Film Media as an Innovative Learning Model
In The Era Of Globalization

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Abstract
In the era of globalization, the function of teachers should be encouraged, creative and innovative. An American education expert have to master the learning material, have the skills, charming personality, professionalism and well developed (Asworth, 1999). The teacher is required to master and develop four teaching competencies; they are (1) pedagogical, (2) social competency, (3) personal competency, and (4) professional competency, which consists of five core competencies that must be mastered by teachers and seventy-two indicators of competencies that must be mastered by every teacher in carrying out his duties as a qualified teacher (Ministry of Education, 2003). A brief description of the innovative learning models in the era of globalization is constructivist and behaviorist paradigm which focuses on three things, namely: (a) definition, characteristics, functions and meanings of the innovative learning models; (b) an innovative learning model through behaviorist movie; and (c) innovative films constructivist learning model. While a detailed description of several models of learning that can be recognized as a model of innovative learning in constructivist paradigm will be discussed in another occasion. No wonder if the media can cure homesickness movie teachers learning will be perfect with the goal or aim of making students' English proficiency. The language used in the medium of film contains elements of understanding culture that gives an overview of exemplary character or reviled. An overview of the film media as a teaching methodology has maximum results, especially in foreign languages without native speakers. The brief description above gives us an understanding, they are : (1) nowadays, every teacher must use integrative and innovative learning models in the learning process (behaviorist-constructivist) that are emphasized on constructivism; and (2) currently, the students themselves should be able to develop their nature of learning to own the skills or the quality of the ten aspects, such as : (1) Basic skills; (2) Technology skills; (3) Problem solving skills; (4) Multicultural quality; (5) Interpersonal skills; (6) Inquiry skills; (7) Information quality; (8) Critical and creative thinking skills; (9) Communication skills; and (10) Spiritual quality (Arifin, 2011). The teacher as a good model in the field can effectively use media to easily get downloadable movies. Hopefully every human beings who chooses this profession as an educator (teacher) can improve the quality of pedagogical competency, social competency, personal competency and professional competency well so that the teachers can guide every student to be able to develop the ten aspects well above.

Keywords: Globalization, Innovative, Learning Model

Introduction
In the era of globalization, the function of teachers should be encouraged, creative and innovative. An American education expert have to master the learning material, have the skills, charming personality, professionalism and well developed (Asworth, 1999). The teacher is required to master and develop four teaching competencies; they are (1) pedagogical, (2) social competency, (3) personal competency, and (4) professional competency, which consists of five core competencies that must be mastered by teachers and seventy-two indicators of competencies that must be mastered by every teacher in carrying out his duties as a qualified teacher (Ministry of Education, 2003).

A brief description of the innovative learning models in the era of globalization and constructivist and behaviorist paradigm focuses on three things; they are: (a) definition, characteristics, functions and meanings of innovative learning models; (b) an innovative learning model of behaviorist movie; and (c) innovative films constructivist learning model. While a detailed description of several models of learning that can be recognized as a model of innovative learning off constructivist paradigm will be discussed in another occasion. Movie is one of the innovative learning models in the era of globalization. There are four elements of language learning using media; speaking, reading, listening and writing. Inevitably, the media can be used as a complete and innovative learning reference. Moreover, advanced technology have been expected to easily help learning process. No wonder if the media can cure homesickness movie teachers learning will be perfect with the goal or aim of making
students' English proficiency. The language used in the medium of film contains elements of understanding culture that gives an overview of exemplary character or reviled. An overview of the film media as a teaching methodology has maximum results, especially in foreign languages without native speakers.

Definition, Characteristics, Functions and The Meaning of Innovative Learning Model and Understanding The Models of Teaching and Learning

The experts concluded that the definition of Teaching Model is "a teaching plan that describes the process applied in the teaching-learning process in schools in order to achieve the expected specific changes in students' behavior in accordance with the purpose of learning (Wahab, 2007)". According to the experts, a model of teaching is considered good if it has the characteristics as follows: (1) to have a systematic procedure, to modify student behavior based on certain assumptions; (2) specifically define learning outcomes, the students' positive behavior change in particular; (3) the establishment of a special learning environment and conducive manner; (4) a measurement of success, which can establish the success criteria for the students after participating in learning; and (5) interaction with the environment, the learning model has to encourage students to be active and participative to what is happening in the environment.

