



Social Innovation in Character Learning: Supporting of Primary School Achievement

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ABSTRAK

Penelitian berfokus pada proses inovasi sosial, ide-ide inovatif, perubahan karakter menjadi lebih baik, keterlibatan kepala sekolah dalam inovasi, dan bentuk-bentuk inovasi untuk mendukung prestasi sekolah pada tingkat mikro. Hal-hal positif terkait inovasi sekolah dapat menjadi rekomendasi bagi sekolah dasar lainnya. mendukung pencapaian dan mutu sekolah dasar. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan studi kasus. Informan dalam penelitian ini adalah kepala sekolah dan guru, siswa dan tokoh inovasi sekolah sosial. Teknik pengumpulan data penelitian ini menggunakan pendekatan empiris, mengamati, mencatat data hasil wawancara dan studi dokumentasi dalam hal ini. Pentingnya inovasi sosial menghubungkan ide pemecahan masalah dengan solusi masalah untuk menemukan perubahan, membuat siswa, guru dan warga sekolah bersemangat untuk belajar dan bekerja dalam kondisi sekolah yang dinamis dan menyenangkan. Inovasi sosial memberikan inspirasi, merangsang kreativitas, kenyamanan dan kondusifitas. Keterlibatan kepala sekolah sebagai panutan, pemberi empati, inovator dan motivator menyadari pentingnya memberikan stimulasi dan menjadi motivator agar inovasi sosial dalam pembelajaran karakter dapat dilaksanakan sehingga dapat mendukung prestasi sekolah dengan sinergi seluruh sekolah. dan pesta masyarakat. Kepemimpinan kepala sekolah menunjukkan pemahaman yang kompleks tentang pembelajaran organisasi sehingga dapat membawa perubahan sebagai pedoman untuk menerapkan inovasi sekolah secara efektif dan berkelanjutan.

ABSTRACT

Research focuses on the process of social innovation, innovative ideas, changes in character for the better, the involvement of the principal in innovation, and forms of innovation to support school achievement on a micro level. Positive things related to school innovation can be recommendations for other primary schools. to support the achievement and quality of primary schools. This research uses descriptive qualitative method with a case study approach. The informants in this study were principals and teachers, students and social school innovation leaders. The research data collection technique uses an empirical approach, observes, records data from interviews and studies documentation in this case. The importance of social innovation connects ideas for problem solving with problem solutions to find change, making students, teachers and school members excited to learn and work in dynamic and fun school conditions. Social innovation provides inspiration, stimulates creativity, comfort and conduciveness. The involvement of the principal as a role model, providing empathy, innovators and motivators realizes the importance of providing stimulation and being a motivator so that social school innovation in character learning can be implemented so that it can support school achievement with the synergy of all school and community parties. The leadership of the principal shows a complex understanding of organizational learning so that it can bring about change as a guide for implementing school innovation effectively and sustainably.

1. INTRODUCTION

School competition, both public and private, is one of the determinants of the quality and quantity of students who attend these schools (Avelino et al., 2019). Schools have a very important role in influencing the success of education by educating students. Schools must be able to compete with other schools by making innovations so that these schools always increase, both in quality and quantity of the school itself (Bolman & Deal, 2018; Dalimunthe, 2015). The school's challenge is to improve quality and quantity by solving various existing problems (Butzin & Widmaier, 2016; Flores & Zapata, 2018). So, it is felt that schools need something new in the field of education so that an innovation is needed by schools. A supportive organizational learning culture positively and significantly influences all three constructs, but school work autonomy does not have a statistically significant direct impact on departmental creativity and knowledge creation practices in the school system (Donati et al., 2016; Flores & Zapata,

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2018). School which can be categorized achievement is good, it should have a responsibility and a great challenge in terms of the change initiative (Fullan, 2007; García-Buades et al., 2016). The crucial factor in the reform initiative any school is to understand the culture of the school. School culture is the key to growth and professional learning, and builds through build trust “be leaders in which decisions, actions, and relationships are made of connection moral based on the norms of the school culture”. The core concept of this provides a foundation to build a positive school community in building a change or innovation, so all forms of change (innovation) must pay attention to school culture as the key to the growth of that change on the basis of building trust with leaders as wise decision makers with moral relationships in accordance with school cultural norms (Haugh & O’Carroll, 2019; Hendriana & Jacobus, 2017).

