Investigating of EFL Teachers' Ability in Creating Innovative Instructional Design (Qualitative Descriptive Research at SMAN 04 Kaur)

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Abstract

This research aims to investigate the ability of English as a Foreign Language (EFL) teachers in creating innovative learning designs at State High School (SMAN) 04 Kaur. This research uses a descriptive qualitative approach to understand in depth the ability of teachers to design and implement innovative learning designs in the context of English learning. This research involves collecting data through classroom observations, interviews with teachers, and analysis of learning documents. The results of this research provide insight into the challenges, potential and strategies used by EFL teachers in creating innovative learning designs. It is hoped that the findings of this research can make an important contribution in improving the quality of English learning at SMAN 04 Kaur, as well as being a guide for other EFL teachers who want to improve their abilities in creating innovative learning designs.
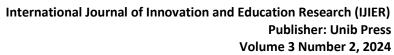**Keywords:** *EFL Teacher, Innovative Learning Design, English Learning*

Introduction

There are many frequently asked questions about lesson planning, such as how and why to prepare a lesson plan, what are the important elements of a good lesson plan, and what skills and language areas teachers should focus on in lesson planning. Additionally, there is a demand for resources that can aid understanding of ideal lesson planning. Before starting lesson planning, teachers should read teaching materials related to the lesson, such as student books, workbooks, teacher manuals, and listen to cassette recordings if available. Next, the teacher needs to determine what students will learn from the lesson (teaching objectives). After reading teaching materials and determining teaching objectives, teachers need to think about what teaching techniques and procedures can be used to achieve these teaching objectives. Teachers can also think about ways to link students' previous knowledge to new lessons (warm-up activities). Finally, to check the achievement of teaching objectives, teachers evaluate their performance after each activity or task given to students. Each step needs to have a set time and should be laid out in the lesson plan.

Learning design provides significant benefits for English as a Foreign Language (EFL) teachers. According to Umamah et al. (2021), learning design is a systematic procedure in carrying out teaching activities. Developing a learning design is a complex series of steps that require creativity, activity, and interaction of components. Through a systematic learning design process, EFL teachers can create a more structured and effective learning experience for their students. This helps in designing a curriculum that suits students' needs and ability levels, selecting appropriate teaching methods, and utilizing relevant learning resources. By implementing good learning design, EFL teachers can present learning material in a more interesting and interactive way, increase student engagement, and stimulate the holistic development of English language skills. In addition, focused learning design can help teachers measure learning outcomes objectively and identify areas that need improvement. Thus, the use of lesson planning helps EFL teachers in creating more effective learning experiences that have a positive impact on students' English language development.

Implementation of ineffective and inefficient learning designs can have detrimental impacts in the context of English as a Foreign Language (EFL) education. When learning design is not based on an approach that suits students' needs and the learning context, the results may be irrelevant and fail to support the development of English language skills. Ineffective design can result in boring or uninteresting presentation of material, resulting in low

engagement and poor learning outcomes. Additionally, inefficiencies in instructional design can involve an unbalanced or ineffective use of resources, wasting valuable time and energy without achieving desired results. In such cases, EFL teachers may find it difficult to assess learning objectives and make necessary adjustments. Overall, the impact of ineffective and inefficient instructional design can hinder students' progress in understanding and mastering English, while reducing the overall effectiveness of teachers' instructional efforts.

The lack of innovation in learning design among English as a Foreign Language (EFL) teachers at SMA Negeri 04 Kaur has significant implications. Without an innovative approach to designing lessons, students' learning experiences may become monotonous and less engaging. This can reduce students' motivation to learn English and have a negative impact on their understanding and language skills. Additionally, the absence of innovation in instructional design can result in a mismatch between teaching methods and students' learning needs, hindering their progress in achieving learning goals. Therefore, it is important for EFL teachers at SMA Negeri 04 Kaur to adopt innovative approaches in learning design to improve teaching effectiveness and stimulate students' interest and achievement in English.

Technological advances and new approaches in education have opened up opportunities for the development of innovative learning designs. Innovative learning design involves the use of technology, project-based learning methods, student collaboration, and engaging learning experiences. In the digital era, EFL teachers are faced with demands to integrate new tools and inspiring approaches into their learning designs. However, despite the potential and aspirations for innovative learning design, there are still challenges that need to be overcome. EFL teachers may face barriers in developing innovative learning designs that are relevant to their students' needs and classroom contexts. Obstacles such as limited training, access to technology, and understanding of innovative methods may also impact EFL teachers' ability to implement inspiring learning designs. Therefore, this research aims to investigate EFL teachers' abilities in developing innovative learning designs. By understanding the barriers, challenges, and enabling factors that influence EFL teachers' acceptance of innovative teaching approaches, this research can provide valuable insights for the development of more dynamic and effective English language education.

