

**INNOVATIVE CLASSROOM PRACTICE IN INDUSTRIAL
REVOLUTION 4.0 ERA: ENGLISH TEACHERS'
EXPERIENCES**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN UNIVERSITAS ISLAM
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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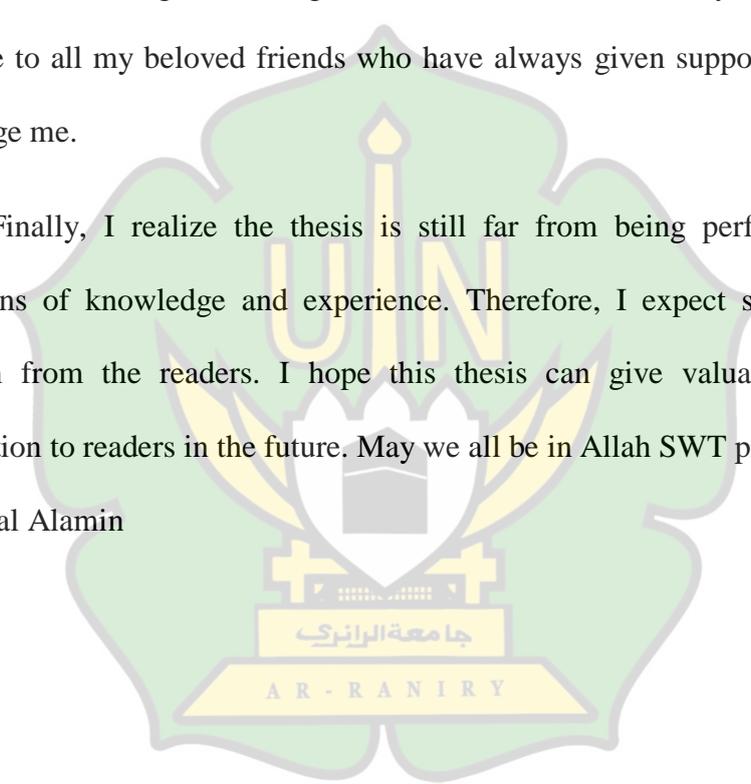
In completing the writing of this thesis, I experienced many difficulties, but because of help from various parts, finally, the writing of this thesis could be completed. First of all, I would like to express my deepest gratitude to my supervisors Mrs. Khairiah Syhabuddin, M.HSc.ESL., M.TESOL, Ph.D., and Mrs. Syarifah Dahliana, M.Ag., M.Ed., Ph.D. for their time, support, advice, and valuable corrections during the writing of this thesis. Moreover, for my academic advisor Dr. Mustafa, M.A. and all lecturers of the department of English Language Education who taught and guided me during the study, may Allah's mercy and love always be given upon them.

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Finally, I realize the thesis is still far from being perfect due to the limitations of knowledge and experience. Therefore, I expect suggestions and criticism from the readers. I hope this thesis can give valuable and useful information to readers in the future. May we all be in Allah SWT protection, Amin ya Rabbal Alamin



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ABSTRACT

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The development of education in the world cannot be separated from the development of the industrial revolution that occur in this world. The educational process requires new innovations to keep up with the development of the Industrial Revolution 4.0. Teachers are required to have expertise and also the ability to adapt to global challenges such as the increasing use of technology. This study aims to find out how English teachers create an innovative classroom and the challenges faced by English teachers in creating an innovative classroom in the industrial 4.0 era. The participants of this study were six teachers from three different schools. Two teachers from Islamic senior high school 1 Banda Aceh, two teachers from senior high school 3 Banda Aceh, and two teachers from senior high school 4 Banda Aceh. In this study, I used qualitative research by using purposive sampling to recruit the participants. The results show that to create an innovative classroom, English teachers had to provide learning outside the classroom, use various methods and utilize technology in teaching. Moreover, this study found the challenges faced by an English teacher in creating an innovative classroom in Industrial Revolution 4.0, such as students' lack of interest in English, lack of facility, and students use technology inappropriately.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research paper. It introduces the background of study, research question, aim of the study, significance of research and terminology.

A. Background of Study

Education is something that cannot be separated from society and has an important role for a country to be able to create quality human resources so that they can keep up with changes in the world that are growing every day. Therefore, the education system continues to change and develop. The development of education in the world cannot be separated from the development of the industrial revolution that occurred in this world. Indirectly, changes that occur in the order of the economy also change the order of education in a country. The world's industrial development has undergone a revolution, presenting the industrial revolution era 4.0.

To face the era of the industrial revolution 4.0, education is needed to be able to establish a creative, innovative, and competitive generation (Lase, 2019). The educational process requires new innovations to keep up with the development of the Industrial revolution 4.0 which will penetrate all social and personal domains in human society around the world. As mentioned by Revathi et al. (2019), basically education in the 4.0 revolution era, even though, teachers are required to

use technology in education, the educational process still needs to be run based on the character and culture of the Indonesian nation.

Teachers are required to have expertise and also the ability to adapt to global challenges such as the increasing use of technology. The quality of educators, such as teachers, determines a country's success in facing the Industrial Revolution 4.0 (Lase, 2019). Teachers must transition their educational perspectives, beginning with teaching methods and educational concepts, in accordance with the guidelines of the Fourth Industrial Revolution (Indira et al., 2020). Therefore, for an educator to be able to face the challenges of the 4.0 revolution era, a teacher is expected to have four competencies, that are progressive, inspirational, competitive, and collaborative. Teachers must be able to compete not only in terms of intelligence but also in terms of creativity in providing an effective teaching- learning process.

Teachers can create various learning innovations by optimizing the use of e-literacy as a tool to expand their knowledge. The use of innovative media in the classroom that requires updating and changing the styles and methods used in learning to attract students' interest in learning so that they are happy to receive the material presented by the teacher. Several innovative Learning Methods mentioned by Kalyani and Rajasekaran (2018), as follows; 1) Crossover Learning; 2) Learning through Argumentation; 3) Incidental Learning; 4) Learning by Doing Science (with remote labs), 5) Embodied Learning.

After reading a lot of previous studies, there are only a few studies related to Innovative Classroom Practice in Industrial Revolution 4.0 era. The first previous

studies were entitled “Innovative teaching and learning” by Kalyani and Rajasekaran, (2018) that focuses on innovative learning methods in the classroom by adopting new technological methods into the classroom and using multimedia to modify content. Other previous studies, "Education and the Industrial Revolution 4.0" by Delipiter Lase (2019) and "Being a Professional Teacher in the Era of Industrial Revolution 4.0: Opportunities, Challenges and Strategies for Innovative Classroom Practice" by Afriyanto (2018), have the same opinion that to make innovative classroom there are several approaches that teachers must take in the digitalization era in RI 4.0, which are Student-Centred Learning, Contextual Learning, Community Integrated Learning, Collaborative Learning and Technology-Based Learning.

However, there are some similarities and differences between this study when compared to the previous studies. This similarity can be noticed from the objectives of this study and the previous research that have been stated above. The different thing between this research and previous research is viewed from the object of research. The researcher used senior high school teachers as objects of this research and use qualitative as research design.

Based on the explanation above, the researcher wanted to analyse the experiences of English teachers in innovative classrooms in the digital era. As a result, researchers conducted this study to analyse what innovative class methods in the 4.0 era that were suitable to motivate students to learn English.

B. Research Questions

Based on the background of the study, the following research questions need to be defined in this study:

1. How do teachers create innovative activities in their classroom?
2. What are the challenges faced by English teachers in creating innovative classroom activities?

C. Research Objectives

The objectives of this research:

1. To discover English teacher efforts in creating an innovative English learning classroom
2. To discover the challenges faced by English teachers in creating innovative classroom activities

D. Significance of The Study

The result of this study is expected to be able to provided information and also solutions to teachers in facing the 4.0 era. It is expected that by knowing the challenges that are being faced, teachers can apply effective English learning strategies to create innovative classroom in the era of the industrial revolution 4.0 according to the needs of students.

For other researchers, the results of the research were expected to be the basis for further investigations that would provide richer information and can

improve previous research.

For policymakers, the results of this research were expected to provide innovations and new ideas related to solutions to the challenges in this technological era. Furthermore, this study is expected to provide input for future policies, so that education in Indonesia can develop well and compete with other countries.

E. Terminologies

To avoid misunderstanding in this research, several terms need to be explained. The terms are:

1. Innovative Classroom Practice

According to Nurdin (2016), innovation is a method, habit, renewal, or change in the way of doing things. According to the Big Indonesian Dictionary (KBBI), the meaning of innovation is a new invention that is different from existing or previously known ones (ideas, methods, or tools).