Innovation is an idea, things - things that are practical, method, manner, human, observed or perceived as a new one for a person or group (community) (Haxeltine et al., 2017). Innovation has become a topic everywhere in a discussion related to Education policy, but the concept remains fuzzy and difficult to understand in practice, so there is no single definition of novation with different characteristics from the novelty aspect of innovation (Hendriana & Jacobus, 2017; Hofman et al., 2011). Based on research and studies on school innovation models and the involvement of school principals as school innovation models to support school achievement (Hinde, 2004; Istiharoh & Indartono, 2019). Positive things related to the involvement of school principals and school innovation can be other primary school recommendations to improve primary school achievement or quality. Various studies related to social innovation are carried out around the world. The main finding of previous research regarding the meaning of social innovation at a broader level (state or macro) is its ability to stimulate reflection on new ways to shape and restructure relationships between state and society (Avelino et al., 2019). A renewable research initially resulted in a lack of research studies and literature reviews on the process of producing social innovation, with research findings with theoretical model findings from living laboratories in Operationalization of developed social innovations is considered a long-term environment for open innovation that develops in real contexts, with the perspective of management design approaches and innovation (Baran, 2020). The relevance of the findings of this research supports the implementation of social innovation as simple as implementing sustainable or long-term programs so as to strengthen open innovation that is more developed in practice (Hoogsteen, 2020; Ramos et al., 2016).

Another study criticize several studies conducted by some scholars which focus on the part of the social innovation process, but they do not describe the overall process description (Kleverbeck & Terstriep, 2017). The concept of the innovation journey is a starting point for explaining social innovation in a long-term perspective using a grounded model, with a development in understanding innovative ideas, results, actors, transactions and contexts over time as change. Thorough research can take years of literature and empirical study and development. The relationship with the above research which focuses on innovative ideas, actors and results in a micro context that is felt by primary schools. Regarding submission of ideas, social innovation requires something transformative and a collaborative approach that can be part of the solution to the problems mentioned above, propose an analytical framework and conduct a systematic literature review (Flores & Zapata, 2018). It should be underlined that an important factor in social innovation is a change that can lead to better things. Every successful innovator or social movement is successful because it has planted seeds of ideas in the minds of many people. In the long term, ideas will become more powerful than individuals or institutions (McCharen et al., 2011). The two strategies also confirm the importance of a cultural basis for social innovation, so the combination of the two main focuses in this introduction is hatred, and a strong commitment by all school members in seeking changes that may occur. However, research shows that most changes related to social innovation are not intentional (Hoppe & de Vries, 2018). Changes in this study are focused on the background of social innovation, innovative ideas, innovative processes, as a component and important long-term character learning to discuss the achievements obtained from changes in the character of students who can better be observed at the micro elementary level.

The importance of character learning in schools can be applied through continuous modeling and habituation (Hendriana & Jacobus, 2017). This opinion is reinforced by several studies that stated character learning is closely related to habits that are carried out continuously (Sayer et al., 2018; Wulandari & Kristiawan, 2017). Character education is the education of values, character, morals and character which aims to develop student abilities as an effort to provide awareness of good and bad decisions, so character learning must involve good knowledge and behavior (Kristiawan et al., 2017). So, social innovation in character learning that is obtained from the participation of students is closely related to consistency, and habituation that is carried out continuously for a period of time is monitored and evaluated provides positive opportunities for the achievement of character learning of students in schools.

This study aims to develop a social innovation concept by implementing a simple social innovation program in elementary schools. Reviewing studies related to social innovation has shown a lack of research

studies on the application of simple social innovation for character learning of elementary school students. The analysis of current knowledge about social innovation reveals that the results of social change are not as much as their innovative solutions have an impact on changing social practices and relationship (Mildenberger et al., 2020; Pinto et al., 2021). The presence of social innovation can be motivated, one of which is an innovative process that allows new solutions to social problems (García-Buades et al., 2016; Haxeltine et al., 2017). This attention is focused on social innovation as character learning for elementary school students. Character education embedded in behavior and habits is obtained from the school environment. So the simple social innovation of elementary schools in answering and providing solutions to problems related to the less supportive characters possessed by students is slowly being improved through the school innovation program. Furthermore, a combination of narrative interview techniques, network analysis and triangulation is possible to reconstruct the innovation process from the first idea to its implementation (Butzin & Widmaier, 2016; Kleverbeck & Terstriep, 2017). This study adapting the methodology to social innovation opens up new possibilities for gathering empirical evidence: By following the creation process at the individual level, and contextually reconstructing it. So referring to this research, the first step is to collect empirical evidence, observe carefully and note the themes of social innovation.

