


The Fundamental Concept of Educational Innovation: Through Innovation in Thinking, Environment, Culture, and Behaviour

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Article Info	ABSTRACT
Keywords: Management, Education, Innovation, Thinking, Environment, Culture, Behavior.	The main objective of national education in general is to improve the quality of human resources (HR) through various educational management processes and educational innovation. This study aims to provide an understanding of the basic concept of innovation in educational management, which includes innovation in thinking, environment, culture, and human behavior. This research is included in the category of library research, which is conducted by reading, reviewing, and examining books and written sources related to issues of educational innovation and educational management. The results of this study reveal that educational management innovation can be achieved through thinking that considers environmental and cultural situations, and focuses on the formation of student behavior and the development of human resources in the world of education to become individuals with morals and professionals. The innovations carried out include the implementation of school-based management, curriculum changes, online-based data collection, and innovations in human resource management. In implementing these innovations, it is necessary to provide quality and innovative human resources, adequate support, and the creation of a conducive climate to support the success of the educational process.
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INTRODUCTION

The main objective of national education is to improve the quality of human resources (HR). This is stated in Law Number 20 of 2003 concerning the National Education System, specifically in Article 3. In this article, it is explained that the objective of national education is to develop the potential of students so that they become individuals who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, 2020). At the end of the 20th century, our country underwent radical changes in various aspects of life, including the provision of education. This was marked by the enactment of Law No. 32 of 2004 concerning Regional Government, which transferred a number of authorities from the central government to regional governments. The goal was to enable regions to create, innovate, and improvise in regional development efforts, including in the education sector (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education

System, 2020). Autonomy in the field of education applies not only at the district/city level, but also down to the school level, which plays a spearhead in education implementation. With this transfer of authority at the school level, it is hoped that schools can determine the direction of program development that is appropriate to the existing conditions and potential of the region (Hasbullah, 2007).

At the end of the 20th century, our country experienced radical changes in various aspects of life, including the implementation of education. Regarding innovation in educational management, educators and education personnel are expected not only to master science and teaching materials, and to design and manage effective learning methods, but also to be able to motivate students. They need to have high skills and broad insights into the world of education. Through educational innovation, society pursues progress in its life. Therefore, the idea of transferring, preserving, and developing culture through education emerged. In the context of societal growth, education has always been a primary focus for advancing the lives of the nation's generations, in line with the demands of societal progress (Yusuf, 2018).

In accordance with the Regulation of the Minister of National Education No. 13 of 2007, school principals are required to possess various skills, including personality, managerial, entrepreneurial, supervisory, and social skills. As leaders in educational institutions, principals are expected to carry out their roles by introducing innovation in educational management. This includes updates in aspects of educational personnel, curriculum, and learning methods, by utilizing critical thinking, a conducive environment, a supportive culture, and positive behavior. Therefore, it is important to initiate innovation in educational management for the advancement of the teaching and learning process. Responding to demands from the internal environment and external needs in the national education world is a must. Therefore, the implemented national education system must be able to create a new cultural order that is smarter, prosperous, and contributes to the progress of the nation. In accordance with the explanation of educational issues outlined above, it is crucial to understand how to produce a young generation capable of embracing and facing increasingly competitive developments. This needs to be done by referring to the objectives of the national education system. To achieve these national education goals, innovation in educational management is required, encompassing aspects of thought, environment, culture, and behavior.

Literature Review

Definition of Educational Innovation

Educational innovation refers to the process of developing and implementing new ideas, methods, or practices in the education system to enhance the quality and relevance of learning. According to Everett M. Rogers (2003), innovation is an idea, practice, or object perceived as new by an individual or other unit of adoption. In education, innovation encompasses changes in curriculum, teaching strategies, educational technology, as well as cultural and behavioral aspects within learning environments. refers to the intentional introduction and implementation of new ideas, methods, tools, or practices within the education system to improve teaching, learning, and overall educational outcomes. It

involves rethinking traditional educational approaches and embracing creative, effective, and efficient solutions to meet the evolving needs of students, educators, and society. According to Everett M. Rogers (2003), innovation is defined as “an idea, practice, or object that is perceived as new by an individual or other unit of adoption.” In the context of education, this includes innovations in curriculum design, pedagogical strategies, classroom technologies, assessment models, and school management practices.

