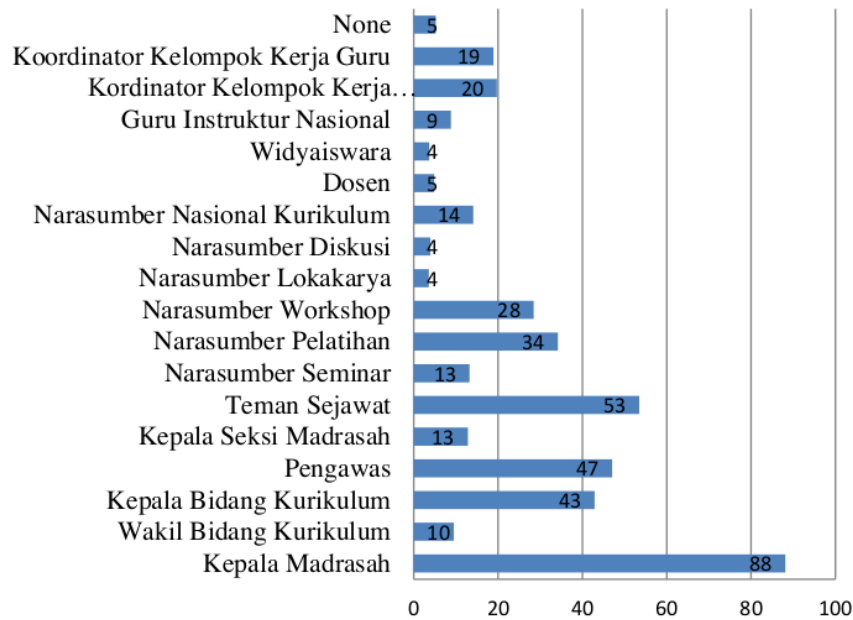
Figure 4 Change Agents for Thematic Learning Innovations

Based on Figure 4 above, it is known that the change agents in South Tangerang Elementary School from 206 respondents as teachers in the diffusion process of thematic learning innovations are the head of madrasah stated by 88 people, 10 representatives of the curriculum field, the head of the curriculum by 43 people, the supervisor by 47 people, head of madrasah section by 13, peers by 53, seminar resource by 13, training resource by 34, workshop resource by 28, workshop resource person by four, discussion resource by four, national curriculum resource person 14 people, lecturers by five people, widyaiswara by four people, national instructor teachers by nine people, madrasah working group coordinators by 20 people, teacher working group coordinators by 19 people and none or not stated the choice was by five people. Thus the most change agent according to the teacher in the process of diffusion of thematic learning innovations in elementary schools was the principal chosen by 88 people out of 73 respondents, then colleagues by 53 people, supervisor by 47 people, head of curriculum by 43 people , and 34 people from training resource persons.

The success of the thematic learning innovation diffusion process carried out by change agents is due to its role in the innovation diffusion process as linkers between innovators and innovation adopters (Rogers, 2003). This is also done in South Tangerang elementary schools, agents of change show their role in the diffusion process of innovation as illustrated as follows:
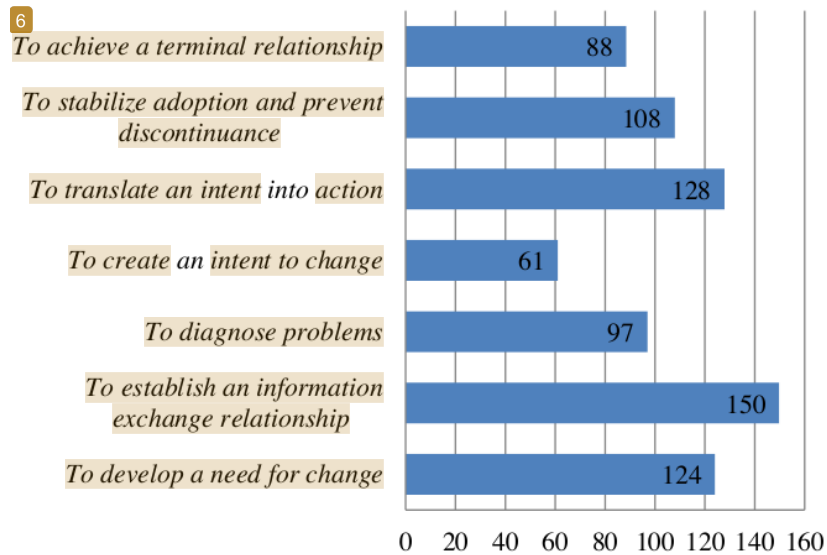
Figure 5 Role of Thematic Learning Innovation Change Agents

Based on Figure 5 above, it is known that change agents in South Tangerang primary schools play a role in developing a need for change which is stated by 124 people consisting of activities to make them feel they need the application of thematic learning, to make them aware of the need to apply thematic learning, to show them to carry out thematic learning, and convincing to use thematic learning. Role to establish an information exchange relationship stated by 150 people, which consists of activities to keep exchanging information about thematic learning, reliable in the application of thematic learning, competent in the application of thematic learning, inspiring in the application of thematic learning, and empathizing with the needs in application thematic learning. Play a role in diagnosing problems expressed by 97 people consisting of activities to help diagnose learning problems that match the needs of applying thematic learning, help determine thematic learning as a solution to learning problems at hand, and make conclusions that thematic learning is needed.

Role to create an intent to change stated by 61 people consisting of activities to make changes in learning activities into thematic learning, and to make intensive thematic learning. play a role to translate an intent into action stated by 128 people consisting of encouraging them to change learning into thematic learning, making them motivated to intensively apply thematic learning, communicating intensively with you in applying thematic learning, and giving examples to you intensively about the application of thematic learning. Play a role to stabilize adoption and prevent disocontinuance which is stated by 108 people consisting of activities to make sure in adopting thematic learning, strengthen to adopt thematic learning, help adopt thematic learning, and prevent to stop adopting thematic learning. Role to achieve a terminal relationship which is stated

by 88 people which consists of independent activities in applying thematic learning, helps develop thematic learning, and encourages renewing the application of thematic learning.

Conclusion

The conclusion of this study is that the diffusion of thematic learning innovations in South Tangerang elementary schools is stated to have taken place continuously in the 2013-2019 period. The continuity of these thematic learning innovations is supported by evidence that thematic learning is an innovation that has a positive level of innovation attributes for relative advantage, compatibility, triability, and observability, as well as a low level of complexity. In the communication channels section develops the hypodermic needle model which prioritizes the power of influence from the mass media, namely the use of mass communication media in the form of training and workshops as well as developing the two step flow model which prioritizes power interpersonal channels in the diffusion process of thematic learning innovations that arise from figus attacks. headmaster. In the part of the time period the thematic learning innovation diffusion process takes place in the innovation decision process, which every period from 2013-2019 continues to make a decision to accept thematic learning innovations, meanwhile, from the number who adopt thematic learning innovations in each period from 2013-2019 it continues. increased and the peak occurred in 2016. In the part of the social system as a group for adopting thematic learning innovations, there is an agent of change that emerges from the primary school social group itself such as the principal, peers, supervisors, and others continuously showing their role to continue. continuously influencing other social members in the application of thematic learning.

Acknowledgement

The diffusion process of thematic learning innovations in South Tangerang Elementary Schools in 2013-2019 shows that the social system of South Tangerang primary schools has been active in showing the positive impact of implementing thematic learning innovations. Thank you to the South Tangerang elementary school for providing research evidence to be used as evidence-based implementation of thematic learning for other institutions.

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