Innovation In Perspective Product Service to Create International Achievement Culture

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Abstract. Innovation education in something agency own a very vital role that deserves given attention more for maximizing potential student become an achievement. So far, innovation education much concerned with matters of pedagogy, technology, or rules in the organization. Purpose of this article to see educational innovation from the perspective of co-produced services and joint interactions in order to improve student achievement. Service innovation solution important in seeing the other side of innovation, which can influence the formation of student character and achievement culture. This research used a case study qualitative approach at SD Hj Isriati Baiturrahman 1 Semarang. The results showed that the service innovations provided included teaching and achievement development patterns, student interactions, teacher-to-teacher relationships, parental interactions, after-school (extracurricular) activities, school appreciation, co-production with the education office and related companies. Service innovations produced with multi-agents have been able to improve the achievements to international level in the last 3 years. Managerial and policy implications in achieving student achievement can be guided by using the principle of service-friendly innovation.

Keywords: education ; service innovation; co-production; achievement

INTRODUCTION

Society in the 21st century faces various challenges, including in terms of education, skills, action, social exclusion, an aging population, and various health problems during a pandemic. There is no single good thing that can answer these challenges, but at least innovation can improve people's quality of life. Through innovation, countries can position themselves better in responding to urgent problems. The innovation development process consists of all decisions, activities, and their impacts that occur starting from the recognition of a need or problem, through research, development, and commercialization of an innovation, through the diffusion and adoption of innovation by users , to its consequences. The three factors that shape organizational culture and the extent to which values and norms pressure innovation are organizational structure, people, and property (Jones, 2010). In the education sector, innovation is an attempt to improve aspects of education in practice. Further information is that the change is new and qualitatively different from (previous) matters and is intended to increase the ability to achieve goals in education. In this context it can be understood that educational innovation is a change that is new and qualitatively different from the previous situation to improve abilities and fully achieve certain goals.

Innovation in education is often a topic of discussion. When talking about the minister of education, you get the impression that the education system in general is very unwilling to reform and there is strong resistance to change among teachers. Education is sometimes considered one of the most inhospitable social systems in the field of public policy. But conversations with teachers instead suggest that too many changes have been forced upon them without much consultation or the necessary conditions for their implementation. In some countries, innovative changes are implemented without sufficient attention and diligence, or testing, experimentation, and evaluation (Koh et al., 2015)

Education is the main study because it is a basic determinant of individuals in seizing life opportunities and is a major factor in determining economic and social survival. So that innovation in education is an important thing that must be pursued (Serdyukov, 2017). Society always develops from time to time so that traditional teaching patterns do not have to be perpetuated in an educational practice. The best ways are needed to overcome the big challenges in this globalization era. Better quality standards should be implemented soon. Efforts to increase human capital are increasingly important as a means to answer the challenges of the times. As in all areas of business and society, innovation in education is critical to bringing about qualitative change not just quantitative, increasing efficiency and producing better results in terms of quality and equal opportunities (Koh et al., 2015).

Education must be comprehensive, sustainable and of high quality, but also continuously evolving to meet economic challenges and problems. This development must be ubiquitous, consistent and measurable so that it must be framed in an innovative system (Serdyukov, 2017). For many, this is primarily related to the use of ICT and online learning. Such policy-oriented researchers might define innovation as changes in regulation, technology, competition, regulation and finance that required an excessive focus on external factors (educational technology, ICT and regulations).

The reality on the ground is that education is a service, not just technology. In the service perspective, it includes interpersonal as well as communitarian aspects which so far have not been reviewed much in the context of innovation in education. Innovation can arise from interpersonal interactions. The teacher must have better ways of seeing the problems that exist in students than just introducing technology products or pedagogical techniques. Innovation in education will be far more successful if examples of innovation are applied throughout the education system, not just in the realm of pedagogy. This is because education is a service that is produced jointly among teachers and other stakeholders, not just a commodity that is simply transferred (Baumann et al., 2016; Greiner et al., 2022). It takes an ecosystem in an innovation in order to achieve goals and answer the challenges of the times that cannot be done by one agent alone. Innovation ecosystems result from intricate intricacies between pedagogy, practical processes, delivery systems, and services. Innovation ecosystems work best when educational institutions strongly support innovation leadership with partner stakeholders such as government agencies, industry, start-ups, venture capitalists, and non-profit organizations. Complementing the shape of the ecosystem is a culture that fosters innovation, entrepreneurship, complex challenges and new thinking (Banerjee & Ceri, n.d.)