Research Method

Types of research

The methodology in this study is qualitative. According to Creswell (2017), qualitative approaches are ways of discovering and comprehending the meaning that various persons or groups of people have for various social or humanitarian concerns. Important tasks are included in this qualitative research process, such as developing questions and procedures, obtaining particular data from participants, deducing general themes from specific topics, and assessing the significance of the data.

Time and Place of Research

This research will be carried out at O4 Kaur State High School. which is located on the Simpang Tiga highway, North Kaur sub-district, Kaur district, Bengkulu province. The next researcher will carry out this research starting from the date the research permit was issued for a period of approximately one (one) month. for academic 2022–2023 year.
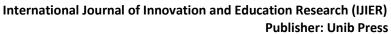
Subject of the Research

A population is not employed in qualitative research, as qualitative research originates from specific cases present in particular social situations. The study's outcomes will not be applied to the population but transposed to other contexts with social situations sharing similarities to the situation examined in the case. The sample in qualitative research is not called the respondent but a resource person, participant, or informant in the study.

In qualitative research, the researcher enters a certain social situation, makes observations and interviews with people who are considered to know about the situation. Data sources for interviewers are chosen purposefully, taking into account a number of factors and objectives. 2019 (Sugiyono). The following subjects can be used as informants in this study, including two of the English Teachers'.

Data Analysis Techniques

Activities in qualitative data analysis are carried out interactively and continue until they are finished, saturating the data, claim Miles and Huberman, who were referenced by Sugiyono (2019). Tasks in data analysis include data reduction, data display, and conclusions.

"Data analysis is the process of managing the data, organizing it into a good pattern, category, and basic unit," claims Moleong (2010). The data analysis in this study, according to Ary et al. (2010:283), can be divided into four stages: coding, data reduction, data display, and drawing conclusions or interpretation. The following actions were done during the analysis of this data:

1. Conducting data reduction which is the process of selecting, concentrating on, summarizing, and selecting key information. Reducing data will make it easier for researchers to collect additional data. After the interview is performed, the researcher will prepare a transcript and determine which discussions will be included as data.

2. Conductiong data presentation which is the systematic gathering and display of data. The data can then be presented in the form of a narrative text, graphic, or brief description after being reduced. Data is presented to help us understand what happened and to utilize that knowledge to plan future studies based on what we have discovered.

3. Drawing conclusion. The researcher will conclude all the series of investigations conducted to obtain the final results from all the data that has been processed from raw data that was first selected, and then processed.

Results and Discussion

Effectiveness to creating innovative instructional design

Instructional design is a systematic procedure in practicing instructional activities. Creating a learning design is a complex series that requires creativity, activity and component interaction. Considering the flow of globalization and rapid technological advances, educators need to increase their knowledge and abilities in learning design. Therefore, learning design must always be innovative, adaptive, responsive to current developments and based on life skills. Understanding new perspectives in developing learning designs requires smart ethics in the process. After developing this innovative learning design, of course we have to measure its effectiveness on students' abilities to see if there are changes to them in the learning area, but before that we have to look at the teacher's readiness in creating learning tools. With the development of this learning design, it is hoped that there will be changes in students' ability to apply what has been taught previously, even though there are not many changes there will definitely be because every change always has consequences for students. target and each individual within it. As expressed by Mr. Purnawan Diansyah as an English teacher, he said

I measure the effectiveness of innovative learning designs. I collect data about students' own learning outcomes, their participation or feedback. Evaluation criteria include improving speaking, writing, listening and reading skills in English.

This is in line with what Mrs. Yuni Ariza said as an English teacher

If we measure the effectiveness of innovative learning design, it is from student learning outcomes, then from results, from the time used. So when the time achieved for a learning objective can be obtained by students, that means we can be said to be successful. If, for example, the time is long-winded, students don't being able to achieve the goal means that it is less successful, then also from the value obtained by the student after measuring the effectiveness.

From the explanation of the interview above regarding the effectiveness of creating innovative instructional design, it can be concluded that the effectiveness of innovative learning design is assessed based on the achievement of learning objectives, the time required by students, and the results obtained by students after participating in the learning.
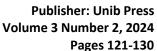
Teacher ability in the learning process

The ability of educators (teachers) for the teaching and learning process is fundamental, because it not only affects the quality of the lessons given but also affects the behavior of students/learners. The learning process is a process in which there are teacher and student interaction activities and mutual communication that take place in an educational situation to achieve learning goals. To achieve these learning objectives requires teacher ability. Especially, ability for new things to be implemented such as the application of the innovative instructioanal design, makes teachers have to learn even more. As stated by Mr. Purnawan Diansyah the English teacher, said:

Yes, it's clear, thank God, if we want to change students for the better, yes, it seems that there are positive changes, although not so much, I think there have been positive changes involved in student learning outcomes. As a result of using innovative learning designs, students seem to be more enthusiastic or more inspiring. -I think so, and they seem more active in their ability to communicate in English. It's also somewhat improved or better

This is in line with Mrs. Yuni Ariza the English teacher, saying:

I feel that when there are new learning changes students' interest in learning increases, then their grades can also increase. So I think innovative learning has a very positive impact

From the results of the interview above, the conclusion is that the use of innovative learning approaches can have a positive impact on students' learning experiences and their academic outcomes.