The function and source of model of teaching. According to Chauhan (1979), there are some functions of teaching models, they are: (1) guidelines; to guide teachers in implementing the teaching process in a comprehensive manner to achieve the learning objectives; (2) curriculum development which can help the education unit level curriculum (SBC); (3) sets of teaching materials. Teaching materials are set to be delivered specifically to help students positively change their knowledge and personality; (4) to assist the improvement of teaching; encouraging or assisting the teaching and learning process in order to be more effective in achieving educational goals; and (5) to encourage or motivate learners' behavioral changes optimally according to their talent and interests.

When reviewing several scientific sources about learning, here are some of the concepts that can be understood from the meaning of innovative learning; (1) an innovative learning model can cultivate students' pillars of learning, such as: learning to know, learning to do, learning to live together, and learning to be a person (Mexicans Abroad, 1999); (2) an innovative learning model must be able to encourage students to develop all their potential to the fullest, with characterized by active students engagement, creative and innovative during the learning process at school; (3) innovative and participatory learning model is able to streamline the achievement of learning objectives or educational purposes; and (4) an innovative learning model is able to encourage students to make positive behavioral changes in various aspects of life (either as individuals or groups). Thus, innovative learning is learning-oriented strategies, methods or efforts to improve all of the positive abilities of students in order to improve the quality of the intellectual (the mastery of science and technology), the emotional qualities (personality) and spiritual qualities that are ready to welcome a future full of competition. In the process of developing the students' potential or ability, innovative and participatory learning plays important roles of students as the most active party (most central), just as a teacher mentor, motivator and evaluator of students' learning.

Innovative Models of Learning Through Behaviourist Film

Model of innovative film learning paradigm behaviorist is a model of learning that is applied by the teacher in the classroom with the Teaching and Learning-oriented. Some behaviorist learning theory are: Thorndike Watson, Clark Hull, Edwin Guthrie, and Skiner. The theory of the four characters that have a very wide effect until now is behaviorist Skiner theory, because Skiner's opinion is considered more extensive and comprehensive when compared with the previous point of view of behaviorist theoreticians. According to experts, the characteristics of student learning behaviorist theory are as follows:

1. Learning is a change in behavior as a consequence of the interaction between the stimulus (stimulus) and the responses (responses / answers). In the learning process, which is essential is
that the input / input stimulus in the form of teacher and output / output in the form of student responses.

2. Learning outcomes should be observed and measured in real. Measurement is something that is very important to notice any change in students' behavior. Hence, any stimulus given teacher and what is received by students (as a response) should be observed empirically / tangible and can be measured quantitatively.

3. Elements reinforcement (reinforcement) in the learning process is very important. Therefore, a positive reinforcement will encourage a stronger response. Thus, reinforcement is an important form of stimulus is given or eliminated / reduced (negative reinforcement) to allow the students' responses.

4. The students responses to the stimulus can be thoughts, feelings, actions / activities and attitude. The response should be observed (observabel) and can be measured quantitatively. Therefore behaviorist theory favors the understanding of positivism to understand idealism (Sujono, 1978; Dahar, 1989; Hill, 2010)

There are some weakness points of behaviorist learning theory in understanding the nature of learning, namely: (A) behaviorist theory is often unable to explain the complex and dynamic situation during the process of studying; (B) behaviorist theory is unable to explain the reasons causes the problems or irregularities between stimulus and responses; (C) less behaviorist theory is unable to explain the existence of various degrees of psychological or emotional complexity of learners in response to a stimulus; and (D) behaviorist theory tends to view the students as passive party (determined by external factors / socio-cultural structures), students are not creative and dynamic, students are viewed as empty bottles to be filled, and students are considered to have no power of creativity and good imagination (Suciati and Irawan, 2001; Budiningsih, 2005). The application of students’ learning behaviorist theory in the learning process of in the classroom are as follow:

1. To generate the mastery of science concepts in the learning process, teachers need to implement a drill methods itself and continues to be repeated.

2. In the aspect of reinforcement, learning and punishment is the most important elements.

3. Process of learning in the classroom should be designed in a clear, systematic, does not change, can be measured, because of the nature of knowledge is objective, fixed, for sure. Therefore, the success of a child's learning is that he is able to achieve test scores between 75-100 or have achieved a minimum passing grade standard set.

4. The students will learn something must be formatted in a clear, structured, based on the rules strictly, strict discipline. Therefore, it must be realized that the behavior of the student is to be in accordance with what has been designed or is specified.