2. METHODS

This research method is a qualitative descriptive method, with a case study approach with data collection using data in the form of words, pictures, and not numbers, so that the researcher examines the data that comes from interviews, field notes, recordings, videos and photos (Miles & Huberman, 2014; Sugiyono, 2014). research also adds examples of themes discussed in qualitative research such as social control, language, stability and change, or social organization such as kinship and kinship. At the point of this qualitative descriptive study, the researcher identified various things related to SDN Pliken 2 as a school innovation model school, implementing social innovation in order to realize outstanding schools. The research site was conducted at SDN Pliken 2, Banyumas Regency, Indonesia. The choice of place or research location is because the school is an innovation model school and has implemented social innovations school. The author's interest in social innovation in public elementary schools in the learning of character which is one of the supporters of school achievement is an interesting phenomenon to study. In principle, researching is measuring social and natural phenomena. The main instrument in this study is the researcher himself.

Qualitative research conducted observations and interviews to people - who are perceived to know related to the social situation of the implementation of innovations that principals and teachers. Below is a data collection technique used in research, including: Observation or observation can be carried out by not participating (non-participant observation). Non-participant observation performs only one function, namely making observations. This observation is also carried out openly, meaning that the research conducted is known by the subject. Researchers used semi-structured interview techniques. The purpose of the researcher using the interview technique is that the answers can be expressed more freely and in depth expressed by research subjects or related informants research results from observations or interviews will be more reliable supported by photographs or written works, documents related to existing social innovations. Data analysis in this study was carried out when data collection took place, and after completing data collection within a certain period. The data analysis used in this research is the model of Miles and Huberman which suggests that the activities in qualitative data analysis are carried out interactively and continue to completion, so that the data is saturated. Data analysis used 3 stages, namely: (1) *Data Reduction*; (2) *Data Display*; (3) *Concluding/Verification*. The validity of the data in research needs to be done as an effort to test the correctness of the data results in the field so that the research results can be trusted. Mechanical validity of the data in this study using triangulation techniques and sources.

3. RESULT AND DISCUSSION

Results

At first, the Pliken 2 SDN social innovation was innovated by the school principal. This idea, or ideas arose by looking at the school situation that needed to be improved or improved and needed problem solving so that several innovations implemented at SDN Pliken emerged spontaneously. Subsequently, these social innovations began to become a routine activity that was well programmed and scheduled. The implementation of the school's social innovation was initially started in 2017 with the condition of the walls that were dirty and less attractive. The principal of SDN Pliken 2 had an idea to create wall painting. Furthermore, wall painting or mural becomes the beginning of school innovation by painting murals by way of painting competitions for each room coordinated by the class teacher and the

students. There are 6 classes that will be taught. The next mural activity is a class competition so that creativity emerges from the class to innovate images and colours. The principal of the school became the leader in generating creativity in wall painting. Looking at long-term success, it is important that existing schools' ability to manage change and development is essential. So Innovation is essential for managing these changes and developments, and school innovation is important for student outcomes, and the implementation of school reform.

The principal gives freedom for creations and themes in wall painting. With an initial fund of five hundred thousand Rupiah, each class is only given basic colours, such as white, red, blue, yellow and green. With a measure of each colour half a glass of drinking water. With the limited colour that has been determined, it creates a challenge for class teachers and students, so that they appear creations and innovations in making good mural paintings. There was a passion for competence and competition from one class to another. This is a challenge in itself, apart from the character of competing healthily, there is an attitude of cooperation, mutual cooperation and mutual respect between the teams during the process of the mural painting. The challenge of being creative in presenting many colours for mural painting, innovative ideas emerged from the class teacher and students from grades 1 to grade 6. The activity succeeded in motivating the teacher and all students, so that the activity went viral. For the first time in 2017 the Pliken 2 public elementary school started a mural activity that involved all school residents. Supervisors, Heads of Korwilcap and Banyumas district education office are interested in disseminating the experiences of these activities. A little experience about innovation with the fact that innovative schools are open to communities and forging various partnerships.

