

Analysis of Learning Systems Perspective of Economic Learning Programs

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Abstract

This research is motivated by the importance of learning programs as the first step made by schools, especially teachers to serve as guidelines in one school year. In addition, the learning program is also an important aspect of the learning system to be used as the basis for the implementation process and assessing learning outcomes. This study uses a qualitative approach with a type of phenomenology. The research was conducted at Santa Maria Catholic High School and Saint Albertus Catholic High School Malang. The informant collection technique in this study was a purposive sampling technique, namely class XI economics teachers. Data collection was carried out using interview, observation, and documentation techniques. The results of this study are economic learning programs in both schools including program planning as environmental input; and instrumental inputs such as determining Basic Competency (KD), Operational Verbs (KKO), content, and learning methods; preparation of learning tools; the availability of media and learning resources, as well as the establishment of an assessment program and Minimum Completeness Criteria (KKM), where teachers attend Work Meetings (Raker) and hold Study Field Teacher Consultations (MGBS) in planning, establishing, and compiling learning programs at the beginning of the school year. The purpose of this study is to describe economic learning programs that support the learning process and student learning outcomes as well as to be used as material for evaluating planning, determining and compiling next year's learning programs.

Keywords: Learning System, Learning Program, Economic Learning

INTRODUCTION

The National Education System Law (Sisdiknas), Number 20 of 2003, stipulates eight standards in education as minimum criteria for implementing an applicable education system in Indonesia (Irawati & Susetyo, 2017; Ferezagia et al., 2015). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state. (Hayutika, 2016).

Schools as formal educational institutions with time face various problems to develop quality, which include problems in terms of input, process, and output. Identifying the problems faced by schools is the initial action taken to improve on an ongoing basis to advance specifically the school (Yahya, 2015). In education, learning is known as a form of program, where a good plan is needed from the start (Nur'aini et al., 2015).

Learning is a system with interrelated components to carry out a synergy, namely achieving the learning objectives that have been set. In a learning system, the output of a component is input for other components. The components of an interactive learning system include students, objectives, methods, media, learning strategies, evaluation, and feedback (Priyadi, 2009).

Good learning requires careful planning and its implementation involves various people, both teachers, and students. The parties involved have a link between one learning activity and another learning activity, namely to achieve competence in the field of study which in turn supports the achievement of graduate competence, and takes place within the

organization. For learning to run effectively and efficiently, it is necessary to create a learning program. Learning programs made by teachers cannot always be effective and can be implemented properly. The learning program created has weaknesses so that it does not happen again in the following year's learning program, steps are needed to evaluate the learning program (Widoyoko, 2013).

Economics learning requires a thorough (holistic) understanding for students to be able to solve problems in everyday life (Syahidah, 2015). Economics subject is one of the subjects that aims to train students to learn about the social environment around them. Students who study economics are expected to be able to adapt to every situation and condition that occurs in their living environment wherever they are (Dewi, 2015). In economics subjects students learn material that is very complex and has high relevance in everyday life (Amir, 2016).

This research is important to know and evaluate programs that are planned, determined, and arranged in economics learning. As a system, the learning program is input for schools and teachers. Schools as formal educational institutions have programs to serve as guidelines in the learning process and target learning outcomes at the final stage. The teacher is the executor of the program by applying it in learning and conducting assessments. A good application in the learning process and learning outcomes achieved according to the target are the implications of the success of the learning program. When viewed from the implications some programs are not effective and efficient, then an evaluation of the learning program is carried out.

RESEARCH METHODS

The approach in this study uses a qualitative approach. The type of research used is phenomenology. This study aims to describe economic learning programs that are planned, established, and arranged at SMAS Katolik Santa Maria and SMAS Katolik Santo Albertus Malang. With this type of phenomenological research, it is hoped that it will be able to describe economic learning programs in schools, specifically programs compiled by economics teachers. The location of the research was at SMAS Katolik Santa Maria and SMAS Katolik Santo Albertus Malang, with the research subject being an economics teacher teaching class XI.

Sources of research data used are primary data and secondary data. Primary data were obtained from interviews conducted directly with informants, namely economics teachers. Informants were determined using a purposive sampling technique, taking into account the background of research studies on economic learning programs. Supporting data, namely secondary data obtained from theories that support this research study such as relevant journal articles and previous research. Data collection in this study was carried out by interviews, observation, and documentation. The data in this study were analyzed using the Miles and Huberman model, with the stages, namely data reduction, data presentation, conclusion, and data verification. To check the validity of this research data using the triangulation method.

RESULT AND DISCUSSION

Result

One aspect of the learning system is the learning program. Economics teachers at SMAS Katolik Santa Maria and SMAS Katolik Santo Albertus play a role in planning, establishing, and developing economic learning programs. This can be seen from an interview conducted with one of the informants with the code W/F1/INF2_ LYD/ALB/09082022, namely "At the beginning of the school year, we have a joint meeting to determine the program going forward,

then usually the teachers have been divided per subject lesson if here it is called the Study Field Teacher Consultation (MBBS). After the big meeting, it is divided according to the MGBS, each divided per subject, then for example determining and compiling learning tools, such as lesson plans, Prota, promissory notes, and others. Teachers are actively involved in joint processes at school in working meetings with principals, deputy principals, and teachers of other subjects, to listen to directions from the principal and establish several joint programs. Then the teachers who teach economics subjects form their groups to discuss, determine, and develop economic learning programs.

