

THE ANALYSIS OF THE IMPLEMENTATION OF THE ECONOMICS TEACHING IN SENIOR HIGH SCHOOLS IN EAST FLORES REGENCY

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ABSTRACT

This study aims to determine the implementation of high school economic learning in East Flores Regency that occurs in Frateran Podor Catholic Private School, Negeri 1 Larantuka School, and San Dominggo Seminary. This research uses a qualitative approach with case study as the type of research. Data collection used observation, interviews and documentation. The results of this study are: 1) learning preparation was not optimally made in the three schools, 2) different learning process which led to different learning result, 3) there were differences in learning result of students in the three schools. It is hoped that this research can be continued by other researcher to measure the implementation and result of learning in the same basic competence in the three schools, thus the research can give meaningful contribution in the implementation of economics learning in Senior High School in the regency of East Flores.

Keywords: School Learning, Case Studies, Implementation, Economic learning

INTRODUCTION

Entering the disruption era of 5.0, the world is facing with change in all aspects of life. One of them is education field. Education sector must face transformation and the most important one is the increasing of Human Resources. The change of education field does not only follow the change of era, but involves stakeholders and puts into account moral factor and characteristics of learners which comes from the students' background (Strung et al., 2013). In accordance with that, the preparation of human resource is an appropriate approach in finding solution for education challenges in Indonesia. By putting character education as the pillar, it is believed that the moral integrity of the Indonesian people will be better day by day (Ghufron, 2010). The challenge of education in Indonesia is not in accordance with the purpose of national education to in developing students' potential to think rationally, and to behave nobly in relation to the values of Pancasila to bring forward the nation of Indonesia in adaptation to the requirements of modern society based on democracy and justice (Soeprapto, 2013). There tends to be a gap between the education in western Indonesia and eastern Indonesia in the context of learning support facilities and access to modern era learning stated in the purpose of Indonesian education. That condition was also experienced in the economics teaching in senior high school in East Flores regency, which demanded an increase in the quality of education with more attention from the government. Therefore, a needed education strategy in facing the 21st century is to select values needed by Indonesia to be taught to the students and actively contribute to the development of world education (PH, 2014).

Implementation of the economics learning in East Flores Regency does not yet experience significant change starting from the designing of learning media and learning process. Whereas the lesson plan demands a teacher to define the aim of the learning, and to choose activities which are in accordance with the level and interest of the learners. Lesson plan is an important aspect of the professionalism of a teacher (Gülten & Zingir, 2013). Lesson plan is not only as complementary of the administration requirements, but it answers the tasks and responsibilities of teachers in implementing of learning in the field which is full of substantive procedures. Modern education paradigm, which is one of the main prerequisites of the 21st century becomes a concept highlight which is completely opposite. It is difficult to turn the traditional learning pattern and process to modern collaborative education mode. All interaction model are the whole collaboration process which are execute in all elements which supporting the improvement of school quality (Zalyaeva & Solodkova, 2014).

From not optimal plan, the result of the learning is not maximal. The lack of study result tends to be the result of lacking of students' activities and motivation caused by the dominant lecture method, thus a more appropriate method is needed to develop examples, motivations, and wide-open chances for students to progress and achieve optimally. Conventional method and learning are still transformative in nature, and it is time to approach the innovative learning with new paradigm wished by the students (Yanuati, 2013).

East Flores is an archipelago regency which already has 32 high schools. These schools are spread in three islands in East Flores regency. With the challenging geographical condition and limited information accesses, as well as poor facilities and infrastructure, Senior high schools in East Flores Regency are in struggle to come out of turmoil and troubles situation. From the 32 Senior High Schools in East Flores regency, only three schools are accredited "A". The three schools are SMA Katolik Frateran Podor, SMA Negeri 1 Larantuka, and SMA Swasta Seminari San Dominggo. The achievement of the Olympic can be a measure of the implementation of economic learning in the three schools. This can be seen in the table 1, 2..

Tabel 1. Economics Olympiad Championship in East Flores Regency Level

No	Name of the School	Championship		
		Year 2018	Year 2019	Year 2020
1	SMA Negeri 1 Larantuka	-	-	-
2	SMA Swasta Katolik Frateran Podor	II	-	-
3	SMA Swasta Seminar San Dominggo	I	I	I

From the table 1, it can be seen there is gap among the three schools in East Flores Regency in the academic achievement especially in economics Olympiad. SMA Negeri 1 Larantuka and SMA Swasta Katolik Frateran Podor are not yet consistent in achieving and to defend the championship in that regency. This is caused by students' lack of interest in learning as teachers does not use interesting method and keep using lecture, discussion, and question-answer method (Al Fiqri et al., 2018).