Based on the above brief description, the innovative learning behaviorist paradigm conducted by the teacher in the classroom according to theory should be behaviorist:

1. Teachers should make learning objectives in detail and clearly achievable.

2. To analyze and identify early environmental and knowledge of students.

3. To determine the detailed subject matter to be presented from the topic to sub-topic.

4. Presenting the material in order to provide a variety of stimulus, for instance; asking for tasks in a systematic, logical, and solve- problematic for students.

5. Examining closely the responses of students and providing reinforcement or punishment according to students' ability.

6. To give new stimulus and to observe students' responses and provide further reinforcement or punishment.

7. To conduct final evaluation of activities and to analyze the evaluation test results in writing. The child is considered to be successful in learning if he can reach more than 75 or 80 upwards (Budiningsih, 2005; Hill, 2010).
Innovative Learning Model Constructivist Film

Innovative learning model constructivist paradigm is a model of learning that is applied by the teacher in the classroom with the Teaching and Learning Process-oriented. Philosophical root of constructivist learning theory is philosophy of idealism oriented, while behaviorist or objectivist learning theory is based on the philosophy of positivism. Some experts say that understanding constructivism is a philosophical orientation with contextual approach (Zahorik, 1999).

The first scientist to bring up the idea of constructivism is Giambatissta Vico (epistemologist of Italy). According to Vico, knowledge always refers to the structure concepts form. Knowledge can not be separated from the person who knows. While the first psychologist who used the philosophy of constructivism to analyze the phenomenon of learning is J. Piaget. The main ideas of Piaget's constructivist theory related to learning are: (1) an external reality and not something ready-made, but internally acquired through construction activities that generate new schemata. Schemata is the beginning of knowledge (knowledge that is already owned subsidiary). In a child's mind there is no initial knowledge structures (schemata) that serves as a filter and facilitator for new ideas or knowledge of the child; (2) through contact and interaction with new experiences, schemata can be changed and developed through the process of assimilation and accommodation; (3) learning is a process of change in concept, and in the child's learning process continues to build new concepts through assimilation and accommodation of their schemes. Thus, learning is a continuous process. It never stops carrying the child to construct knowledge; (4) the knowledge constructed by the students themselves. Knowledge can not be transferred from the teacher to the student, but only with the involvement of the student to the maximum to develop schemata with new experiences, as the students continue to actively construct their knowledge to be more complete, detailed and scientific; and (5) basically each individual as a child has already the ability to construct their own knowledge.

Knowledge is constructed by the child, it will be meaningful knowledge, while knowledge gained only through the notification process will not be meaningful knowledge. Knowledge (notified others) is just for a while after it is forgotten (Zahorik, 1995; Suparno, 1997).

In historical perspective, the real learning approach is emphasized on students centered learning in the classroom that has been developed by John Dewey in America. There are various approaches equally active in student-oriented; for example discovery learning approach, contextual approach to teaching and learning (CTL); and constructivist approaches. Constructivist approach, learning is a kind of approach emphasizes on aspects of the learning activity of students. Both of discovery of learning approaches are involving students as a creative individual, small innovators and scientists (Fachrurrazy, 2001).

According to experts, the constructivist approach is considered relevant to the preparation and build learners to have the ability in the following areas: (1) relate the experience, knowledge and belief that have been existed in the child to interpret new objects and events; (2) increase the power of inquiry and innovation students to discover new knowledge; (3) foster students' self-confidence, because all learners are given the opportunity to participate in determining the learning objectives and the development of science (as a little scientist); (4) establish a cooperative among the students because this approach requires more work groups; (5) establish the mental attitude of students to be tolerated, not exclusive to the same or different opinion; and (6) establish a mental attitude responsive to new problems; to solve the current problem easily because the process of learning provide a learning experience more that can not be separated from the conditions of time and place -it always changes (Chauhan, 1979; Suparno, 1997).

Based on the experts opinion above, it can be concluded on a number of attributes or characteristics of the constructivist theory in learners' learning process, are:

1. Learning means forming meaning. The meaning of something is not formed and given by the teacher (external), but the students themselves (internal) to form or create meaning on the basic of the knowledge that he already has before, and on the basic of what they see and feel, it means that they are naturally in a range of dynamic condition.
2. Meaning of significance Construction is underway continuously performed by children. Each child's face phenomena, symptoms and new experiences construct students' new knowledge directly.

