



## THE EFFORT OF LECTURER IN IMPROVING THE QUALITY OF TEACHING THROUGH INNOVATIVE AND CREATIVE LEARNING STRATEGIES BASED ON COMPETENCE AND CHARACTER IN UNIVERSITY

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### ABSTRACT

Competence and character are two things that must be balanced and integrated into the learning process. The research method includes qualitative research; the research is a case study research. The research method is qualitative research and observation as the main data source, while interviews and documentation as supporting data. The implementation of learning is carried out in three stages, namely planning, implementing, and evaluating learning. And the character values developed in PAI learning in the Informatics Engineering study program through competency-based active, innovative and creative learning include logical thinking, independence, hard work, working together, critically, confidence, creativity, logical thinking, mutual respect, understanding advantages and disadvantages of each student.

**Key Words:** Learning, Active, Innovative, Creative, Competence, and Character.

### INTRODUCTION

The Islamic Religious Education course is a subject that is full of values. The main task of Islamic Religious Education teachers is to grow the students' personalities suitable with the values contained in the course. Then, it takes skill in a lecturer when delivering Islamic religious subjects, so insight and abilities are needed regarding examples of learning that must be mastered using the teaching materials delivered and foster character in a student. The character of students needs to be developed because individuals with good character will try to do the best things for God, themselves, others, the environment, nation, state, and the international world by optimizing their

potential (knowledge) and accompanied by using their awareness, emotions, and motivation (Maunah, 2016).

The implementation of learning activities must be adjusted to the objectives to be achieved. Learning is a very crucial process in education and it is not uncommon for the final output according to education to be influenced by learning success (Zahara, 2017). This has consequences for a lecturer to have the ability to carry out learning. To support this process, lecturers need to apply various innovative active learning methods, which can also be used as a framework when carrying out the learning process (Ulfah, 2017). The final result needed according to the innovative active learning process is student competence,

but to have the ability holistically, students must be of good quality in terms of competence and character. Therefore, active, innovative, and creative learning based on competence and character needs to be implemented considering the lack of lecturers who are aware of competence and character. Two things must be balanced and integrated into the learning process. More simply, both hard skills and soft skills are equally important for students to achieve holistic abilities and life skills (Sulistyoningsih, 2020).

To achieve the high competence and character of students, it is necessary to carry out learning activities that lead them to think actively, creatively, and innovatively (Faridah, 2019). Thinking ability is an important component that should be trained in higher education so the students have thinking skills about competent and independent academic behavior (Faridah, 2019). Cohen suggests four complex thinking processes, namely: problem-solving, decision making, critical thinking, and creative thinking. Therefore, thinking skills should also be trained to higher-order thinking skills to adapt to the development of science (Aziz et al., 2014). The above objectives can be achieved if the lecturer can implement innovative active learning methods.

The basic things we need to understand are the concept of learning in the university, active learning methods based on competence and character, and also learning procedures (kulum, n.d.). the application of the method in this study is able to stimulate student learning both in activating/sharpening students' intellectual abilities and being able to build students' mental/personalities (Maunah, 2016). The strategy of innovative active learning methods in the classroom is an integral part of the discussion. This is intended to provide an insight to the lecturers can achieve competency and character-based learning objectives. The learning process, which is

mostly still in the form of face-to-face (lecturing) and unidirectional delivery and causes students to find it difficult to follow or capture the meaning of the essence of the learning material must be avoided (Darmawan; 2012). Therefore, it is necessary to make changes in the active and innovative learning process.

## RESEARCH METHOD

The research method in this article is qualitative research. Research procedures produce descriptive data in the form of words either written or spoken from the people who are the object of research (Moleong, 2002). This research is a case study research and to study intensively about the background of the current situation and position as well as the environmental interactions of certain social units that are given. It occurs naturally, in normal situations that are not manipulated by circumstances and conditions, emphasizing the description naturally with the direct involvement of researchers (Arikunto, 2006). The location of this research is the Informatics Engineering Study Program, Faculty of Engineering, Universitas Islam Lamongan, while the object of this research is informatics engineering students.

The technique used by researchers in the data collection is observation as the main data source, while interviews and documentation as supporting data. For more details regarding observations, interviews, and documentation will be explained as follows:

- a. Observation, this method is applied to observe and record the phenomena studied systematically. Observation is carried out directly, focusing on objects, and selectively. To get the effective result of the observation, researchers need to complete the form or the observation blanks.

This observation method is used to collect data related to the Active, Innovative, and Creative Learning process.

- b. Interview is a dialogue conducted by the interviewer to obtain information from the interviewees. The interviews were conducted with open-ended questions and led to the depth information, so that the interviews were conducted in an informal atmosphere to explore further and in-depth information. Interviews were conducted with key informants (key informants), the initial informants were selected purposively (purposive sampling). Meanwhile, the informants are then determined using (snowball sampling), which is selected in a rolling manner until they show the level of information saturation. In this study, those appointed as initial informants was the lecturer who acted as educators through Active, Innovative, Creative, Learning methods, and the next informant is the Dean who has policies and decisions in planning related learning programs and finally students.
- c. Documentation, this method is used to obtain the data in the form of notes, transcripts, newspapers, magazines, minutes, etc. And to obtain critical data on the Lecturer's teaching program from planning, implementation, to the assessment of student learning outcomes and also the profile of the Faculty. The documents include teaching tools, teaching and learning conditions for lecturers and students, supporting facilities, and student assessment models. This data is used to complement the results of interviews and observations of places and events.