Webb (2021) states that “innovation is a new idea, method, or device, novelty; the introduction of something new”. Meanwhile, according to Sutikno (2021) innovation is an idea, practice, or object that is considered new and applied by the individuals and groups that create or adopt it. In this research, the meaning of innovation is the result of developing knowledge, skills, and experience to create or add to either a product in the form of goods or services.

2. English Teachers' Experiences

According to Law of the Republic of Indonesia No 14 the Year 2005, “Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, basic education, and secondary education in the formal education pathway”. In other words, “Teachers are people who are responsible for the development of their students with efforts to develop all the potential of students, both affective potential (taste), cognitive (inventive) and psychomotor (intentions)” Badruzaman (2019).

In this study, an English teacher referred to a professional educator who is responsible for the development of students at every level of education through guidance, direction, and evaluation to develop all the potential of students. Experience in facing challenges and in managing learning strategies in teaching English can be mentioned as English teachers' experience.

3. Industrial Revolution 4.0

Markel (as cited in Schlechtendahl et al., 2015) states Industrial Revolution 4.0 is a comprehensive transformation of all aspects of production in the industry through merging digital technology and the internet with conventional industry. Then, the Industrial Revolution emphasized the speed element of the availability of information, namely an industrial environment where all entities are always connected and able to share information.

According to Schwab (2017), the Industrial Revolution 4.0, or the cyber-

physical system, is a revolution that focuses on automation and collaboration between sober technologies. In addition, Popkova et al. (2021) explain that the 4.0 Revolution emerged in the 21st century, with the main feature being incorporating information and communication technology into the industrial sector. As Afrianto (2019) mentions, the new features of IR 4.0 make it possible for workers (humans) to collaborate with machines and robots, remotely control and control their work, manage digital-based performance, and automate work knowledge.

In this research, the 4.0 industrial revolution means a new phase in the industrial revolution that focuses on technology and the internet

4. Technology

According to Isman (2012), technology is the practical application of knowledge, particularly in a specific area, and is a method of performing a task, mainly using technical processes, methods, or knowledge. On the other hand, according to Burgelman et al. (as cited in Wahab, 2011) technology is the theoretical and practical knowledge, skills, and artefacts that can be used to develop products and services, as well as their production and delivery systems. In addition, according to Lan and Young (as cited in Wahab, 2011), technology is always associated with achieving a specific result, resolving a specific problem, completing a specific task using specific skills, employing knowledge, and utilizing assets. Technology is becoming increasingly important as a tool to assist teachers in facilitating language learning for their students (Ahmadi, 2018).

In this research, technology has played an essential role in the teaching and learning process. It is an important aspect of the teachers' profession that they can use to help students learn.



CHAPTER II LITERATURE REVIEW

This chapter explains a brief overview of some critical theories of the study. Based on the need for this study, this chapter begins with the conceptual meaning of innovative classroom practice in industrial revolution 4.0, teaching English, and previous studies.

A. Innovative Classroom Practice in Industrial Revolution 4.0

1. Definition Innovative Classroom Practice in Industrial Revolution 4.0

Innovation can be interpreted as teacher creativity that changes teaching styles and methods (Kalyani and Rajasekaran, 2018). Cambridge Dictionary (2021) states that “innovation: a new idea or method.; the development of new products, designs, or ideas”. Serdyukov (2017) states that to innovate means to go beyond what is being done and develop new ideas that help in doing work in a new way. In addition, Sutikno (2021) claims that innovation is sometimes inextricably linked to the discovery of new forms of increasingly sophisticated technology that make human work more manageable.

The presence of new technologies that emphasize digital economy, artificial intelligence, and big data characterizes the industrial revolution 4.0. Equipment, machines, sensors, are designed to communicate with one another via internet technology known as the "Internet of Things (IoT) (Razak et al., 2018). Anand (2020) states that the internet allows us to access and gather information 24 hours a day, support by Ahmadi (2018), who states that technology could help students

learn more smoothly and effectively. As a result, it is not surprising that 4IR has resulted in a gradual shift from traditional to digital teaching. In addition, Razak et al. (2018) state that education 4.0 answers the needs of Industrial Revolution 4.0, where smart machines work together with human professionals.

Kalyani and Rajasakeran (2018) state that, innovative classroom in the industrial revolution 4.0 mean a combination that involves technology in the learning process from various types of digital media such as text, images, audio, and video, into integrated multi-sensory interactive applications or presentations to convey information to the audience. Using modern technology in English teaching is more than just using modern equipment and devices; it is also about introducing innovative systems and methods that enable to fostering and facilitating of the learning process, making it easier and more comprehensive (Alqahtani, 2019). In education, student involvement means attention, curiosity, interest, optimism, and passion that students exhibit while learning or being taught extends to the level of motivation needed to learn and progress in education. Students learn more and retain more as they engage with the lessons being taught. English teachers should be aware of and understand how to incorporate 4IR elements into their teaching practice to assist their students in overcoming 4IR challenges (Avelino, 2021)

So, in the 4.0 era, technology and innovation are inseparable because innovation is intended to facilitate learning, and technology is one way to facilitate the learning process

2. Innovative Learning Method

Any teaching method that does not compromise the objective could be innovative teaching methods. Some innovative ideas will assist teachers in reinventing their teaching methods and making their classes more interesting. The use of innovative media in the classroom requires updating and changing the styles and methods used to attract students' interest in learning so that they are happy to receive the material presented by the teacher. According to Kalyani and Rajasekaran (2018), there are innovative learning methods to meet the new generation's educational needs.

a. Crossover Learning

Crossover Learning is the combination of formal classroom learning and informal learning outside of the classroom. This can help students connect what they learn in the classroom to what they experience outside of it. This can be a form of recreation for students who are overloaded with formal material in class. A practical method that can be used is the teacher asking and discussing questions in class. Students explore these questions while studying informally outside the classroom, such as on museum visits or field trips, collect photos or notes as evidence, and then share their findings in class.

b. Learning Through Argumentation

The ability to argue can help students deal with opposing viewpoints, train students to express their ideas to others, and practice filtering opinions. Students who can argue will be able to work together because they can filter opinions and

find clear ideas. To use this method, the teacher can create a learning environment by asking open-ended questions, train students to express opinions scientifically, how to build arguments in expressing opinions or explanations, how to be active listeners, how to recognize the brief moment to express opinions, and how to respond to the views of others constructively.

c. Incidental Learning

Unplanned or unintentional learning is referred to as incidental learning. This can happen while doing activities that appear unrelated to what is being learned. When we explore social media, for example, some information is learned indirectly when reading an article or news; this provides many opportunities for incidental learning that is supported by technology.

d. Learning by Doing Science (With Remote Labs)

Engaging with authentic scientific tools and practices, such as remotely controlling laboratory experiments or telescopes, can help to develop science inquiry skills, improve conceptual understanding, and boost motivation. Access to remote labs, with appropriate support, can deepen understanding for teachers and students by providing hands-on investigations and opportunities for the direct observation that complement textbook learning. Remote lab access can also bring such experiences into the school classroom. For example, during daytime school science classes, students can use a high-quality, distant telescope to observe the night sky.

e. Embodied Learning

Embodied learning involves the body's self-awareness interacting with a real

or simulated world to support the learning process.

In addition, according to Fisk (as cited in Lase, 2019), innovative classroom using technology can be done in the following simple ways, as follow:

1) Flipped Classroom

Flipped classroom is a learning model in which students first learn the material at home according to the teacher's assignments before studying in class. Teachers also use this method when students are absent from class for various reasons. The teacher can record his teaching and distribute it to those unable to attend the class.

2) Integrating Social Media

Students can use various digital platforms, such as blogging, Facebook, Skype, YouTube, or video conferencing to demonstrate mastery of the topic by integrating social media. Outside of class, classmates can continue to exchange information and engage in online conversations, which can be fun.

3) Khan Academy

Students can find thousands of training videos and interactive practice exercises in practically every subject on the free Khan Academy website. If a students need help or acceleration, they should use this website in class. The teacher can choose to set up a class account, and by obtaining information on the completed exercises, the teacher can keep track of each student's progress.