The importance of new perspectives in approaching innovation can be seen from developed countries in terms of education such as Finland. This country is not a very innovative country by some measures. The teaching system does not use many new techniques or ICTs, nor are the rules very innovative (almost all are public schools). But if you look at the interaction between teachers and students, it is very innovative and it is proven that this country is superior in the field of education because of the service innovation perspective. The system is highly adapted to the needs of students. Innovation requires another holistic approach based on interpersonal and social interactions (Rubalcaba, 2018, 2022). In addition, studies conducted on early childhood education in India regarding service practices in parenting consist of 3 things, namely strengthening and aligning, spreading and soothing, and anchoring and building. This study reveals how a teacher builds interaction and together builds class identity. This study clearly shows how service ethics and care build the education system (Kurian, 2023). Educational innovation in a service perspective is also very much needed in efforts to develop student achievement with all their respective potentials. All potential that exists must be able to function and channel it optimally and humanely so that each student is able to grow and develop into a capable and superior person in accordance with their essence (Amaliyah & Rahmat, 2021).

SD Hj. Isriati Baiturrahman 1 Semarang is a private school that always provides maximum service, one of which is service in developing the potential of students. With the slogan The Global Islamic Digital Elementary School, students are always encouraged to continue to develop their potential both academically and non-academically at regional, national and international levels. However, around the 2016-2019 period, children's achievements have decreased. In addition, not all students get the opportunity to channel their talents. Some of the influencing factors include the type of competition that is participated in which has a limited quota for each school, the type of competition that students participate in is not yet varied, and the lack of collaboration with various parties. Schools must continue to try to read ideas for innovation and look for other opportunities that can be used as a forum for student talents that are in accordance with the vision and mission of the school and in line with the 2nd century. This background makes schools innovate in a service perspective to improve student achievement as a whole. Through innovation, special services that are produced together are not just a commodity.

METHOD

This study uses a qualitative case study approach. Concentrate intensely on a particular object and study it as a case. Case studies as a descriptive approach are intensive, detailed and

in-depth examinations of an organism (individual), institution or certain symptoms in a narrow field or topic (Arikunto, 2010). Case study is a type of qualitative research in which the researcher thoroughly studies an event, process, action against one or more people (Sugiyono, 2016). Case studies were chosen because they can conduct detailed research on the object under study. The case studied is a study of innovation from a service perspective in enhancing a culture of international achievement at SD Hj Isriati Baiturrahman 1 Semarang. The research subjects consisted of educators, principals, students, and parents. Determination of research subjects as informants in a purposive way, namely selected using certain considerations and objectives, this is because the research results will not be generalized in a population, so that the collection of informants cannot be done randomly (Sugiyono, 2016). Determination of informants is carried out with certain characteristics, namely school leaders and educators who have structural positions as heads of affairs who are considered to understand the issues raised consisting of heads

of curriculum, student affairs, and public relations. Data collection was carried out by interview, observation, and document study techniques. Data analysis techniques were carried out interactively and continued until completion. Analysis was carried out at the time of data collection and after the data was obtained. Data activities are carried out using an interactive model consisting of data reduction, data presentation, and drawing conclusions (Miles & Hubberman, 1992).

RESULTS AND DISCUSSION

Service innovation developed at Hj Isriati Baiturrahman 1 Elementary School in achieving children's achievements was first developed by analyzing external and internal school factors. Make every effort to provide services to students according to their talents and potential. Table 1 below is the practice of service coproduction in education and talent development at SD Hj Isriati Baiturrahman 1 which was obtained from the results of interviews and observations.

Table 1. Practice Coproduction Elementary Service Hj Isriati Baiturrahman 1

areas	Component service	Practice Coproduction service
Teaching and patterns coaching performance	Education is a service between people, not a cognitive commodity	Focus on integral education, not just transmission cognitive , integrated affective and soft skills , coaching organized with base mutual service _ need
Student	A service is co- produced . High quality service	Helpers are active in the educational process and Culture performance with high interaction _
Connection between teachers	Teachers as partners in co-production l service	Sharing and living together , culture collaborative with talent variety possessed by teachers, potentially in development performance student
Parents _	Client driven services mean services that driven by parents in education	Efforts to include parents in education , plan development achievements , relationships bid harmonious bidding _ in achievement performance
Activity after school (extracurricular)	Service worth added , added to base service	Way to magnify and teach education on purpose center with there are 35 extra curricular become potency growth diverse performance
Appreciation school	Service appreciation to all form championship	School give appreciation Enough tall to achievement performance student
Support service education and company related	Department of education and companies related as partners coproduction	Attention service education high on school , creating good climate _ for school For Keep going achievement