## RESULT AND DISCUSSION

In the implementation of competency and character-based Active, innovative, and creative learning in higher education in improving the quality of students learning in the informatics engineering study program, lecturers use several models in learning, namely problem solving, group discussions, critical thinking, creative thinking, cooperative learning and collaborating. The implementation of some of the strategies above, in general, aims to make it easier for lecturers to convey material to students and make learning activities more interesting, fun, and not monotonous or boring. Therefore, the objectives of learning Islamic Religious Education can be achieved optimally and with character.

The observations made by the researcher in the classroom from the beginning to the end were carried out three times and the learning activities carried out by the lecturers referred to the Learning Implementation Plan/ Lesson Plan (RPP) that had been made before. the implementation of the strategies above very helpful for students to active, innovative, and can be creative based on their respective competencies.

Based on the result of the observation in the classroom, there are several stages of learning carried out by the lecturer, namely planning, implementation, and evaluation of learning while the stages of learning are illustrated in the picture below.

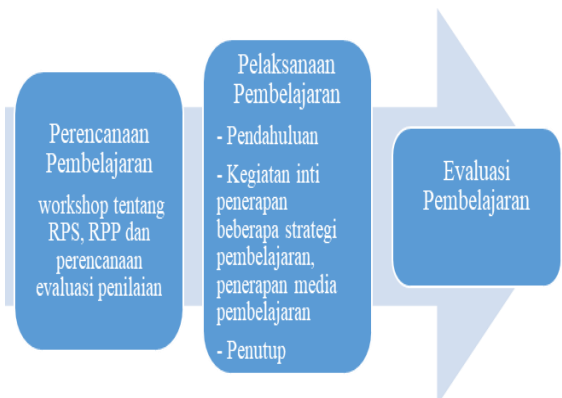


Image 1. Stages of the learning process

From the results of the first observations, the application of learning techniques used is critical thinking, creative thinking in this case the lecturer provides material, then gives religious cases that appear in the community, and students are invited to think critically and creatively. character values developed in students are critical, confident, creative. The second observation is the learning technique used is problem-solving, group discussion, the lecturer after giving a case in the community, then students are asked to provide arguments and also provide problem-solving in cases carried out in group discussions and observations, the character values developed in students are logical thinking, creative, independent, hard-working, confident, and critical. And the third observation of the learning technique used is cooperative learning and collaboration, this collaborative application can foster student attitudes in collaborating among peers in solving problems encountered (Demachkie & Oweini, 2011). In this case, the character values developed in the student can work together, work hard, and think critically.

For learning evaluation activities there are several activities for taking scores, namely tests and non-tests. Systemically, learning evaluation includes input components consisting of student

entry behavior, instrumental input components include lecturers' professional abilities, curriculum components (study programs, methods, media) administrative components (tools, time, funds) process component is procedures for implementing learning from learning outcomes that mark achievement learning objectives (Hamalik, 2008). The implementation of the test includes a written test, and an action test (performance test), for the written test students, are asked to answer questions openly, namely to explain or describe through sentences that they have composed by themselves (WH Sanjaya, 2012), then for this performance test, the lecturer asks the student to carry out the presentation in front of the class, here the lecturer assesses student performance when delivering material in front of the class.

For non-test, it is taken from the behavioral aspects including attitudes, interests, and motivation. There are several types of non-test as an evaluation tool, including observation, interviews, case studies, rating scales, product assessments, portfolios (W. Sanjaya, n.d.). In the PAI class, taking this value is seen from the attitude of students during the learning process in the classroom, the lecturer must be able to observe the behavior of each student when the lecturer gives material, during the presentation process and discussion. The activeness of students when attending class is also included in the assessment of interest and motivation. The results of interviews with several students stated that the application of learning strategies can make students active in the classroom, students are more innovative and creative so that they can improve their competence and character.

## CONCLUSION

The conclusion that can be drawn in the implementation of Islamic Religious Education learning there are three stages, namely planning, implementation, and evaluation of learning. The implementation active, innovative, and creative learning method based on competence and character, the lecturer uses several learning techniques, namely problem solving, group discussion, critical thinking, creative thinking, cooperative learning, and collaboration. And the character values developed in PAI learning in the Informatics Engineering study program based on character education through competency-based active, innovative and creative learning include logical thinking, independent, hard work, collaborative, critical, confident, creative, logical thinking, mutual appreciation, understanding the strengths and weaknesses of each student.

The suggestion from researchers for institutions is that it is necessary to improve the quality of education and learning on campus continuously and continuously so that it will produce perfect graduates. For a lecturer to further improve the competence and professionalism of the lecturer because the lecturer is required to be creative and innovative to improve the quality of learning on campus. For researchers, it is necessary to develop further research on the implementation of active, innovative, and creative learning based on competence and character in Islamic Religious Education learning as an innovation in achieving the aspired educational goals, especially the objectives of Islamic religious education course.

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