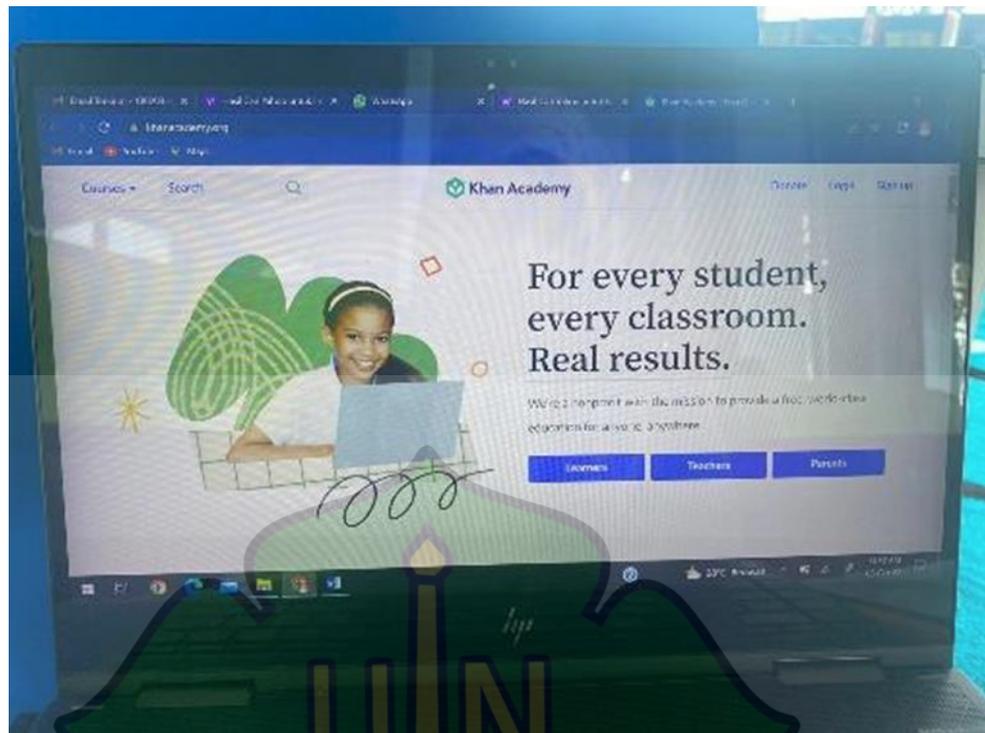


Figure 2.1 Khan Academy

4) Project-Based Learning (PBL)

Project Based Learning is a method of learning that employs projects/activities as media. To produce learning outcomes, students must be able to do the synthesis, assessment, interpretation, and information. Project-based learning is a student-centred learning model that allows students to conduct in-depth research on a topic.

5) Moodle

Moodle is a course management system that allows teachers to send students assignments, lectures, videos, and other materials. Students can communicate with one another via discussion forums, private messages, and chat rooms. Students can upload completed tasks by attaching files. Students can see the feedback given by the teacher while entering test scores into the class book at

the exact location.

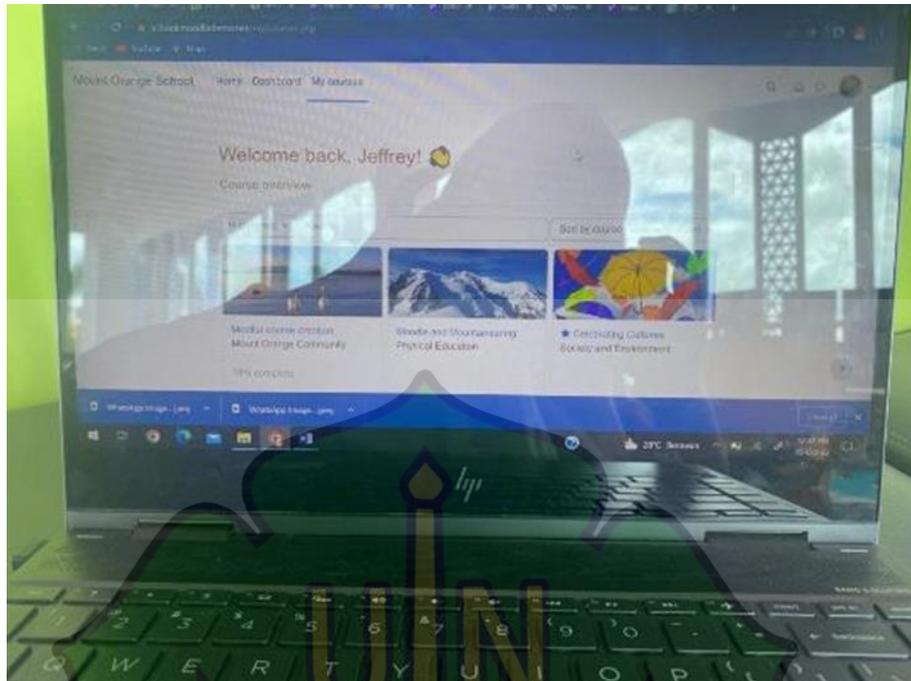


Figure 2.2 Moodle

6) Schoology

Schoology-based Blended Learning can be a solution to overcome the learning process that requires much theory. Blended learning based on schoology combines face-to-face and online learning in the classroom using the Schoology application outside school hours. Students can get more new theories outside individual school hours so that face-to-face meetings to provide theoretical material can be reduced and replaced with a practicum for students.

B. Teaching English in 4.0

According to Arsaf (2020), teaching is a process that involves students in learning activities so that they understand what they have learned and the material presented by the teacher to create learning objectives. Teaching English (ELT) has

undergone a fundamental change in the different methods of teaching English such as the Audio-lingual method, silent way and scientific approach (Anand et al., 2020). Teaching English in Industrial Revolution 4.0 must be more innovative and creative to make interactions with students more effective. Therefore, to create an innovative classroom in the 4.0 era, we must first understand what roles teachers play in the 4.0 era, what skills teachers must have in the 4.0 era, what challenges teachers face, learning strategies in the 4.0 era, and teaching competencies in 4.0.

1. The Role of the Teacher in Industry Revolution 4.0

According to Law of the Republic of Indonesia No 14 the Year 2005, "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, basic education, and secondary education in the formal education pathway". In other words, teachers are people who are responsible for the development of their students with efforts to develop all the potential of students, both affective potential (taste), cognitive (inventive) and psychomotor (intentions) (Badruzaman, 2019).

According to Gafar (2012), the whole role of teachers as educators, teachers, mentors, and parents in schools will be partially replaced by technological sophistication, because the touch of a teacher to students has characteristics that cannot be replaced by technology. Although the teaching profession did not get a significant influence with the industrial revolution 4.0, teachers should be open to the existing conditions. Teachers must continue to upgrade themselves to become

teachers who can produce higher-quality resources (Indira et al., 2020). In the era of industrial revolution 4.0, the role of the teacher is irreplaceable. Teachers, on the other hand, are required who can use the rapid advances in information technology to improve the quality of the teaching and learning process in each academic unit in order to prepare excellent human resources with global competence (Sukono, 2018).

2. Teaching Skills in 4.0 Era

Lase (2019) states that there are several skills that educators must have to face the Industrial Revolution 4.0, which are:

a. Familiar with Technology

Teachers must have the willingness to learn continuously due to the changing world that continues to develop so that technological progress does not need to be a threat but face it positively, learn and adapt.

b. Collaboration Between Educators

Optimal results will be difficult to achieve if done individually without cooperating with others. Therefore, a teacher must have a strong willingness to collaborate and learn with and or from others. This skill is very important now and in the future. Doing so isn't too complicated, because the world is already interconnected, so there's no reason not to collaborate with others.

c. Optimal Results Will Be Easily Achieved If Working with Other People

A teacher must have a solid will to collaborate and learn with and or from

others, this is easy to do in an already connected world so there is no reason not to collaborate with others.

d. Creative and Willing to Take Risks

Creativity is one of the skills required by teachers in the classroom because it produces structures, approaches, or methods to solve authentic problems. Educators should not be afraid to make mistakes but should be prepared to face any potential risks. Mistakes are common when starting learning activities, but they do not have to be an obstacle in progress.

e. Have A Good Sense of Humor

Laughter and humor can be important to help build relationships and reduce stress. A teacher with a good sense of humor is usually the teacher that students remember the most, so this can be one way to interact well with students.

f. Teaching Holistically

Teachers need to know individual students, including their families and how they learn. Get to know students as a whole, including the obstacles experienced by students both personally and within their families.

3. Teaching Strategies in 4.0

Sanjaya explain that a learning strategy is "A learning activity that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently". Similarly, Dick and Carey (as cited in Lisysury and

Simutorang, 2013) state that, a learning strategy is a set of learning materials and procedures that are used together to produce learning outcomes in students. In addition to the opinion, other experts, Gani and Hanifa (2015) state, students use learning strategies to understand new information better and deal with language problems, making the learning process faster, easier, more effective, efficient, and enjoyable.