Tabel 2. Economics Olympiad Championship in NTT Province Level

No	Name of the School	Championship		
		Year 2018	Year 2019	Year 2020
1	SMA Negeri 1 Larantuka	-	-	-
2	SMA Swasta Katolik Frateran Podor	-	-	-
3	SMA Swasta Seminar San Dominggo	-	I	-

Olympiad championship is a part that pictures the condition of the school and the implementation of learning designed for the purpose and the goal of learning in general. In anyway, teacher must actively take part in preparing the students to achieve the championship (Savage, 2019), so that can be a learning achievement which can be measured in affective, cognitive, and psicomotoric areas during the studying phase of the students (Ketchatturat & Phanpruek, 2014). Beside the Olympiad championship, a thing to be highlighted is the use of learning media by the teacher in teaching and learning process. Good media are those which are variative that can uplift students to learn. Teachers are not yet autonomic in replicating learning media which are innovative and effective to provide a sense of comfort for students in learning. It can be seen in the table 3.

Tabel 3. Use of Teaching Media

No	Name of the Schools	Media used by teacher
1	SMA Negeri 1 Larantuka	Board, LCD Projector
2	SMA Swasta Katolik Frateran Podor	Board, LCD Projector
3	SMA Seminar San Dominggo	Board, LCD Projector

From the table 3, it can be seen that the economics teaching in SMA Swasta Katolik Frateran Podor, SMA Negeri 1 Larantuka, and SMA Seminari San Dominggo uses the same media. They are monotone and are used from time-time. Ideally the media should be variative that can bear interest and motivation of students to learn. It is seen by the table that power point is the main media for presentation by the teachers.

With internet-based media (social media), it is hoped that the teaching can be fun and interesting for students. This media is not widely used in learning segment by the students. Nowadays in the 21st century, social media has transformed to be an important part of life (Neelakandan et al., 2020). One indicator of professional teacher is in how well the teacher designing a learning. Good designed learning will effectively lead to the achievement of the learning goal. The quality of the design is defined by the competence of the teacher to prepare components of learning according to certain teaching and learning theory. The headmaster has a role in stimulate the teacher to design teaching according to the model and media chosen (Mawardi, 2018). Teacher's skill in preparing media and sources for learning is still limited whereas internet technology development has already changed the paradigm in gaining information and in communication that is beyond the space and time (Setiyani, 2010).

From the lesson plan, a learning process is made to reach a learning result based on the basic competence taught in the three schools. From the preparation and the process, the headmaster is needed as the supervisor, but sometimes this normal process is prohibited due to lack of sources in teaching and learning activities, limited number of teachers, lack of experience of the teacher, and inappropriate attitude of teachers and students (U-sayee & Brenyah, 2021). Based on that problem, the case to be studied is the lack of teachers' participation in preparing learning media that the learning process does not run well which led to a low studying result of the students.

There lays the problem between the preparation and the result of learning. By the phenomena of the economics learning in East Flores Regency, the researcher makes a learning analysis which is still limited to the preparation and process of learning. It is hoped that future research make analysis about the evaluation of learning. Reflecting on the urgency of the economics learning in East Flores regency, this research needs to be carried out.

METHOD

This research uses qualitative approach under case study research category. The researcher wants to see deeply, holistically, and systematically (Yusuf, 2019) about the teaching of economics in senior high schools (SMA) in East Flores regency especially in SMA Swasta Katolik Frateran Podor, SMA Negeri 1 Larantuka, and SMA Swasta Seminari San Dominggo. By this study case

research, all aspects of research are shown and can deeply and detailly picture the object of the research. The location of this research is in SMA Swasta Katolik Frateran Podor, SMA Negeri 1 Larantuka, and SMA Swasta Seminari San Dominggo. The choosing of the three schools is based on the fact that the three schools are once reference schools of senior high school level in East Flores regency and are accredited "A". From the fact and figures of the three schools it will be gained and known the picture of other schools from the same level in East Flores Regency. In this case the researcher will make interviews with the teachers of economics in senior high schools in East Flores regency who teach in class X, XI and XII (by choosing of basic competence) in each of the class lever. The presence of the researcher is made known to subjects of the research and informants. The data is collected through observation and interviews.

In the process of analysing the data, researcher will study the whole result of interview and documentation gained from any informants. Researcher interviews economics teachers in SMA Swasta Katolik Frateran Podor, SMA Negeri 1 Larantuka, and SMA Swasta Seminari San Dominggo about the preparation, process, and result of the learning. The documentation is field data in the form of photos and videos of interviews and the learning process in the classroom.