Social Innovation at SDN Pliken 2 is carried out well thanks to the driving factor, namely the existence of sources of funds from various parties, especially parents, guardians of students, readiness to cooperate in class teams, as well as the authority and decision making of class administrators. The fast and precise Principal of SDN Pliken 2. Third, the characteristics of the organization concerned, such as the distribution of authority in decision making, a strength (regidity) for the workings of the organization concerned. The conclusion is that school innovation exists because supportive and distributed school leadership is the key to innovation success. Principal leadership on Helen M. Haugh and Maggie O'Carroll's research. (2019) have found empowerment and related emancipation about the literature review on empowerment and emancipatory social innovation in advancing the new framework that developed in the previous review. Emancipatory social innovation which is intended as a linkage in the focus of discussion in our study is the principal as a role model for social innovation as the key to the success of social innovation. SDN Pliken 2 carries out social innovations which then become a continuous and scheduled innovation program. The social innovation program is divided into 3, consisting of major innovations and distinctive innovations. The main innovations are as follows.

Saberpah (Sweep Clean Garbage)

Saberpah is the movement of environmental clean-up schools so they are free of organic and non-organic garbage because of the breadth of the environment of the school, each day a lot of garbage on the foliage as well as snack packs plastic contained in the school. The objectives and benefits of Seberpah are to familiarize students with caring for the environment, to have the character of mutual cooperation and be diligent.

Dutjo (Green Ambassador)

Dutjo is a movement to plant plants in SDN 2 Pliken by planting various kinds of plants so that they can add coolness, beauty, and beauty. teachers, and the objectives and benefits of Dutjo activities to make the school environment cool, beautiful and green. Besides that, it also familiarizes and trains environmental awareness.

Dutation (Sanitation Ambassador)

Dutation is a movement for personal hygiene and school environment with activities including washing hands, brushing teeth, trimming nails, sweeping, caring for plants, mopping class floors and windows. Students who are selected as little doctors are tasked with being ambassadors for mentors and motivators for their friends to provide simple training on how to keep themselves and the environment clean. School sanitation ambassadors participated in competitions at the national level and succeeded in achieving top 3 achievements in the Sanitation competition.

Gersasehgi (Healthy Breakfast Movement)

This gersasehgi is the background for the social innovation of most students leaving school instead of breakfast so that it interferes with student learning. So, the school took the initiative to hold a social

innovation program for all grade one to grade 6 students by conducting socialization to bring healthy food (not instant noodles) from home. The aim of Gersasegi is to introduce healthy food, so that students who don't like to eat vegetables get used to it and like to eat vegetables. The learning of morals and character that can be learned in social innovation is that all students respect each other, do not ridicule one another, can share, are good friends, strengthen brotherhood, togetherness and do not differentiate between rich and poor and respect differences and diversity.

S 3 (Smile, Greet, Greeting)

The purpose of implementing the greetings is to train discipline and responsibility to leave early (on time) so that students feel embarrassed if they leave late for school. In addition, the emphasis is on character learning to train each other to forgive and be harmonious in interpreting the meaning of a friendly attitude in making friends by shaking hands. By shaking hands and smiling at each other and addressing greetings, it becomes a medium for students to get to know each other.

Bakusi (Read a Book Every Day)

Bakusi held for 15 minutes before the lesson starts. Bakusi technical activities are carried out after smiling, greeting and greeting, then queuing in front of the class and entering the class to read a book. Bakusi aims to train students to have a character who likes reading and to instil a culture of literacy. It is realized that it is important to program it because by applying fond of reading anytime and anywhere it can provide benefits for students. The habit of fond of reading by students can open horizons, increase insight, knowledge, creativity, and provide entertainment.

Bardelas (Marching in Front of Class)

The aim and benefit of Bardelas is to train children to be disciplined and on time before shaking hands, all students line up in front of the class in an orderly manner. Bardelas accustoms orderly and disciplined character learning. In the process of lining up in front of the class (bardelas), the teacher checks the cleanliness of nails, ears and hair once a week. Bardelas are held every day so that students accustom students to have an orderly and disciplined character.

Jusiah (Friday Tausiah)

The objectives and benefits of Friday Tausiah are teaching moral education and religious values, manners, deepening the knowledge of religion and things that are good for others. This learning is done to remind students to always increase their faith and laughter in God to carry out orders and stay away from God's prohibitions. The continuation of this Tausiah Friday is the implementation of Dhuhur and Duha prayers simultaneously at school.