Aswan et al. (as cited in Crestiani, 2015) state that, the teaching strategy is a profound teacher plan teaching and learning process to achieve a planned goal. In other words, teaching other words, teaching strategy is an approach to teaching students. One of the strategies that can be taken in facing the Industrial Revolution 4.0 era is preparing prospective teachers to have the capability. This strategy can be pursued in several ways, including information literacy, research skills, life-based learning, and STEM-integrated learning. Capability, in this case, is a comprehensive character related to the knowledge, attitudes, and skills that a person brings when he enters the world of work (Subekti, 2018).

4. Teaching Challenges in the 4.0 Era

Oviyanti (2013) states that, challenges faced by teachers in the global era, such as the rapid and fundamental development of science and technology; the moral crisis that hit the nation and state, the social crisis, and the identity crisis as a nation. The challenges faced by teachers in the era of computers and digital technology are increasingly complex. Arends (2008) argues that the challenges of teaching for 21st- century teachers include:

- (1) Teaching in a multicultural society
- (2) Teaching to construct meaning
- (3) Teaching for active learning
- (4) Teaching and accountability
- (5) Teaching and choice.
- (6) Teaching with a new view of the ability
- (7) Teaching and technology.

Tamsah and Ilyas (2021) mention that as professionals, teachers must still improve their quality as teachers and educators due to the rapid progress of science and technology within the era of globalization. Of course, the greater the challenge for teachers to educate students to become quality human resources by national education goals. Teachers also should refrain from stuttering in technology, meaning that teachers must learn and use technology as well as possible to simplify and expedite the learning process (DeCoito & Richardson, 2018). The digital era requires teachers to metamorphose from teachers who can become extraordinary teachers. Teachers who are not only technology literate but have broad knowledge and high skills/skills in the field being taught can choose and use learning methods or strategies.

Moreover, according to Supriyono (2019), teachers' challenges in the era of the Industrial Revolution 4.0 are burdensome compared to teachers in the previous era. Nowadays, besides being able to expertise the material being taught, teachers are also required to understand the technology and always be creative and

innovative. According to Agusta and Sa'dijah (2021), teachers must be role models for millennial students to understand the limitations of technology, to avoid the wrong use of technology. The challenges for teachers do not stop here. The millennial generation is not a generation that can be forced, for example, by prohibiting students from bringing cell phones. Teachers in this era must be more open to new ideas. Teachers are required to educate students according to their era. As long as it does not conflict with existing norms, of course, the presence of technology does not need to be a problem.

There are many difficulties faced in industry 4.0 in learning, one of which is the problem of students in learning English. The difficulties faced by students can be influenced by internal and external factors. According to Harlina and Yusuf (2020), internal factors can be in the form of student personalities which include interest and motivation in studying English, while external factors are related to the learning environment, context socio-cultural differences with the cultural context in English, educational background and learning experience in English.

Uspayanti (2021) mentions that, learning English is complicated for several reasons, including the low interest of students in learning English, lack of support for learning English, such as support from parents and the surrounding environment, and the quality of English teachers who are considered low. Despite having many difficulties, English is used to communicate with other people from various countries. According to Crystal (1997), English is spread and used by almost a quarter of the world's population and will continue to grow to one and a half trillion in the early 2000s. The second reason is that by mastering English,

people will easily enter and be able to access the world of information and technology.

Other experts, Prayogi and Aesthetics (as cited in Connie, 2021), also mention, educators must be aware of changing traditional learning approaches to digital approaches that are considered more relevant in meeting student needs. The transition process from the traditional to the digital way has various patterns depending on how the educators and educational institutions concerned respond and adapt. There are many difficulties faced in industry 4.0 in learning, one of which is the problem of students in learning English. The difficulties faced by students can be influenced by internal and external factors. According to Harlina and Yusuf (2020), internal factors can be in the form of student personalities which include interest and motivation in studying English, while external factors are related to the learning environment, context socio- cultural differences with the cultural context in English, educational background and learning experience in English.

C. Teaching Competencies in 4.0

The Ministry of Culture states in culture (as cited in Indira et al., 2020) that there are five competencies that teachers must prepare to enter the Industrial Revolution 4.0 era, as follow:

- 1) Educational competence, internet-based learning competencies as basic skills
- 2) Competence for technological commercialization. It means that a teacher

must have competencies that will bring students to have an entrepreneurial attitude with technology on the innovations of students

- 3) Competence in globalization, that is, teachers do not stutter about various cultures and can solve educational problems.
- 4) Competence in future strategies in the sense of competence to predict exactly what will happen in the future and its strategy, using joint lecture, joint research, joint resources, staff mobility, and rotation.
- 5) Counsellor competence, namely the competence of teachers to understand that in the future, students' problems will not only be difficult to understand teaching materials but also related to psychological problems due to the times (Culture, 2018).

In conclusion, there are five competencies that teachers must possess when entering the Industrial Revolution 4.0 era to ensure that the adjusted curriculum is implemented optimally.

D. Previous Studies

As the comparison of this research, the researcher listed some previous studies that are similar to or in line related to innovative classroom practice in industrial revolution 4.0: English Teachers' Experiences. The researcher will divide into two groups based on the existing differences.

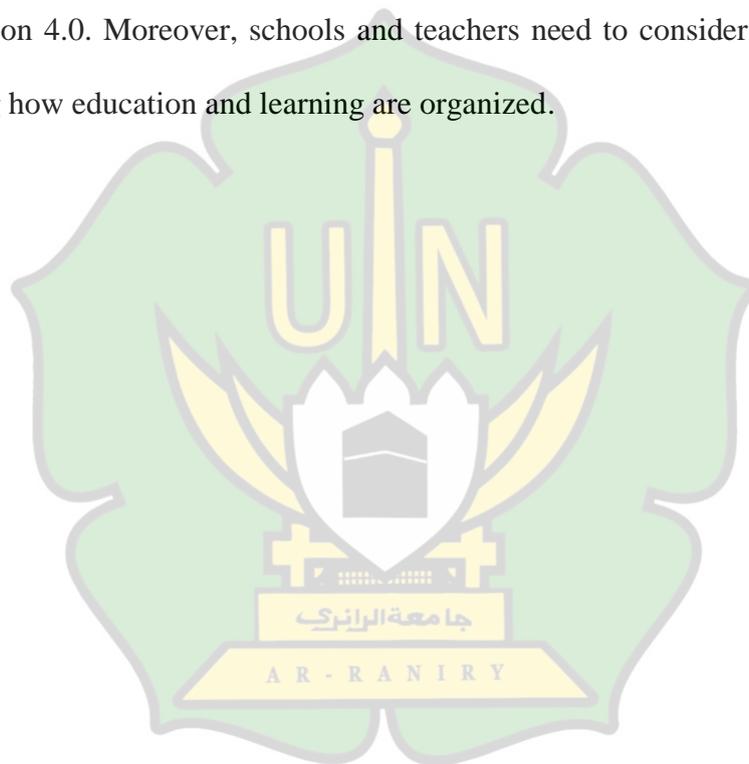
The first group discussed innovative classes in the 4.0 era. this research was taken from "Education and Industrial Revolution 4.0" by Lase (2018) from STT Banua Niha Keriso Protestant Sundermann Nias; "Innovative teaching and

learning” by Kalyani and Rajasekaran from Department of Educational Planning and Administration, Tamilnadu Teachers Education University, Karapakkam, Chennai; "Challenges and Teaching Strategies in Industrial Revolution 4.0 Era" by Uspayanti (2021), from Musamus University Merauke; and "Innovative Methods Of Teaching And Learning For Education" by Revathi, Elavarasi, Saravanan (2020) from Puthanampatti, Tiruchirappalli, India.

This group has the same opinion related to technological advances that have improved teaching and learning. They also discuss some innovative ideas to help teachers reinvent their teaching methods and make their classrooms enjoyable. They encourage teachers to adopt new technology methods into the classroom and use multimedia to modify the content to help teachers represent lessons in a more meaningful way. As a result, Students' cognitive skills and creative ideas can be developed through professional learning, ICT Teaching, Video, Self-study, Communication Skills, Group discussion, Smartboard classroom, Thinking and critical analysis, Experimental approaches to classroom design, and Dedicated websites for classroom learning.