RESULT

According to the interview of the teachers of economics in SMA Swasta Katolik Frateran Podor, SMA Negeri 1 Larantuka, and SMA Swasta Seminari San Dominggo, it is revealed that the economics teaching implementation of the teachers in senior high schools in preparing the learning media (syllabus and lesson plan) is monotone and does not change from year to year. As the result, the learning process and result are not maximal. This can be seen by the result of learning in the form of task and test scores for each of the basic competences in three class level; X, X1 dan XII. It can be explained as follows.

Learning in SMA Swasta Katolik Frateran Podor

From the result of the interview of the respondent i.e., the economics teacher in SMA Swasta Katolik Frateran Podor, it is clearly seen that the learning is not effectively performed. Before the East Flores Regency was established as the red zone of Covid-18 pandemic, the learning process was still made face to face between teachers and students, but in shift to prevent gathering in big number and for appropriated distance of students in the classroom. But after the establishment, the teaching and learning process was made from home. Government of the regency and the province take policy that the teacher can stay in the school to do school tasks. This was a really challenging situation because of the fact that some students were coming from villages with many impediments to follow such a method. Learning via zoom and google meeting or the kind cannot be done optimally because of the limited internet connection. Only students who lived in the city can do the learning. Teacher took action by making google classroom and students only did the works via classroom. From the basic competence "describing financial institution in economy", students only did the work when connected to the internet. As the impact, the task and test made via this media cannot be submitted on time. The indicator of the achievement of the competence is only made in the operational term "explain", and because of that, there is no clear benchmark in doing the task given. All the test items given are still on the level of understanding. Whereas, one of the role of the teacher as a guide is to proactively connect what is going on in reality with what is being studied in classroom (Zhang & Ramse, 2021). With this policy, the result of study of the students of class X of SMA Swasta Katolik Frateran Podor in the basic competence "describing financial institution in economy", is as follows:

Table 4. Distribution of Score of Class X of SMA Swasta Katolik Frateran Podor, Basic Competence "Describing Financial Institution in Economy"

No	Min Achiev.	Number of Students	Average task score	Average test score	Passing percentage
1	75	35	88	88	100%

(Source: Result of Data Processing, 2021)

Learning in SMA Negeri 1 Larantuka

From the result of the interview to the respondent, the teacher of economics in SMA Negeri 1 Larantuka, it is revealed that the online learning was going on but the presence of the students was not representative that the teaching and learning process did not run as wished (time and presence must be arranged accordingly). Communication media became a challenge, starting from bad internet and cellular connection to the capability of parents to provide mobile phone used by their children to be used in learning. From that observation, it is found that the economic background of the family influence the digital challenge in accessing online learning, and the parents ability to support the online learning of their children during pandemic (Azubuike et al., 2021). The biggest impact is that the teacher must arrange things to answer the situation of the students in learning. In teaching and learning process, the task and test working cannot be made by all the students on time designated. From the basic competence "Analysing of Nation Budget and Local Government Budget in Economic Building", it can be seen that all the students can only did the task and test whenever they were connected to the internet. The test and task cannot be gathered on time. Indicator of achievement were made only with the operational term "explain", even though the basic competence being taught was "analyse". All the items to be worked on were in the level of "understanding", that the students easily did the task given. The result of the learning of class XI of SMA Negeri 1 on the basic competence "Analyse of National and Local Government Budget in Economic Building" was as follows:

Table 5. Distribution of Score of Class XI of SMA Negeri 1 Larantuka, Basic competence "Analysing of National and Local Government Budget in Economic Building"

No	Min Achiev.	Num of Students	Average task score	Average test score	Passing percentage
1	75	36	80	80	100%

(Source: Result of Data Processing, 2021)

Learning in SMA Swasta Seminari San Dominggo Hokeng

Learning in SMA Swasta Seminari San Dominggo Hokeng SMA Swasta Seminari San Dominggo Hokeng in its implementation during pandemic still made by face to face between teacher and students. With very limited number of students, the learning was still ideal to be made. This school implemented a must-living-in-boarding during the school period. It was not surprising that during the pandemic covid 19, the learning process was made face to face as usual. From this implementation, it can be clearly seen the percentage of students in doing task and test on the basic competence was higher than the other two schools, SMA Swasta Katolik Frateran Podor and SMA Negeri 1 Larantuka. The basic competence is already in the level of analysis and the indicators of achievement were already with operational terms: analyse, correlate, and evaluate. Learning was made face to face in classroom. Task and test were submitted on time. The result of the test and task of class XII of SMA Swasta Seminari San Dominggo in the basic competence "analyse the accounting of service companies" as follows.