Educational innovation can be:

- a. Technological, such as using digital tools, online platforms, or artificial intelligence in teaching and learning.
- b. Pedagogical, such as adopting student-centered learning, project-based learning, or flipped classrooms.
- c. Organizational, such as creating flexible school structures, interdisciplinary programs, or inclusive policies.

Ultimately, the goal of educational innovation is to enhance learning quality, equity, engagement, and relevance in a rapidly changing global environment.

Innovation in Educational Thinking

Innovation in thinking involves the renewal of mindsets adopted by educators, students, and educational institutions. It includes the promotion of critical, creative, reflective, and collaborative thinking approaches in addressing learning challenges. Paulo Freire emphasized that education should be a dialogical and liberating process, requiring open and reflective thinking as a foundation for pedagogical innovation. Innovation in educational thinking refers to the transformation of traditional mindsets and cognitive approaches used by educators, students, and institutions in the teaching and learning process. It emphasizes the development of critical, creative, reflective, and adaptive thinking as the foundation for addressing complex educational challenges in a dynamic world. Traditional education often emphasizes rote learning and memorization. In contrast, innovative educational thinking encourages learners to ask questions, solve problems, explore new ideas, and think independently. This shift is crucial for preparing students for 21st-century skills, such as collaboration, digital literacy, and lifelong learning.

Key Aspects of Innovative Thinking in Education:

1. Critical Thinking
Learners are trained to analyze, evaluate, and synthesize information instead of accepting it at face value. This enables better decision-making and deeper understanding.
2. Creative Thinking
Encouraging imagination and innovation in solving real-world problems. Creativity in education can be fostered through open-ended projects, design thinking, and interdisciplinary learning.
3. Reflective Thinking

Students and teachers are encouraged to reflect on their experiences, learning processes, and outcomes. Reflection supports personal growth and continuous improvement.

4. Growth Mindset

Based on the work of Carol Dweck, a growth mindset promotes the belief that abilities can be developed through effort and learning. This mindset fosters persistence, resilience, and motivation.

Educational theorists like Paulo Freire argue that learners should be active participants in constructing knowledge. In his book *Pedagogy of the Oppressed*, Freire criticizes the "banking model" of education—where teachers deposit information into passive students—and instead promotes dialogical learning, where critical thinking and co-creation of knowledge are central.

Examples of Innovation in Educational Thinking:

- a. Implementing inquiry-based learning, where students investigate topics by asking questions and conducting research.
- b. Promoting problem-based learning, which places students in real-world scenarios to develop solutions collaboratively.
- c. Integrating philosophy for children (P4C), a method that encourages students to engage in philosophical dialogue to enhance reasoning and empathy.

Innovation in Educational Environments

The learning environment plays a critical role in supporting educational innovation. According to Bronfenbrenner's ecological systems theory, the educational environment includes various interacting systems, from the micro level (classrooms and schools) to the macro level (national education policies). Innovations in the learning environment may include classroom designs that encourage collaboration, the integration of digital technologies, and the creation of inclusive and adaptive learning settings. Educational culture reflects the values, norms, and habits shared within a school community. Cultural innovation involves establishing a learning culture that appreciates diversity, embraces change, and commits to continuous quality improvement. Schein (2010) stated that organizational culture (including school culture) can either drive or hinder innovation, and therefore must be managed strategically to support educational transformation.