The second group, discussed the problems and strategies faced in the 4.0 era but did not discuss much about classroom innovation in the 4.0 era. This research was taken from "English Learning Management Innovation" by Nurhamidah from SMP N 13 Kota Manna Kab. Bengkulu Selatan, “Education 4.0 Made Simple: Ideas for Teaching” by Hussin (2018) from the Academy of Language Studies, Universiti Teknologi MARA (UiTM), “Becoming a Professional Teacher in the Era of the Industrial Revolution 4.0: Opportunities, Challenges, and

Strategies for Innovative Classroom Practice” by Afrianto (2018) from the University of Riau. This group has the same view; educators must adapt and make certain changes to take advantage of all the potential benefits of the IR 4.0 era. Otherwise, they will be left behind, and it is not impossible to 'die'. The curriculum must direct and shape students to be ready to face the industrial revolution era and the competencies teachers must have and enter the Industrial Revolution 4.0. Moreover, schools and teachers need to consider some things in deciding how education and learning are organized.



CHAPTER III METHODOLOGY RESEARCH

This chapter discusses the methodological research procedures, including a brief description of the research design, research participants, data collection methods, and data analysis methods.

A. Research Design

According to Creswell (2009), research designs are plans and procedures for research that span the decisions from broad assumptions to detailed data collection and analysis methods. In this study, the researcher used a qualitative approach as the research design.

Adapted from Creswell (2007), qualitative research explores and understands the meaning individuals or groups ascribe to a social or human problem. The research process involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

The research method of this study was a case study. According to Schwandt (As cited in Goodyear, 2014), case study research is a strategy for making the social inquiry, although what constitutes the strategy is a matter of debate.

According to Creswell (2007), a case study is a problem to be studied, revealing an in-depth understanding of a "case" or bounded system, which involves understanding an event, activity, process, or one or more individuals.

The researcher used this method because the purpose of the research was to investigate and analyze the problem that the researcher would observe. The researcher focused on finding out how to create an innovative classroom in industrial revolution 4.0 era and the challenges in creating innovative classroom in the industrial revolution 4.0 to help teachers to increase their resources and knowledge in learning English.

B. Research Participants

In choosing the participant, the researcher used purposive sampling in conducting this research. According to Sugiyono (2015), purposive sampling is a sampling technique with certain considerations. In addition, "The subject was chosen through purposive sampling utilized in qualitative research in an attempt to identify precise evidence and condense information regarding the research problems" (Palinkas et al., 2015). Thus, according to some of the experts above, purposive sampling is a type of non-probability sampling technique in which sampling is based on criteria formulated in advance by the researcher. The sample was not taken at random but was determined by the researcher with certain considerations or criteria. For this research, the sampling has some criteria, that were:

1) English teacher at senior high school, and 2) the teacher has teaching experience

for at least five years. This study aimed to determine the experiences of teachers at Islamic senior high school Banda Aceh, senior high school 3 Banda Aceh, and senior high school 4 Banda Aceh regarding the innovative classroom in industrial revolution 4.0 era. There were six teachers from three different schools as research objects which had experience teaching English classroom for more than five years.

C. The Technique of Data Collection

In getting and collecting the data, the researcher used the interview technique. Nunan et al. (1992) define an interview as “the elicitation of data by one person from another through person-to-person encounters” (p. 231). Kvale (1983) says, “[A]n interview is a conversation that has a structure and purpose,” (p. 6), and Cohen, Manion, and Morrison (2000) remind us that an interview is a “social, interpersonal encounter, not merely a data collection exercise” (p. 279). We can conclude that “as a research tool, an interview has structure, purpose, and form, and can be defined (usually) as a person-to-person structured conversation to find and/or create meaningful data which has to be collected, analyzed, and validated” (Griffee, 2012, p.159).

In the interview section, the researcher applied a semi-structured interview. According to Sugiyono (2015), a semi-structured interview is an interview guide carried out to find problems more openly, where the parties involved are invited to ask each other for their opinions and ideas in depth. Meanwhile, according to Arikunto (2010), the meaning of semi-structured interview is a kind of interviewing technique that the researcher carries out by first asking questions that

have been structured so that then one by one it is deepened to extract further information in-depth about the research topic that he wants to study.

The researcher conducted semi-structured interviews to get information about English teachers' challenges and effective strategies in the industrial revolution 4.0. In other ways, interviews are used to collect data about the experiences and perspectives of participants in dealing with research topics (Braun & Clarke, 2013). Before starting the interview, the researcher first conveyed brief information to the participants about the background, research objectives, the importance of the study, research procedures, and protection of participant confidentiality. The interview process would be recorded after seeking consent from the participants. Ten interview questions were provided for each participant.

The researcher asked ten main questions and some supporting questions in the interview. All of the questions were related to teachers' challenges and strategies in IR 4.0. The interview process took 20-25 minutes for each participant.

During the interview, the researcher used a voice recorder to record the entire interview. Furthermore, the researcher would also take notes in this interview for some crucial points. The function of recording and taking notes was to help the researcher to achieve accuracy in the transcription process.

D. Method of Data Analysis

According to Moleong (2018) in his book entitled *Qualitative Research Methods*, data analysis is an analytical activity of research results, which includes examining all data from research instruments, such as notes, documents, recordings, etc. Meanwhile, according to Taylor (2012), data analysis is used to determine the theme and formulate hypotheses.

The researcher chose thematic to analyze the interview transcript. Thematic analysis is one way to analyze data to identify patterns or find themes through researchers' data (Braun & Clarke, 2006). In particular, thematic analysis was used to identify patterns in the event that is the research object. The first step in analyzing data is to overview all the data that the researcher collected and do the transcription, convert audio to text, and generally look through the data to get familiar with it. Second, after being familiar with the data, the researcher code the data that describes the idea or feeling expressed in that part of the text, then go to the transcript of every interview and highlight everything that jumps out as relevant or potentially interesting. Third, identify patterns among the codes, and start developing themes. The researcher decided that some codes were too vague or irrelevant enough so that they could be discarded. Fourth, reviewing themes that the writer created. Potential themes tell something helpful about the data for research purposes. Fifth, defining and naming themes to figure out how it helps the researcher understand the data. The last is to write up the analysis data (Maguire & Delahunt, 2017).

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter elaborates findings and discussion of this research that was found out about English teachers' experiences toward innovative classrooms in the industrial revolution 4.0 era.

A. Research Findings

This chapter discusses the findings based on data collection. These findings were meant to answer research questions in chapter one: 1) How do teachers create innovative activities in their classrooms. 2) What are the challenges faced in the innovative class in digital era. the researcher got several findings on two main points based on the research questions. The results were show below:

1. How Do Teachers Create Innovative Activities in Their Classroom?

Based on the experiences of the interviewed teachers, they all agreed that to create an innovative classroom in the 4.0 era, it was necessary to used methods that were suitable for each material, and various media in learning.

a. Learning Outside the Classroom

After the researcher conducted research, it was found that to create an innovative classroom, teacher also have to provide learning outside the classroom.

Participant 4 stated that:

Based on my experience, students will become bored if they only passively listen to explanations in the class, so my

approach to making the class more interesting is to provide learning outside the classroom because they sometimes think that learning only in the classroom all day will bore them. Also, to get them interested in learning, I usually start class by listening to English songs or watching videos.

Participant 5 stated:

Before starting my class, I will create a positive environment. There is a class that prefers to play a game or tell a story before beginning to learn. As a result, I usually start my class by telling a story to stimulate their enthusiasm for learning.

Participant 1 stated:

I usually take them out of class so they don't just sit there and study. To keep them interested, I occasionally take them to the lab, the library, or the school field. There are many learning methods that can be used outside the classroom.

From the answers above, the researcher concluded that teachers must create a comfortable classroom atmosphere so that students were interested in learning English. If students did not show any interest at the beginning of learning, they would find it difficult to accept the material that has been provided. To create a comfortable class, the teacher could start by providing learning motivation, stories to attract students' attention, listening to English songs, showing videos or pictures, and playing games. Then, if needed to change the boring learning atmosphere, the teacher could invite students to study outside the classroom such as in labs and libraries. Sometimes the teacher took students to the school garden or the school field and studies with material sent by the teacher via mobile phone

b. Using Various Methods

The participants stated their experience in creating innovative classes in the 4.0

era in the classroom. They used various methods according to the needs of the class.