The challenges of the English teachers' in creating innovative instructioanal design

The challenges faced by teachers in creat this innovative instructional design are challenges in learning the innovative instructional design.

Teacher challenges in learning innovative instructional design

A new policy and rules of course need adjustment to implement it and it takes time to learn it, namely the implementation of the innovative instructional design. As the researcher interviewed Mr. Purnawan Diansyah an English teacher about her understanding of the innovative instructioanal design, saying:

The definition of innovative learning design is that it refers to an approach that integrates technological methods or new strategies that enable students to learn more effectively and interestingly and also involves the use of learning strategies that focus on students' experiences. Yes, it is possible to use resources that are relevant to the current digital context. also promotes creativity, collaboration or problem solving
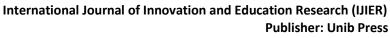
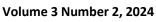Likewise, Mrs. Yuni Ariza the English teacher interviewed by the researcher said:

In my opinion, this is one of the learning approaches or methods that is taught in the newest, more modern way. Then it involves students more in learning so that students are more active in the learning process which focuses on modern technological tools.

From the results of the interviews above, it can be concluded that the understanding of 2 English teachers about this innovative instructioanal design has no difference because they both attended the training held by the school. Both teachers are still adjusting to the develop of this innovative instructioanal design because it takes time to learn it.

It is not only a matter of teachers' understanding of innovative learning designs, but there are also other challenges faced by teachers such as difficulties in creating teaching modules and also factors such as the curriculum which continues to change and limited facilities. As stated by Mr. Purnawan Diansyah, an informant interviewed by researchers, said:

It's clear that in teaching there are a lot of challenges to face, but the main challenges seem to be many. The main challenges and how to overcome them. The main challenges here are the retention of changes from students or the existing curriculum. To overcome them, I

often engage in open dialogue with students and collaborate with teachers to gain relationships or identify appropriate Solutions

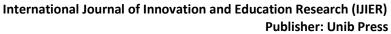This is in line with Mrs. Yuni Ariza as an informant interviewed by researchers, saying:

As for challenges, the first thing for me is the change in curriculum from year to year. So when we teach, but actually it's not a big challenge or obstacle. But in my opinion, the challenge in innovative teaching is yes, innovative methods are perhaps the obstacle is us. doesn't have a lab. So that's an obstacle because there isn't any lab space so students are less free to provide innovations, provide ideas, which is limited. So the facilities are still a bit lacking.

From the results of the interviews above, it can be concluded that the two informants have the same challenges in dealing with the innovative instructional design, that the main challenges in teaching include retention of changes in the curriculum and limited facilities such as laboratories. To overcome these challenges, it is important to engage students in open dialogue and seek solutions together with fellow teachers

From observation, it is known that not only the challenges faced by English teachers but also other factors that become obstacles for teachers in implementing the independent curriculum, namely school infrastructure such as lab which is still limited in use, where the use is alternating so that not every subject matter uses lab. Then, there are also other factors concerning students who are prohibited from bringing technology (cellphones) to school , which entails specific rules that students must not breach. Therefore, only teachers can use technology at school. For this reason, the implementation of this innovative instructioanal design is inseparable from technology which makes the learning process creative and boring. So teachers are required to be more upgraded in teaching and use technology as well as possible to create a pleasant learning atmosphere.

Conclusion

Based on the results of observations and interviews conducted at SMA 04 KAUR, Kaur regency, regarding the ability of English teachers in develop innovative instructional design, it can be concluded that SMA N 04 Kaur is ready to develop a new policy, namely the innovative instructional design, which starts from the readiness of the teachers, especially English teachers. To implement development innovative instructional design , the school has held training in advance for teachers, especially English teachers, in order to provide an
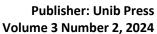
understanding of what the innovative instructional design is like in the classroom and learn to make teaching tools (lesson plans) and understand the syllabus on the merdeka curriculum that has been set by the Ministry of Education and Culture.

There are also inhibiting factors and challenges in develop this innovative instructional design for English teachers, namely, first, teachers are still lacking in mastering the making of learning tools (lesson plans) which is a challenge for English teachers in learning more deeply. Second, limited facilities available at the school as well the use of technology for students is not allowed in the classroom or the school environment, so this is an inhibiting factor and a challenge for teachers to be more creative in using the technology they have as a learning resource and creating interesting media so that there are no minimal teaching resources.

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