3. Meaning of student learning is not the memorization of concepts and gather facts, but it is a process of development of the child's thought of constructing a new understanding. So, learning focuses not only on the results (quantitative) development process itself but also continuing accumulation endlessly.

4. Learning process is the time of schemata (prior knowledge or existing knowledge) that encourages students to connect and construct new knowledge. Conditions of time and place that is experienced by a child between expectation and reality is not balanced, it will encourage the child to learn.

5. Quality of student learning outcomes is strongly influenced by the experience of the students who have already possessed a diverse student environment (family, school, peers, society), and it depends on the concepts, motivations, goals, and opinion that have been held during the students interaction in the learning process.

6. Process of learning at school to the maximum are as follows: (1) exempting students from the shackles of the curriculum contains the facts that have been defined with certainty and rigid; (2) placing the students as the rise of the power of motivation, interests to connect and develop ideas extensively, then reformulate the idea and make inferences; (3) teachers and students examine a variety of important draft message and source of truth can come from many various aspects of interpretation; and (4) teachers should be aware that children's process of learning and evaluation of learning outcomes is something that is very complex and dynamic effort.

7. Responsibility in successful learning is on the students' themselves, not the teacher. The role of the teacher in the learning process are: (1) foster students' independence by providing variety of opportunities to take decisions and actions; (2) encourage students to dig the ability to take decisions and act in a motivated manner to improve their knowledge and skills in accordance with his own talent; and (3) provide a range of facilities for students to grow optimally in the development of children's interests and talents (Zahorik, 1995; Suparno, 1997; Brooks and Brooks, 1999; Fachrurrazy, 2001).

Based on the above description, the current learning paradigm in the Education Unit Level Curriculum (SBC) is more inclined to the orientation of the constructivist theory rather than the behaviorist theory. Similarly, evaluation of student learning outcomes system known as the 'classroom-based assessment' in the Education Unit Level Curriculum (SBC), which is integrally includes seven types of evaluation (performance assessment, attitude assessment, written assessment, project assessment, product assessment, portfolio assessment, and self-assessment) are more inclined to the application of constructivist theory rather than the behaviorist theory. The development and application of innovative learning models by teachers in any institutions now and in the future should be able to apply and blend behaviorist and constructivist paradigm, which emphasize more on constructivist aspects. One of the innovative learning models is a constructivist CTL learning model. The application of innovative learning model should correspond to the essence of the material, environmental conditions and the ability of students and the goals to be achieved in the learning process at schools.

Important note: Firstly, In this paper, nine kinds of innovative models of constructivist learning that must be understood by the teachers, namely: (1) Cooperative innovative learning models; (2) Inquiry innovative learning models; (3) Innovative teaching and learning model (problem based learning); (4) Innovative Learning Cycle model; (5) Innovative Project-Based Learning model; (6) Based Critical Thinking; (7) Innovative learning model (learning to think through the questions); (8) Multicultural innovative learning models; and (9) Quantum innovative learning model. It should be understood that the learning models must be understood by the teacher in the learning process now not only about nine kinds of innovative learning models mentioned above, there are many other innovative learning models, among others: (1) Role Playing as an innovative learning model; (2) Social Simulation Models of innovative learning; (3) Elaboration of innovative learning models, and so on; Second, because of some limitation, we do not discuss the nine description models above.
Conclusion

The overview of the film media as a teaching methodology can deliver maximum results, especially in foreign languages without native speakers. We provide a brief description of understanding, that: (1) every teacher in the learning process now and in the future have to use innovative and integrative learning models (behaviorist-constructivist) which emphasizes on constructivist; and (2) the nature of learning now and in the future that the students should be able to develop themselves to possess the skills or the quality of the ten aspects, namely: (1) Basic skills; (2) Technology skills; (3) Problem solving skills; (4) Multicultural quality; (5) Interpersonal skills; (6) Inquiry skills; (7) Information quality; (8) Critical and creative thinking skills; (9) Communication skills; and (10) Spiritual quality (Arifin, 2011). The teacher as the main person in the field can use media effectively to easily find downloadable movies today. Hopefully every human beings who chooses the path of this profession as an educator (teacher) can improve the quality of pedagogical competency, social competency, personal competency and professional competency to the maximum, so that teacher is really able to guide every student to be able to develop the above ten aspects.

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