As participant 1 declared:

In class, I don't just use one method. I use various methods depending on the class's needs because students have varying abilities, so I adjust them to their needs. Different classes use different methods and techniques because not all methods are suitable for use in a class (MT)

Participant 3 stated:

The method I use is usually group work because of the demands of the curriculum. Currently, in the classroom, you have to use a student-centered system, but it cannot be denied that sometimes teachers still use the conventional system. I prefer to use the jigsaw and think pair share methods even though not all materials can use these models, so I still combine methods with appropriate materials. (NH)

Participant 4 also stated:

I use the inquiry method, where I explain a little, then they find the information themselves, they present the results and then I give the feedback. Also, I use flipped classrooms. But not all of my material uses the inquiry method, it's depending on the skill that's being learned. (LD)

From the answers above, the researcher concluded that the current learning system is student-centred where the focus in the classroom is on the students. Participants agreed that to create an innovative classroom in the 4.0 era, they could not just use one method but used various methods according to the material and also the needs of the class. There were no single best method for everyone because each method has a different focus.

c. Utilizing Technology in Teaching

All participants agreed that to create an innovative classroom in the 4.0 era, schools must provide facilities such as adequate technology. The use of laptops, infocus, and mobile phones as media must be provided in schools.

Participant 1 claimed:

Technology must indeed be used in the current era. I have been using technology for the past four years. The school has facilitated media such as infocus and also provides Wi-Fi. I also allow the use of mobile phones in class on certain materials. We have even conducted school exams using electronic media since 2018. But I also still used textbooks in class as a guide (MT)

Participant 6 also claims:

Ummm I do combine the use of technology with existing materials, but only sometimes. Sometimes in focus breaks or does not exist in a class, so I use the conventional system, but there is a certain time that I allow students to use mobile phones because it saves more time, although not always. The use of technology is needed. So, learning is more varied but I also use textbooks as guided, still with the conventional system, because sometimes students understand more when the teacher explains a lot than if they search for the information themselves. (KW)

Participant 4 revealed that:

I use technology in class, such as in focus, laptops, and cell phones. Usually, I send material in WhatsApp groups such as pre-learning videos so they already know what will be discussed in class. The use of in focus is needed when students are presenting in front of the class even though the laptop is personal property. I also still use textbooks on certain materials but of course, I still combine it with technology (LD).

From the responses of teachers above, it can be concluded that teachers need to utilize technology in teaching. The use of technology can save time and make

the class more enthusiastic. However, it must be considered that the textbook is a learning guide because the lesson plan is definitely close to the textbook's material so it is still used.

2. Problem Faced in Creating an Innovative Classroom activities

Based on the experiences of teachers who have been interviewed, there were several problems faced by teachers in creating innovative classes in the 4.0 era.

There were:

a. Students' lack of interest in learning English

The teachers who were interviewed agreed that in every class there must be students who were less interested in English so that sometimes it becomes a problem in the class.

Participant 4 stated:

There are children in the class who clearly do not want to learn English. He stated that English is difficult, despite nothing being difficult to learn if one is willing to learn. So, because he dislikes learning English, this child who lacks motivation to learn bothers his other friends. It is difficult for me to discipline it. (LD)

Participant 2 also stated:

Every class I have ever taught had at least one student who became a thorn in the side. It could be because they have no interest in learning English. After all, it is not their native language and they believe it is difficult to learn. Therefore, before class begins, I always provide learning motivation and tell stories to increase motivation to study. (DD)

Participant 1 claimed:

The issue is that students are unmotivated to learn. I believe this is an effect of covid because they were at home during the pandemic and were accustomed to being lazy, so they carried it until now. That is why I concentrate more on how to re-motivate these students to learn; students must be time

disciplined. As a result, I am quite firm in applying punishments to students who are sufficiently disruptive to the learning process. (MT)

From the participants' statements above, it can be concluded that, for teachers, the student's lack of enthusiasm for learning is such a major issue that there needs to be a penalty for it.

b. Lack of Facility

After the researcher conducted the research, it was found that two out of six teachers claimed that lack of facilities is also an obstacle.

Participant 6 stated:

Learning media such as infocus are sometimes still limited, not all classes have infocus so they have to use the infocus in the curriculum room. of course, it takes time to take in focus, where I'm sure other teachers also use in focus so sometimes material that has been planned to use in focus becomes unusable. (KW)

Participant 5 stated that:

Schools may still need to provide more media such as in focus and laptops. Laptops still have to use personal belongings and also in focus which is not provided in each class, making it difficult to use in focus. But besides that, the use of technology such as cell phones in class is still not used effectively because on the internet when you open the web, there are things that are inappropriate for students to see. There are also classes that are not very suitable for using technology, and classes that lack interest in learning (NH).

From the statement above, it could be concluded that there were still schools that have not fully used technology. lack of infocus and also laptops was still an obstacle in learning.

c. Students use technology inappropriately

After the researchers conducted research, it was found that inappropriate use of technology can occur in the classroom. When students misuse technology devices in the classroom, they can be a source of distraction.

Participant 3 claimed:

The problem is that in class, I am allowed to use cell phones, because students are used to technology so they have their tactics for using cell phones while studying. When the teacher is not paying attention to the entire class, there must be students who are distracted by their cell phones. When taking the exam using a cell phone, they know how to cheat so they do not get caught or when I teach in front of a class, there are students who wear headsets but their heads are covered with hijab (NL)

Participant 5 stated

Because today's children are smarter in using technology, I'm afraid they will use technology for inappropriate things. Especially when opening a website there must be inappropriate advertisements. In class, I always tell them to be careful when using technology (NH)

Participant 2 stated:

Technology is commonplace for today's students. I feel because they feel smart in using technology, they have less respect for teachers. They have obtained knowledge on mobile phones that make them underestimate the teachers who teach.

From the opinion above, students nowadays are students who have grown up with technology and are accustomed to using it. Teachers must be more technologically savvy than students to keep up and understand how to deal with the various characteristics of students in this era.

B. Discussion

Innovative classroom in industrial revolution 4.0 is the way teacher combines technology with teaching strategies so, the activities in the classroom can be more fun and innovative. According to Kalyani and Rajasekaran (2018), innovative

classes in the industrial revolution 4.0 mean a combination that involves technology in the learning process from various types of digital media such as text, images, audio, and video, into integrated multi-sensory interactive applications or presentations to convey information to the audience.

The discussion was based on the results of interviews with six teachers from three different schools. I found many similarities in their answers regarding teaching experiences in the 4.0 era. Based on the results of research conducted by the researcher, it showed that to create an innovative classroom, first, the teacher needs to provide learning outside the classroom so that students are interested in learning English. This finding is related to previous research by Sulaiman et al. (2010), which states that out-of-class learning is an important component in increasing student concentration quality and satisfaction towards learning.

Second, to create an innovative classroom, one cannot only use one method but also combines the methods with learning material. This finding is related to previous research by Kang as cited in Revathi, Elavaraand si, Saravanan (2020), which shows that teachers should provide students with various and different learning methods to encourage them to learn and get more involved in the learning process. These methods can help students to perform difficult tasks requiring learners to exert more effort. Furthermore, based on the current curriculum, the model learning used is student centred; a teaching and learning method that puts students at the center of the learning process in order to develop individual interests, motivation, and abilities to be more active, creative, and innovative, as well as responsible for their learning process.

This idea is supported by Cheong (as cited in Arsaf, 2020) the classroom observations and views of teachers and students revealed that is a student-centered and interactive technique to teach which focuses on group work, cooperative and collaborative practice, flexible learning, and activity-based teaching to achieve learning objectives. In addition, teachers also used flipped classrooms where teachers serve more as facilitators, rather than traditional instructors lecturing to students. This idea is supported by Fisk (as cited in Fonmuyam, 2019) in a flipped classroom, students take a much more active role in the flipped classroom model than in a traditional classroom. Students develop a familiarity with the material through videos or other instructional materials that are available outside the classroom.

Third, technology in teaching is required to create an innovative classroom in 4.0 era. Technology is an effective learning media in the 4.0 era. Indeed, not all learning media must be based on technology. Technology-based learning media, on the other hand, is more attractive, effective, and efficient for students. This idea is supported by Revathi, Elavarasi, Saravanan (2020) Teaching with technology engages students with different kinds of stimuli- involved in activity- based learning. Technology makes the material more interesting.

The researcher also found the answers to the second research question, which was about the challenges faced by teachers in creating innovative classrooms. All teachers stated that they faced lack' of student motivation which disturbed learning. This idea is supported by Arsaf (2020) the students should have taken an interest in learning the English language or felt fear and shame in conversations

with the other students and also interaction with the teacher in learning the English language.

Lack of school facilities is also one of the problems faced, which hinders learning. This idea is supported by Nurhamidah (2017) What is a problem in managing learning is the lack of tools, materials, and supporting resources in learning. In addition, students nowadays use technology devices inappropriately in the classroom which can be a source of distraction. So, teachers have to be more capable in using technology. This idea is supported by Afrianto (2018) Students will be more interested in playing with their gadgets (if they are allowed to bring them into class), rather than listening to teacher's lectures that may be monotonous in the classroom. Students can even assume that they no longer need teachers because they can find out the various contents of the lessons they need by themselves. They can even know the contents of the lesson long before being delivered in class

Based on research, the researcher found that two schools used technology regularly in the classroom, while one other school used technology rarely in the classroom.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions and suggestions from this research. Conclusions are drawn based on the data analysis of research in the previous chapter. Meanwhile, recommendations are written to enhance future research in this field.