Sasihat (Saturday, Clean and Healthy)

The purpose and benefits of Sasihat are to maintain health by doing morning exercise together with the habit of cleaning the environment and caring for the school yard. This program is important to be scheduled as a school social innovation program because awareness of health is important to create a healthy school and learning that runs well. Sasihat familiarizes students to always have a healthy lifestyle, including getting used to regular exercise.

Wakunlirid (Student's Guardian Visit Time)

Wakunlirid is an extension of the time of the visit of the student guardian. The purpose and benefits of wakunlirid are to know the condition of students and their families at home and to communicate the development, problems and conditions of students to the families at home. By implementing wakunlirid, which is to facilitate communication in conveying problems experienced by students while studying at school. Wakunlirid is a form of caring character among the school's extended families as well as being an activity in establishing friendship between the school and student families. With *Wakunlirid*, learning conditions are established, and good communication is achieved between schools and students' families.

Kanjusis (Student Honesty Canteen)

Kanjusis's social innovation program is carried out every day. The purpose and benefits of kanji is to train students' honesty in buying goods and paying according to the price purchased and then putting the money in the payment box (self-service). The purpose of character learning in the honesty canteen program is to give students confidence and train students to have honest and responsible characters.

Discussion

Character education that is important to apply, presents eleven basic principles of character education that are effective in supporting the successful implementation of character education (Reilly et al., 2011; Sayer et al., 2018). Furthermore, there are three important components in building character education that are implemented in social innovation at the elementary school level, namely moral knowledge, feelings about morals and acting on morals. The morals built in this school innovation are implemented in action with an understanding of good character that must be understood, realized and carried out with the manifestation of actions by students, such as learning the character of discipline, religion, respect, cooperation, discipline, honesty, harmony, work hard, respect, competition, friendly, respectful and care for the environment. Some of the social innovations that have been compiled develop in the field. Development sees experiences that arise after the process is running. There are various forms of transformation of social innovation as character learning. Transformative social innovation is seen as a process that involves changing social relationships, the emergence and dissemination of new knowledge and new practices. As a result, transformative change can then arise due to co-evolutionary interactions that lead to the emergence of something innovative developing in the field (Avelino et al., 2019; Haxeltine et al., 2017).

This article discusses the main contributions to social innovation activity programs at the micro level of the elementary school, and the involvement of school citizens is analyzed. Therefore, the discussion is inspired by the process of social innovation and character learning. Then there are key elements that characterize the success of social innovation, namely ideas, change and action. School innovation aims to answer social challenges and needs and contribute to sustainable development (Mildenberger et al., 2020). So that social innovation that is implemented into the research results program is structured to implement character learning in social innovation programs in elementary schools. Studies on the promotion, sustainable, and implementation of wider social innovation in several countries have been conducted by several studies (Backhaus et al., 2017; García-Buades et al., 2016; Yee et al., 2019). The implementation of social innovation in our research is analyzed at one of the state schools that have implemented social innovation in the form of social innovation activities to address student character problems. Innovative forms of Pliken 2 public elementary school in managing students can be seen in various social school innovation programs which are carried out on a scheduled and measured basis with the existence of reports and evaluations of each class's activities, with the class teacher as the person in charge of reporting all school innovation activities to the principal. The involvement of the head of the school in managing school personnel by assigning duties and responsibilities to each class teacher to be responsible according to the division of duties likewise with curriculum management. The 2013 curriculum has been implemented for grades one to six with a clear discussion of planning, implementation monitoring and evaluation in each class. Curriculum management evaluation conducted by headmaster every single week by noting the constraints experienced, to discuss the solution of the problem (Walker, 2020).

This leadership is initiated by the work of the principal as an individual who wants a change in the micro-condition of the school regarding the character of his students which needs to be learned and reorganized through social innovation programs. The innovation process develops from various stages into complexes such as the program, The school's innovation program is tested and then evaluated for each additional stage of the program (Adams et al., 2020; Ekundayo, 2018). Innovations begin to adapt, adjust to the various experiences that shelter them. The key role of the principal is to put aside personal interests, educate the interests of many people by risking the time spent in school so as to be able to transmit a change in the view of innovation to people in the school environment, including parents, guardians of students, committees, and co-workers.