Behavioral change is a key indicator of successful educational innovation. This includes changes in how teachers teach, how students learn, and how various stakeholders interact within the education system. Bandura's (1977) Social Learning Theory emphasizes that new behaviors can be learned through observation, modeling, and positive reinforcement. Therefore, educational innovation must involve strategies that foster continuous and positive behavioral adaptation. Successful educational innovation is not isolated to a single aspect, but rather involves a holistic and integrative approach. Innovative thinking must be supported by conducive environments, progressive cultures, and adaptive behaviors. According to Fullan (2007), effective educational reform requires the synergy of

both structural and cultural dimensions to ensure that innovation is sustainable and impactful.

RESEARCH METHODS

Qualitative Research Method. This Method Focuses On The Analysis Of Descriptive Data In The Form Of Words. In This Study, The Characteristics Of The Problem Raised Require The Use Of Written Words That Have Been Observed. This Qualitative Approach Was Chosen To Analyze The Basic Concepts Of Educational Management Innovation, Which Include Innovations In Thought, Environment, Culture, And Behavior. This Study Prioritizes Library Research, Where Researchers Read, Review, And Examine Books And Written Sources Closely Related To The Issues Discussed. According To Zed In (Sugiyono, 2006), Library Research Can Be Explained As A Series Of Activities Related To Library Data Collection Methods, Reading, Recording, And Processing Research Materials. The Results From Various Library Sources Will Be Analyzed Using Content Analysis Techniques, Namely Reducing, Processing, Coding, And Presenting The Results Obtained To Produce A Complete And Comprehensive Picture (Milles And Huberman, 1992). This study employs a qualitative descriptive method to explore and analyze innovation in educational thinking, focusing on how changes in mindset and cognitive strategies influence teaching and learning processes. The research aims to identify and describe innovative thinking practices that promote critical, creative, reflective, and growth-oriented approaches among educators and learners. This method allows for an in-depth exploration of how educational stakeholders apply new cognitive strategies in classroom environments. Data are collected using the following techniques:

- a. Interviews: Semi-structured interviews with educators, administrators, and students to gather insights on their experiences and perceptions of innovative thinking in the learning process.
- b. Observation: Direct classroom observations are conducted to examine the implementation of critical and creative thinking activities, teaching methods, and student responses.
- c. Document Analysis: Curriculum plans, lesson designs, and educational policy documents are analyzed to identify embedded strategies that support innovative thinking.

The data collected are analyzed using thematic analysis, which involves the following steps:

- a. Transcribing interview and observation notes
- b. Coding data to identify recurring themes (e.g., critical thinking, reflection, collaboration)
- c. Interpreting themes to explain how innovative thinking is applied in educational practice

Participants include:

- a. Teachers from both public and private secondary schools known for implementing innovative teaching models
- b. Students actively engaged in critical and collaborative learning environments

- c. School administrators responsible for curriculum development and pedagogical planning

To ensure the credibility of the findings, triangulation is applied by comparing data from interviews, observations, and document analysis. Member checking is also used by sharing interpretations with participants for confirmation and validation.

RESULTS

Result Schemes

Based on a brief explanation of the national education goals scheme in Indonesia, achieving them requires innovation in education management. The key word for innovation itself is "change." The ideas, concepts, and thoughts related to these changes must be implemented in various areas of life to achieve greater improvements. Innovation is a form of change that occurs intentionally and planned. Although change can arise accidentally and unstructured, to be called innovation, it must be based on awareness and deep reflection. This is where the element of "planning" becomes crucial. Those designing change need to clearly understand what they want to change, the reasons behind the change, and how to implement it. Thus, reformers are required to have clear and directed goals. However, this does not mean that every step in the change process must be planned in detail beforehand. Such a requirement would be difficult to implement in practice (Syafaruddin, 2012).