A. Conclusion

Based on the findings and discussion in the previous chapter, it could be concluded that to create innovative classroom in the 4.0 era, it is necessary to combine existing technology with learning strategies to make classes more fun and creative. Although there are still deficiencies, teachers' innovative classrooms in the 4.0 era have been implemented. Teachers manage their classes with various models and teaching methods when learning English occurs both inside and outside the classroom. The use of learning methods and models include: the jigsaw method, the cooperative learning method, the CTL (contextual teaching learning) method, Problem Based-learning, Flipped classroom, etc. Teachers should provide students with various learning strategies to encourage them to learn and get more involved in the learning process, using a variety of media to make class fun and not boring. Teachers should be creative in teaching so that students are motivated to learn.

Moreover, learning outside the classroom is also one way for teachers to put students in a context that motivates them to learn and increases student quality and

satisfaction towards learning. Learning outside the classroom is a contextualized learning method that brings the student to learn in a particular environment. In addition, teachers need to utilize technology in teaching. The technology used effectively in the classroom enables students to be innovative while developing new skills and provides students with futuristic information. Technology has two significant advantages: time flexibility and location flexibility. Teachers must know not only how to use technology but also how to teach with technology in appropriate and effective ways.

The flow of globalization, where information is available without limits, is one of the challenges for teachers. Teachers must be able to bridge and direct incoming foreign cultural influences. Character building is a significant challenge teacher face, especially since moral degradation has occurred everywhere. Almost all teachers faced this issue, the negative impact of using technology, and students become complacent with it. The use of technology such as cellphones or laptops, for example, can cause focus on learning to be lost because it has many other features such as social media and games. It can take away the focus of student learning, particularly for students who still need to learn about the importance of learning. Currently, teachers' primary focus is on developing children's character. Teachers began to impose punishment and counsel students who were not learning disciplined.

There are still many cases of students' lack of interest in learning English, some common factors are the difficulty of understanding a new language. It could be due to a fear of making mistakes when using English. Therefore, the teacher's

role is crucial in increasing students' interest in learning English. The teacher's active role in the classroom, which livens up the atmosphere and provides a variety of games that provoke the student's mindset, is very beneficial in increasing interest in learning English. Furthermore, one of the challenges for teachers in the 4.0 era is a lack of facilities in schools. Using digital media in the school environment should help students succeed in learning. With a variety of digital media owned by schools, students will be greatly aided in finding other learning resources and discussions related to lessons. It will have an impact on increasing student academic achievement. The use of technology can also increase student interest in learning because the visual and audio media displayed can make the classroom environment less boring.

B. Implication

Based on the conclusions of this study, the researcher provided several suggestions regarding the experiences in creating innovative classrooms in the industrial revolution 4.0 era. These suggestions were intended especially for teachers in the future.

The researcher hopes that teachers can make learning classes more fun and interesting so that students do not feel bored during the learning process. Teachers need to foster students' learning motivation in learning English by giving lots of assignments or practicing to develop communication skills in speaking and writing. Teachers can develop effective, creative and innovative learning media so that all the knowledge the teacher conveys can reach the student.

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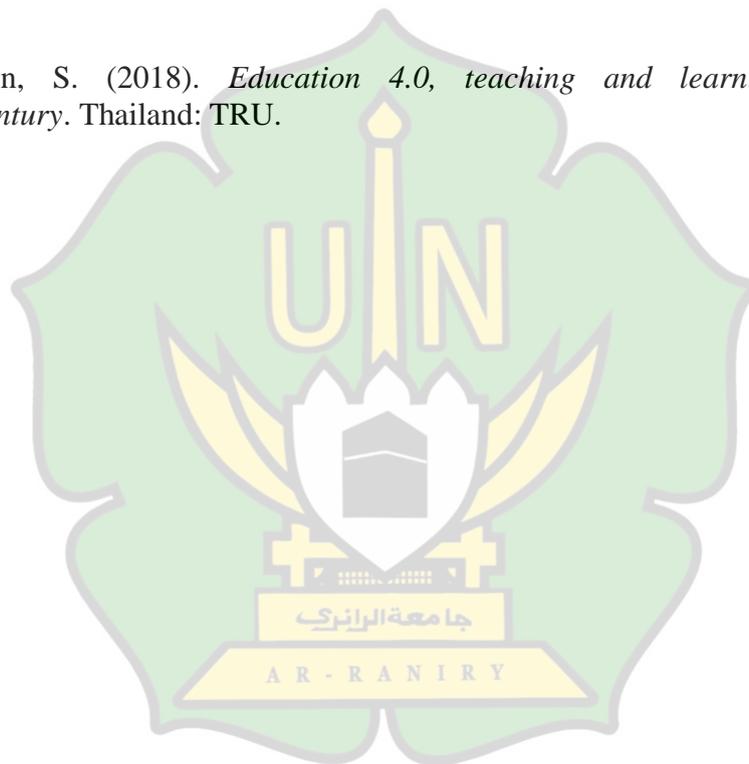
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Appendix 1. Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B-7116/UN.08/FTK/KP.07.6/06/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqayah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pen dele gasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KM.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pen dele gasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 09 Juni 2022

MEMUTUSKAN

Menetapkan
PERTAMA : Menunjuk Saudara:
 1. Khairiah Syahabuddin, MHSc,ESL., M. TESOL, Ph.D. Sebagai Pembimbing Pertama
 2. Syarifah Dahliana, Ph.D. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :
 Nama : Amalia Rahman
 NIM : 180203209
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Innovative classroom practices in Industrial Revolution 4.0 Era: English Teachers' experiences

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021

KETIGA : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

AR - RANIRY

Ditandatangani di Banda Aceh
 Pada Tanggal 22 Juni 2022
 Ditanda-tangani
 Muslihi Razali

Terbaca
 1. Dekan UIN Ar-Raniry (sebagai Aparatur)
 2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan
 3. Pembina/mana yang berwenang untuk ditandatangani dan dilakukannya

Appendix 2. Recommendation Letter from the Fakultas Tarbiyah dan Keguruan to conduct field research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-13908/Un.08/FTK.1/TL.00/10/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Kementrian Agama Kota Banda Aceh
2. Mam I Banda Acch
3. MAS Babul Najah.

Assalamu'alaikum Wr.Wb.
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Amalia rahman / 180203209**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Gampong Ie Masen Kayee Adang Kec. Ulee Kareng Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Innovative Classroom Practice in Industrial Revolution 4.0 era: English Teachers' Experience*

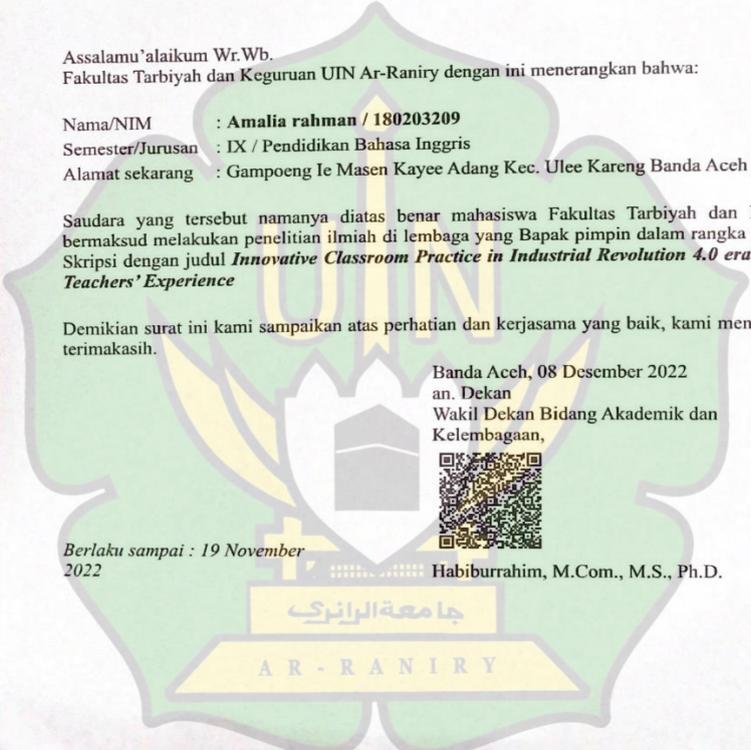
Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 08 Desember 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 19 November 2022

Habiburrahim, M.Com., M.S., Ph.D.