Table 6. Distribution of Score of Class XII of SMA Swasta Seminari San Dominggo, Basic Competence "Analyse the Accounting of Service Companies"

No	Min Achiev.	Num of Students	Average task score	Average test score	Passing percentage
1	75	22	88	88	86,36%

(Source: Result of Data Processing, 2021)

According to the explanation about the learning and its result in the three schools, the score of SMA Swasta Katolik Frateran Podor, SMAN 1 Larantuka, and SMA Swasta Seminari San Dominggo Hokeng that can be recapitulated as shown in the table 7.

Table 7. Recapitulation of Scores of SMA Swasta Katolik Frateran Podor, SMA Negeri 1 Larantuka and SMA Swasta Seminari San Dominggo

No	School Name	Min Achiev	Number of Students	Percentage (%)	Remark
1	SMAN 1 Larantuka	75	36	100%	All pass
2	SMA Swasta Katolik Frateran Podor	75	35	100%	All pass
3	SMA Swasta Seminari San Dominggo	75	22	86,36 %	3 persons did not pass

(Source: Result of Data Processing, 2021)

DISCUSSION

According to data in table 4, score distribution of class X of SMA Swasta Katolik Frateran Podor, on basic competence "describing financial service institutions in economics", it can be clearly seen that all student achieved the passing of 100%. However, from the result of interview towards respondent, it is stated that the students can do task given but the understanding of students about the financial service was still minim. Contextual learning cannot run well. Theoretically, students can answer, but practically, the students did not understand what was taught. It is assumed that in normal face to face learning, students might have had difficulties in doing and passing the test and task. As it was in pandemic situation, the school had a policy to ease the students with easier task and test.

According to the data in table 5, the distribution of test and task score of class XI of SMA Negeri 1 Larantuka, in basic competence "Analyse of National and Local Government Budget in Economic Building", it is clear that the students in SMA Negeri 1 who's score taken as sample in this research passed the minimum score achievement in that basic competence. However, a conclusion cannot be made that the students were maximal in receiving the learning material in that basic competence. It safely said that the perception and response of the students were different which could be seen from the punctuality in submitting the task and test given. With all effort possible, teacher reminded the students to be discipline in submitting task and test. The reality showed differently as many students were not on time doing this. Some students submitted their task and test after the deadline. With this achievement of learning, a better learning method should have been developed. It is also necessary that the students should also have an independent way of learning such as by watching related video, and etc (van Alten et al., 2020).

According to the data in table 6, the distribution of score of class XII of SMA Swasta Seminari San Dominggo, basic competence "analyse the accounting of service companies" it is revealed that the percentage of students passing the test was 86,36% from total students of 35 students. Three students did not pass with scores under the standard score which made it to a total of 8,57% of the

students. This condition should have been prevented by application of a creative and innovative learning beside of the lecture method. That way, student activity can be improved and a better result can come out of that. Application of character model through cooperative learning will lead to an interesting and fun learning which inclusive the students, improve learning activities and cooperation among the students (Widhiatmoko & Khafid, 2014).

According to table 7, Recapitulation of scores of SMA Swasta Katolik Frateran Podor, SMA Negeri 1 Larantuka and SMA Swasta Seminari San Dominggo, it can be seen that during pandemic covid-19 situation, the three schools performed learning which resulted in the achievement of students passing the task and test, although three students did not pass from class XII of Social Department of SMA Seminari san Dominggo Hokeng, in the basic competence "analyse the accounting of service companies". This result however must be appreciated because it was made in pandemic by face-to-face learning in classroom. Future design of education must take into account the aspects of human behaviour to enable students to have optimal benefit of learning (Rahardi & Dartanto, 2021). From this research there are some findings as follows: (1) from the aspect of learning media preparation, the three schools still prepare the learning media independently in each of the units without the so called Musyawarah Guru Mata Pelajaran (MGMP) a discussion of the teachers of the subject in regency level, (2) implementation of learning via online in SMA Swasta Katolik Frateran Podor and SMA Negeri 1 Larantuka were not implemented well which could be seen in tendency of the students to collect their tasks and tests not on time. SMA Swasta Seminari San Dominggo in other hand conducted the learning optimally (face-to-face learning), but did not give satisfying result with three students did not pass, and (3) level of difficulties of each basic competence taught in three schools were different, which caused different study result.

CONCLUSION

The achievement in learning is the result of the implementation of learning in schools. It can be concluded as follows: (1) learning preparation in three schools were not optimal, (2) different learning process resulted in different learning result achievement, and (3) there were different learning result achievement of students in the three schools.

SUGGESTION

Based on the research, it is encouraged that future researcher will study about the evaluation of learning in SMA Swasta Katolik Frateran Podor, SMA Negeri 1 Larantuka and SMA Swasta Seminari San Dominggo, where the result can lead to maximal learning achievement.

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