In the economics learning program, there are several things determined and determined by the school. There are also learning programs prepared by the teacher in the form of learning tools. In addition, the economics learning program also includes learning media and resources; determining basic competence (KD), operational verbs (KKO), minimum completeness criteria (KKM); and environment. One of the informants in an interview with the code W/F1/INF1_LAN/MAR/13082022, said that "to determine KD, we look at it from the syllabus from the government, which has already been determined, so we just have to take it. There are operational verbs (KKO) that are used, such as describing, then there are identifying, analyzing, presenting, then evaluating. Now for KD, we are divided into two, namely there is KD knowledge and KD skills. KD knowledge, before there was an independent curriculum, our knowledge was subject teachers, such as described, then analyzing in class, but for skills such as presenting products, we had a blended program, so we combined several subject areas into one for them to make products, then it became a value Skills. In tenth grade, the score is one, no knowledge, no skills. So one value becomes a summative value.

Well, the tenth grade still has a blended program. When compiling KKO, we adjust it to KD, in the implementation, it is more personal assistance, if the child doesn't understand, then we repeat it. If the KD describes, then, for example, describes economics, then the KKO describes the meaning of economics, describes its functions, yes adjusts it, only if the students don't understand, later in class we will give more personal assistance.

The following is the documentation of the interview process with informants:



Figure.1 Documentation of The Interview Process



Figure.2 Documentation of The Interview Process



Figure.3 Documentation of The Interview Process

Discussion

The program is the initial stage that is planned, determined, and structured to be implemented and achieve results. Thus, economics learning programs are all things that are planned, determined, and arranged, as well as the resources owned by schools such as media and the environment that can support and support the economics learning process and the learning outcomes achieved by students.

The economics learning program as input relates to everything that is owned, and needed, and provides support for the implementation of the learning program. In the research conducted, it was found that there are types of input in SMAS Katolik Santa Maria and SMAS Katolik Santo Albertus in Malang, namely instrumental input and environmental input. Instrumental input is anything that has a direct influence on the learning outcomes achieved by students, and environmental input is a type of input that comes from the environment around the learning process that is not directly related and has a direct effect on the learning process. (Arikunto, 2008).

Economic learning programs found in research at both schools include program planning; determination of Basic Competency (KD), Operational Verbs (KKO), content, and learning methods; preparation of learning tools; availability of media and learning resources, as well as determination of assessment programs and Minimum Completeness Criteria (KKM). Learning programs contained in instrumental input, namely determining KD, KKO, content, and learning methods; availability of media and learning resources, preparation of learning tools; as well as determining the assessment program and KKM. Meanwhile, environmental input includes program planning. So in this study, more instrumental input was found than environmental

input. However, both of these inputs can affect the learning process carried out and the learning outcomes achieved. This can be seen from the opinions of informants regarding the impact of planned, defined, and determined learning programs, namely having a positive impact on economic learning and supporting learning and assessment of learning outcomes. The planned and structured program can be a reference for achieving the learning objectives that have been prepared and determined, as well as the process of assessing student learning outcomes.

1. Program Planning

At the beginning of the school year, SMAS Katolik Santa Maria and SMAS Katolik Santo Albertus make a learning program plan. The two schools held a Working Meeting (Raker) to determine and develop learning programs and tools, namely syllabus, Prota, Promissory Notes, and lesson plan (RPP). In planning the program by holding a meeting, the Curriculum Deputy Head also conveys the curriculum used in learning as a reference. From the results of the research conducted, in the 2022/2023 school year, both schools use curriculum 13 for class XI.

Program planning functions to provide direction for the implementation of learning so that it becomes directed and efficient. One part of the lesson plan that is very important to be made by the teacher as a learning guide is the learning device. Learning devices are components of devices in the learning process that are needed to prepare for learning so that the learning process can be achieved properly. The learning device components referred to are syllabus and lesson plans (Hamid, 2017).

The curriculum that has been determined is developed into Prota and Promissory Notes. Then proceed with making a syllabus, and ending with lesson plans which are lesson plans for each face-to-face meeting in the classroom (Nuzuar & Warsah, 2018). The achievement of the 2013 Curriculum objectives can be seen from how the existing curriculum contributes to efforts in preparing learning tools, namely the development of syllabi, textbooks, learning resources, learning models, and learning instruments, and later outlined in the form of lesson plans (RPP), then implemented in learning practices in educational units (Hanisa et al., 2018).