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-13908/Un.08/FTK.1/TL.00/10/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Dinas Pendidikan Wilayah Kota Banda Aceh
2. Kepala SMAN 1 Banda Aceh
3. kepala SMAN 3 Banda Aceh
4. Kepala SMAN 4 Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Amalia rahman / 180203209**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng le Masen Kayee Adang Kec. Ulee Kareng Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Innovative Classroom Practice in Industrial Revolution 4.0 era: English Teachers' Experience*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 19 Oktober 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 19 November
2022

Habiburrahim, M.Com., M.S., Ph.D.

جامعة الرانيري
AR - RANIRY

Appendix 3. Confirmation letter of conducted Research from Islamic senior high school 1 Banda Aceh, senior high school 3 Banda Aceh and senior high school 4 Banda Aceh



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
MADRASAH ALIYAH NEGERI 1 BANDA ACEH
Jalan Pocut Baren No. 116 Keuramat Banda Aceh
Telp. 0651-836804 Fax. 0651-29486
Website: manmodelbna.sch.id, Email: mandelbandaaceh@gmail.com

Nomor : B-2809/Ma.01.90/TL.00/12/2022 12 Desember 2022
Lamp : -
Hal : Telah Melakukan Penelitian

Yth. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
di-
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh.

Dengan hormat,

Memenuhi maksud surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Nomor : B-15908/Un.08/FTK-I/TL.00/10/2022 tanggal, 9 November 2022, dan Surat rekomendasi Kepala Kantor Kementerian Agama Kota Banda Aceh Nomor : 5872/Kk.01.07/4/TL.00/11/2022 tanggal 14 November 2022 perihal Izin Penelitian, maka dengan ini menyatakan bahwa:

Nama : Amalia Rahman
N I M : 180203209
Program Studi : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry
Jenjang : S1

Telah melaksanakan tugas melakukan penelitian untuk mengumpulkan data Skripsi dengan judul **"Innovative Classroom Practice in Industrial Revolution 4.0 Era: English Teachers' Experience"**, pada Madrasah Aliyah Negeri 1 Banda Aceh.

Demikian surat ini kami sampaikan untuk dapat dipergunakan seperlunya.



جامعة الرانيري
AR - RANIRY



PEMERINTAH ACEH
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 3 KOTA BANDA ACEH
Jalan Tgk. H. Mohd. Daud Beureu-eh Nomor 454 Kota Banda Aceh Kode Pos 23126
Telepon (0651) 23206, Faks (0651) 23206, e-mail : sman3bandaaceh77@gmail.com
website : http://www.sman3bandaaceh.sch.id/

Nomor : 074/ 1595 /2022
Lampiran : -
Perihal : **Telah Mengumpulkan Data Penelitian**

Yth. Wakil Dekan I Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry
Di
Banda Aceh

Sehubungan dengan Surat dari Cabang Dinas Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar Nomor : 421.3/G.1/2798/2022, Tanggal 24 Oktober 2022 Hal : Permohonan Pengumpulan Data, maka dengan ini kami beritahukan bahwa:

Nama : **Amalia Rahman**
NIM : 180203209
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Sudah melakukan Penelitian, pada SMA Negeri 3 Banda Aceh, dalam rangka penyusunan Skripsi dengan Judul **"Innovative Classroom Practice in Industrial Revolution 4.0 Era: English Teachers Experiences"**.

Demikian surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Banda Aceh, 12 Desember 2022

Kepala
SMA NEGERI 3
BANDA ACEH
DINAS PENDIDIKAN
AR-RANIRY
M. HIBSUL KHIBRI, S.Pd., M.Pd
PEMBINA UTAMA MUDA
NIP 197405152000081001

AR-RANIRY



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMAN 4 BANDA ACEH**

Jalan Panglima Nyak Makam No 19 Kota Baru-Banda Aceh
Laman:sman4bna.sch.id, Post-El:sman4bna@yahoo.com
Telp/Fax . 0651-755689 Kode Pos : 23125

Banda Aceh, 8 November 2022

Nomor : 070 / 745/ 2022
Lamp : -
Hal : Telah Selesai Penelitian

Kepada Yth,
Wakil Dekan Bidang Akademik Dan
Kelembagaan Universitas Islam Negeri
Ar Raniry Banda Aceh
di
Banda Aceh

Dengan hormat, sehubungan dengan surat dari Dinas Pendidikan Provinsi Aceh, Nomor : 421.3/2798/2022 Tanggal 24 Oktober 2022 perihal izin mengumpulkan data, maka bersama ini Kepala SMA Negeri 4 Banda Aceh, menerangkan bahwa :

Nama : Amalia Rahman
NPM : 180203209
Prodi : Bahasa Inggris

Yang tersebut namanya di atas telah mengumpulkan data pada SMA Negeri 4 Banda Aceh mulai tanggal 08 November 2022, dengan Judul : " Innovative Classroom Praticce IN Industrial Revolution 4.0 Era English Techers Experience ".

Demikian surat ini kami buat agar dapat dipergunakan seperlunya.

Kepala Sekolah,

Drs. Muzakkir, M.Pd

Pembina TK. I, IV/b

NIP.19681231 199512 1 006

**INNOVATIVE CLASSROOM IN INDUSTRIAL REVOLUTION 4.0 ERA:
ENGLISH TEACHERS' EXPERIENCES**

1. What is the innovative classroom in industrial revolution 4.0 in your opinion?
2. How do you create innovative activities in your classroom?
3. what things do teachers need in creating innovative classes in the 4.0 era?
4. What are the methods used in the innovative class in 4.0 era?
5. What method do you think is most suitable to be applied in English class?
6. What are the skills that English teachers must improve in order to face digitalization?
7. How ready are English teachers to use technology in the classroom?
8. What is the difference between teaching methods before and now?
9. What is the problem faced in creating an innovative classroom in the 4.0 era?
10. how to deal with problems that occur in the innovative classroom in 4.0 era?

INTERVIEW GUIDELINE

Respondent: English Teacher in SMAN 3 Banda Aceh

Code: Participant 1

Initial: MT

Gender: Female

A : Assalamualaikum wr. Wb

B : Waalaikumsalam wr. Wb

A : Hello, let me introduce myself, I am Amalia Rahman, PBI student 2018 in UIN Ar-RANiry. I am doing my research about “Innovative Classroom in Industrial Revolution 4.0 era; English Teachers’ Experiences”. I need participants who teach English at Senior High School and has 5 years of teaching experience. Do you have those criteria?

B : Yes, I am

A : Do you agree to be my participant in this research?

B : Yes, I do

A : All right, then here I have ten main questions for answering my research question, let’s start with the first question. What is the innovative classroom in industrial revolution 4.0 in your opinion?

B : In this digital era, in my opinion, an innovative class is a class that uses technological aids that are very useful in class. Technology that people generally have such as mobile

A : what things do teachers need in creating an innovative classroom in the 4.0 era?

B : Adequate facilities, such as adequate technology, and comfortable classrooms.

A : What are the methods used in the innovative classroom in the 4.0 era?

B : I do not specify a method in my class. I apply the method based on the ability of students. So, each class uses a different method.

A : What method do you think is most suitable to be applied in English class?

B : The method that is suitable for use in English classes in my opinion, just adjust it to the ultimate goal of learning. Each skill has a different method so just adjust it

A : How do you create innovative activities in your classroom?

B : I personally, to make the class less boring I invite them to study outside the classroom such as in the lab, library, or under a tree because there are some materials that can be taught outside the classroom.

A : What are the skills that English teachers must improve in order to face digitalization?

B : The rapid development of IT makes teachers have to balance it. Especially with students who are used to using technology so teachers cannot be left behind in using technology

A : How ready are English teachers to use technology in the classroom?

B : I think, ready not ready. Moreover, recently there was a covid so like it or not everything has to use technology

A : What is the difference between teaching methods before and now?

B : The way of teaching is very much different, especially teaching students who are not from the city. If in the past I only used blackboards as a teaching tool, now we can use cell phones to send material. In the past, material only came from books, now we can take material on the internet as needed

A : What is the problem faced in creating an innovative classroom in the 4.0 era?

B : What I really feel is that there are students who are less aware of the use of technology such as cell phones, so their interest in learning decreases.

A : How to deal with problems that occur in the innovative classroom in the 4.0 era?

B : I think teachers should collaborate with the parents of students. This is very important because if only the teacher supervises it, nothing will work. Parents must also supervise students in using technology

Appendix 6. Documentation