The orientation of people and educational services is justified by the fact that education cannot be limited to teaching or training. Education as an introduction to reality through

sharing one's thoughts and experiences (Giussani, n.d.). A person or a group of people convey their skills and rationality to another person or people to understand reality. A comprehensive "social

constructivist" approach to pre-service education is also key in building a service that leads to the effective involvement of all parties (Beck & Kosnik, 2012).

The collaborative principle is vital in the student achievement development strategy. Good collaboration between parents and related stake holders spurs good achievements. Building a harmonious relationship with parents will greatly assist in planning and conducting various competitions. The school also collaborates with other parties from several well-known tertiary institutions such as UNDIP, UNNES, and IVET. Academics will provide many donors of ideas in various contests or competitions. The world of business and industry as field laboratories helps students provide inspiration in developing various student talents. From an economic point of view, education is often seen as a means of increasing human capital in which public administration must guarantee the freedom of choice of individuals and parents (Becker, nd). The service innovation perspective focuses on value-added services such as new extracurricular activities that are driven and tied to the main curve (product innovation), new value-added technologies such as services advertised and offered through online systems (process innovation), new ways of interaction between community members, actors or stakeholders (organizational innovation), and the reorientation of management and marketing towards a service-dominated logic (Sayaf, 2023; Vargo & Lusch, 2008). Recent contributions to the logic of public services stress the role of services at the heart of the co-production of added value, especially public value. Education can also be understood by service logic (Dean et al., 2016; Ng & Forbes, 2009).

Some multi-agent innovations in education can also be considered as social innovations, as is the aim of the new concept of public and private social innovation networks (Desmarchelier et al., 2021). Educational innovation is implemented by various actors involved in the education system (students and their families, education center staff, trainers, teachers and professors, public administration, third sector). The focus on co-producing services within a multi-agency framework is critical to educational innovation. In addition, it encourages individual freedom at all levels of education (Castro et al., 2019). The focus on education as a co-production service reveals the center of freedom in education. Training is not possible if other parties are not involved in co-production. Interpersonal relationships lead to social and community interactions. Education is not a commodity like something that can be sold and bought in a shop, but requires co-production, collaboration and co-creation (Honingh et al., 2020; Schaap & de Bruijn, 2018; Visvizi et al., 2018).

Impact from innovation service in effort reach performance is exists enhancement amount performance international and cultural performance participant educate

Figure 1. Graph growth performance international

Education is a service where the logic of inclusiveness prevails, even high levels of standardization reduce the level of co-production. Real training in achievement always requires some degree of adjustment and co-production. A poor family or cultural environment can become a barrier to education, because a person is never isolated but becomes a member of society and participates in society. Service and inclusive logic in training can lead to good practice. Services are about people and human processes not mechanically moving products. Students and parents register the school in a very interactive way for services that require participation in the process. Furthermore, when it comes to services, the higher the quality of the interaction, the better the service.

From a service perspective, the multidimensional training process must also be included in the evaluation so that no support other than cognitive skills is needed. Values can be part of a teaching tool to prohibit good and bad student behavior, especially in opportunities for achievement. In the service sector, motivation is very important, and evaluation is an important motivation and promotion of corporate culture. Teacher motivation is a vital tool in efforts to achieve student achievement. Finally in the service context, the interactions between

providers (teachers and principals) and clients (parents and suppliers and customers of course students and parents play a very important role in school life (Epstein & Sanders, 2009). Service culture often leads to " secondary services " related to primary services , which strengthen the concept of added value . In this case regarding additional services in an effort to achieve achievements , for example related to the diversity of extracurricular activities and how to manage them.

CONCLUSION

Innovation does not only have to be understood in terms of technology, pedagogy, and regulation. An important factor for innovation is a co-produced service. Involve parents, students, and other parties. Education as a whole requires social and human aspects. Multi-agent collaboration in designing and creating educational strategies and policies leads to partnerships. The creation of student achievement has the potential to be carried out by using innovation from a service perspective in a collaborative network between schools and parents/families.

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