2. Determination of KD, KKO, Material Content, and Learning Methods

SMAS Katolik Santa Maria and SMAS Katolik Santo Albertus in program planning including determining KD, KKO, content, and learning methods. The KD determination is carried out by following the existing government program in the 2013 curriculum which was revised in 2018 and is contained in the syllabus issued by the government. According to Rachmawati (2020), KD is the competency of each subject for each class derived from KI. KD is content or competence consisting of attitudes, knowledge, and skills that originate from KI that must be mastered by students. These competencies are developed by taking into account the characteristics of students, initial abilities, and characteristics of a subject.

KKO is determined at a higher level by adjusting the material. Tiered operational KKO levels from C1, C2, C3, C4, C5, and C6. KKO is used in the preparation of RPP such as explaining, describing, identifying, analyzing, presenting, calculating, and making products. Class XI material contained in K-13 such as national income, employment, economic growth and development, price index and inflation, monetary and fiscal policy, state budget, taxes, and international trade.

The learning methods specified in the planning, namely group discussions, presentations, project-based learning, question, and answer, the teacher explaining the material, and problem-solving. Learning methods are details of learning activities used by educators to create an effective learning atmosphere and learning process that is adapted to the characteristics of students and KD to be achieved (Rusman, 2017).

3. Preparation of learning tools

In the work meeting held, teachers who teach economics subjects at SMAS Katolik Santa Maria and SMAS Katolik Santo Albertus develop economic learning tools. The compiled devices are used in the learning process. Learning tools prepared by the teacher include a syllabus, annual program, semester program, and lesson plan.

Realizing the process and learning outcomes of quality students following the expectations of the community and the demands of the curriculum, the role of educators is very important. In teaching and learning activities the task of the teaching staff is a determinant, executor, and as assessor of learning success. All of these tasks are carried out to help students learn to gain knowledge, skills, and certain values and attitudes. In addition, educators also play an important role in efforts to develop students' critical thinking skills. For this reason, educators need to understand strategies, learning methods, and appropriate learning approaches. One of the roles of educators is to develop appropriate learning programs (Qasim, 2016).

4. Availability of Learning Media and Resources

The learning program includes the availability of learning media and learning resources at SMAS Katolik Santa Maria and SMAS Katolik Santo Albertus available learning media and learning resources used by teachers, so that they can support the learning process carried out. The media in both schools are laptops, computers, LCDs, flash drives, whiteboards, blackboards, chalk, and markers. While learning resources, such as textbooks, power point materials, UKBM, videos, modules, school environment, and libraries.

Learning media owned by schools have utilized technology to keep up with the times. But there are also simple media available in the class that are still maintained for use in learning. Existing media can provide benefits in learning. Learning resources consist of hard copy and soft copy to be used in learning.

The use of instructional media is very important in the teaching and learning process. It is said so because learning media can assist teachers in providing teaching effectively and efficiently. An interesting learning media will increase students' interest in learning. Teachers can use the best media to facilitate learning or increase students' understanding of the subject matter. Thus, through the use of learning media, it is hoped that students will find it easier to understand the material presented by the teacher (Ningsih & Pritandhari, 2019).

5. Determination of the Assessment Program and KKM

SMAS Katolik Santa Maria and SMAS Katolik Santo Albertus in the learning program including establishing an assessment program and KKM. In these two schools, the assessment of learning outcomes includes a knowledge score and a skills score. Meanwhile, the KKM set by the Deputy Head of Curriculum is 75, which applies to all subjects taught at the two schools. Therefore, the KKM for economics subjects is used as a teacher's reference for assessing student learning outcomes, namely 75.

The indicator that students have mastered the curriculum is the ability to measure learning outcomes that have reached the minimum completeness criteria (KKM) that have been set, preferably even exceeding the KKM. With this KKM, students who have succeeded can continue learning to be able to master further competencies, and those who have not mastered can deepen what has not been mastered through remedial. This shows the importance of KKM in determining the continuity of student learning (Mardapi et al., 2014).

CONCLUSION

Some of the conclusions that can be concluded in this study are that the economic learning program at Santa Maria Catholic High School and Saint Albertus Catholic High School Malang which is planned, determined, and arranged at the beginning of the school year includes instrumental and environmental input. Economics learning programs in both schools include program planning as environmental input; and instrumental inputs such as determining Basic Competency (KD), Operational Verbs (KKO), content, and learning methods; preparation of learning tools; the availability of media and learning resources, as well as the establishment of an assessment program and Minimum Completeness Criteria (KKM). In program planning, a Working Meeting (Raker) was held for all teachers and staff, and continued with a Teacher Consultation in the Field of Study (MGBS). The determination of KD and the content of the subject matter conforms to government programs, while the KKO with tiered levels from C1 to C6 according to Bloom's taxonomy and learning media adapts to the subject matter. The teacher compiles learning tools such as syllabus, annual program (prota), semester program (promes), and learning implementation plan (RPP). In schools there are media such as computers, LCDs, white boards and black boards, chalk and markers, as well as learning resources such as textbooks, Independent Learning Activity Units (UKBM), videos, modules, school environment, and libraries, but some are provided by the teacher, such as laptops, flash drives, and power point materials. Thus the learning program that is compiled, determined, and determined can support the teacher in the learning process and assess student learning outcomes.

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