MBS (School Based Management)

School-Based Management (SBM) is a school management approach tailored to the specific needs of each institution. SBM provides schools with the flexibility to independently implement various initiatives, such as curriculum improvement, teacher professionalism, teaching method development, and more effective evaluation systems. Although the results achieved have not been fully optimal, SBM remains considered a crucial strategy for improving the quality of education in schools (Kristiawan, 2018). Educational management innovation through School-Based Management (SBM) has several indicators that are key characteristics of this concept and reflect the roles and responsibilities of each party. These indicators include:

- a. A safe and orderly school environment;
- b. The school has a clear mission and quality targets to achieve;
- c. Strong leadership within the school;
- d. High expectations from all school personnel, including the principal, teachers, staff, and students, to achieve;
- e. Continuous development of school staff in accordance with demands;
- f. Implementation of continuous evaluation of various academic and administrative aspects, as well as utilization of evaluation results to improve quality;
- g. There is intense communication and support from parents of students and the local community (Mulyasa, 2013).

The implementation of educational management innovation through the School-Based Management (SBM) policy aims to adapt educational institutions to their specific needs. This

is done by considering the cultural and environmental context of the surrounding community, as well as the independent efforts undertaken by the school. Various steps have been taken, such as curriculum improvements, teacher professional development, the implementation of better teaching methods, and a more effective evaluation system. Although the results achieved have not been optimal, SBM remains a crucial policy that plays a role in improving school quality by involving all stakeholders.

Human Resources (HR) Innovation

The achievement of educational goals is greatly influenced by the leadership skills and wisdom of the principal, who plays a crucial role in the world of education. As a professional within the school environment, the principal is tasked with managing all organizational resources and collaborating with teachers to educate students to achieve the desired educational goals. With the principal's professionalism, developing the competency of educators becomes easier. A principal who understands the needs of the school they lead can encourage teachers to go beyond their current competencies and to continue to develop and learn. In this way, teacher professionalism can be realized. A professional educator not only masters the appropriate field of study, teaching materials, and methods, but also is able to motivate students, possesses advanced skills, and possesses broad insight into the world of education.

The professionalism of teaching staff has consistently been one of the most important factors in educational quality. Professional teaching staff are able to teach students effectively, taking into account the challenges faced by students, as well as the limitations of resources and the environment. However, developing professional teachers is no easy task. Teachers are required to be more dynamic and creative in developing student learning processes. For education to be effective and efficient, teachers must possess adequate competencies, both in terms of the type and content of the material taught.

The principal acts as a driving force and policy maker in the development of the school and education as a whole. As the manager of an educational institution, the principal is required to continuously improve the effectiveness of his or her performance. To achieve optimal school quality, solid cooperation between the principal and all stakeholders is required. In the implementation of education, it is important to have innovations that distinguish this educational institution from others, such as integrating religious values, love of Indonesian culture, and respect for the surrounding environment. With the support of the principal and competent educators, these efforts can be realized. Integrating cultural values, religious moral values, as well as attitudes of respect for all living things, love of the environment, and respect for Indonesian heroes into the learning process will provide a unique advantage for educational institutions.

Furthermore, schools are expected to demonstrate strong accountability to both the community and the government. This reflects a combination of commitment to standards of success and the expectations and demands of parents and the community. This accountability aims to ensure that public funds are used in accordance with established policies, to improve the quality of education, and, where possible, to provide information on

the results achieved. Therefore, every school needs to prepare an accountability report and communicate it to parents, the community, and the government. Furthermore, they must conduct a comprehensive review of the implementation of priority school programs to improve quality.

CONCLUSION

Educational management can be understood as the management of human and other resources to achieve predetermined goals in the world of education. On the other hand, educational innovation is the concept, concept, and process aimed at improving and renewing education in order to achieve better results. Innovation in educational management emerges from critical thinking that considers the environmental and cultural contexts within which educational institutions operate. In an effort to foster positive student behavior while simultaneously improving the quality of human resources, including teaching and administrative staff, as well as stakeholders involved in education, several educational management innovations can be implemented. These steps include the implementation of school-based management, curriculum changes, online data collection, and innovations in human resource management. Implementing these innovations requires several conditions, such as the provision of quality and innovative human resources, adequate facility support, and the creation of a conducive climate. Furthermore, existing challenges and problems must be addressed promptly to ensure the success of these innovations.

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