The results of previous study show that the innovative school climate positively affects teacher knowledge sharing and job involvement and influences the outcome variables, teacher knowledge creation practices with the discovery of two proposed behavioral factors that act as a mediator linking the school innovation climate with teacher knowledge creation (Mildenberger et al., 2020; Nogueira et al., 2019). The link between the results in this study is that social innovation creates a conducive environment, resulting in an innovative school climate. School culture that is implemented through social innovation leads to the involvement of various parties, including principals, teachers, students and all school members, including committees and parents, guardians of students. Findings in the form of involvement that contribute ideas, thoughts that are actualized in action can be said to be a mediator or a facility that can influence behavior to achieve performance. The performance and exemplary of the principal is a driver of teacher knowledge and creativity. Sometimes the teacher's creativity appears spontaneously because he wants a change for the better. The focus of this change is on social innovation as character learning. Social innovation that is focused on character learning to overcome social problems related to the character of students is compiled in an activity program as a sustainable social practice, this is supported by the findings of research that

institutionalized activities affect social change, namely significantly meeting social needs. which reduces social problems (Hofman et al., 2011; Hoogsteen, 2020).

School innovation which then experiences a movement called the dynamics of social innovation is at a micro level that is integrated in character learning which is applied every day, gradually, develops and adapts to fix weaknesses, based on experience so that character learning is included in a fun school innovation program. Although there is no previous research that focuses on social innovation that integrates character learning. Based on analytical data related to school achievement, in fact it has a positive impact on improving school and student achievement. The achievements of SDN Pliken 2 were achieved by implementing the innovation program by finally winning the innovation programs such as green ambassador and sanitation ambassador. Involvement head of school in the organization by means of establishing communications official kinship not provide a significant impact to build comfort working environment. So it can be concluded that implementing school social innovation has an impact on positive change which is manifested in character learning through programmatic activities carried out in a sustainable manner with clarity and measurement of success. School social innovation that has been implemented properly provides support for character learning, so that school achievements, especially schools become champions of sanitation ambassadors and green ambassadors for two consecutive years at the district level and continued with national champions.

The study concluded that role principals in managing innovation in public secondary schools in five regions the government area in the state of Kogi is vital as a content, process initiator, mediator and squasher has been done on study Principal's Management of Disruptive Innovations In five Local Government Areas of Kogi State Nigeria (Ekundayo, 2018). The task of achieving the principal's involvement as a role model requires that Principals are involved in various types of managerial activities such as rational decisions create, plan, coordinate, and evaluate school programs and activities, relating to school residents and the community around the school. The principal is a role model and has a policy in leading elementary schools. Primary school, innovation, and the involvement of school principals in implementing school innovation as supporting school achievement are variables that mutually influence. The example of the principal is shown in the kinship leadership style instead of official by thinking that his subordinates (teachers) are a team and ease the kinship by placing empathy for him. Will create a comfortable and family atmosphere. All problems are solved together with openness in thinking about solutions to problems. Research findings related to the principle or commitment of the principal that all problems are solved together with openness in thinking about problem solutions in a kinship way, views the work team as a kinship, kinship and friendship relationship.

4. CONCLUSION

Analysis related to efforts to change something for the better, different views, innovative insight concepts, innovative ideas that develop along with experiences that arise with adaptation to change, the contribution of people who spur the accumulation of social innovation dynamics that develop in more innovation programs social. Again, innovation is dynamic change with the involvement of role models. The principal as a role model gives effective results the principal continues to work to help supervise the teacher staff, continuously fosters family relationships by placing empathy in the relationship between school members, parents and the school committee. The insight of an effective principal is always an example, initiating concrete action, linking his ideas into a commitment to empowering resources, building family relationships with the wider community, and long-term goals with a clear evaluation of developing a program taking into account existing resources. These results outline the importance of social processes for stimulating innovation in Teams. How important is the social process as a force in the course of innovation. Complex with more complex social innovation goals. School social innovations that have been implemented well by school principals, teachers, students and parents, the committee, as well as all supporters of the school innovation program provide support for character learning, so that school achievements, especially schools become champions of sanitation and green ambassadors. There are many achievements that have been achieved by elementary schools so that there is a need for activities to maximize the news or reportage of school and school social innovation activities on social media, on the web or blog so that they can increase publicity and strengthen character learning, as well as attract student interest in applying to school. which corresponds to social innovation as its main attraction. Regardless of the findings, understanding the relationship of how to implement innovation, involvement and support from various parties, influencing school culture and encouraging the process of continuous improvement by utilizing a comfortable, conducive work environment resulting in professional learning that directly impacts the achievement of school achievement.

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