



Evaluation of The Implementation of Merdeka Curriculum in Economics Learning at Senior High Schools in Yogyakarta City

Yohanes Bosco Adi Prasetyo*, Ali Muhson, James Leonard Mwakapemba

Educational Research and Evaluation, Graduate School,
Universitas Negeri Yogyakarta, Indonesia.

*Corresponding Author. Email: yohanesbosco.2022@student.uny.ac.id

Abstract: This study aims to evaluate the implementation of the independent curriculum implementation in senior high school economics learning which includes the components: (1) antecedents, (2) transactions, and (3) outcomes. This research used a quantitative approach with the Countenance Stake evaluation model. The subjects of this study consisted of 143 students and 4 public high school economics teachers in Yogyakarta City. Data collection was carried out using questionnaires, document reviews, and observations that were validated using Aiken content validity and Exploratory Factor Analysis construct validity. Reliability estimation of this study used Cronbach Alpha formula. The data analysis technique used quantitative descriptive analysis. The results of this study indicated that in the aspect of preparation (antecedents) of economic learning in the category of very good by obtaining an average score of 90%, which includes the characteristics of learning planning documents, the completeness of the contents of learning documents, preliminary learning steps, and learning strategies. In the aspect of implementation (transaction) of economic learning in the very good category by obtaining an average score of 88.07%, which includes learning that was interactive, inspiring, fun, challenging, motivating, providing initiative and creativity, and providing role models, mentoring and facilitation. In the aspect of economic learning outcomes in the good category by obtaining an average score of 73.59%, which includes skills assessment, knowledge assessment of daily tests, mid-semester summative, end-of-semester summative, and assessment of student attitudes.

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Introduction

Education holds an important role in developing individuals and society. Quality education cannot be separated from a country's priorities because education is closely related to the quality of human resources (Suingariyev et al., 2020). Improving the quality of education requires special attention, especially on curriculum development that is in accordance with the characteristics of human resources in a country (Rihada et al., 2021). Improving the quality of education is related to the curriculum that is applied in a country. The curriculum is a set of guidelines used for education to achieve goals in the implementation of learning in schools (Ladyshewsky & Taplin, 2015). The current curriculum must continue to be refined and improved to keep up with the times (Dickensheets, et al., 2019). The process of improving and refining the curriculum, as is currently being done in Indonesia, is an important step, because Indonesia is still facing problems in improving the quality of education, as reflected in the PISA rankings, where Indonesia is ranked 68 out of 81 countries in 2022.



Based on the results of interviews with high school economics teachers in Yogyakarta, it was found that the implementation of the independent curriculum still requires careful preparation, especially in economic learning which has many links with the daily lives of students. Economics learning is also a compulsory and important subject for students (Apriyanti, 2023). Many preparations are needed such as preparing teaching modules, learning media, and assessments that will be used. The process of implementing learning must also be adjusted to government regulations and assessments that must be adjusted to the characteristics of students. This can certainly provide challenges for teachers in the process of transferring knowledge where teachers are still involved in administrative changes and adjustments to new rules related to the independent curriculum. This is in accordance with research conducted by Kim Kyung Nyun, (2019) where the changing administrative burden and demands outside of teacher teaching hours make teacher performance less good in the learning process. The obstacles faced by teachers then have an impact on the learning process in the classroom, making the learning process and evaluation less than optimal because teachers are still too focused on administrative matters compared to the teaching process. In addition, according to research conducted by Syarif Hidayatulloh (2023), the results showed that the more proportional and consistent the teacher's load, the more optimal the teacher's performance, especially when teaching. From this research, it can be seen that the problem in the curriculum today is that the administrative burden of teachers is not proportional and changing, which has a negative impact on the learning process in the classroom by teachers. In these conditions, of course, an evaluation of the implementation of the applicable curriculum is needed, namely the independent curriculum.

Evaluation of the implementation of the independent curriculum in Economics is important as an example to improve the process and quality of learning in the classroom so that the teacher load and the quality of teaching can be proportional. Evaluation is the process of assessing a program to determine the impact, effectiveness, efficiency, relevance, and sustainability in the implementation of a program, evaluation is also an important part of a system used to measure, analyze, and evaluate the course of a program (Stufflebeam & Coryn, 2014). Based on this, evaluation is considered important in implementing an ongoing program.

Evaluation of the implementation of the independent curriculum using the countenance stake model in Economic learning is a novelty in research in economic education. In previous research, there has been no evaluation of economic learning using the countenance stake model, so using this evaluation model on the application of the independent curriculum in economic learning can make this evaluation more effective and comprehensive because it involves three stages of evaluation, namely preparation (antecedents), the implementation stage (transaction), and the results stage (outcomes) based on process standards.

This study aims to evaluate the implementation of the independent curriculum implementation in senior high school economics learning which includes the components: (1) preparation (antecedents), (2) implementation (transaction), and (3) outcomes in learning. The expectation from the results of this study is that there will be an increase in the quality of economic learning in the implementation of an independent curriculum at school. This quality improvement can be seen from the results of the evaluation that will be carried out in the form of improvements in the components of learning preparation, implementation, and economic learning outcomes. In addition, the results of this study can help policy makers in making decisions regarding the evaluation and development of an independent curriculum in high schools so that in the future it will be even better.



Research Method

This study used the countenance stake evaluation model with a quantitative approach involving three stages, namely preparation (antecedents), implementation (transaction), and outcomes (Ananda & Rafida, 2017). This study aims to determine the achievement of the implementation of the independent curriculum in economic learning in senior high schools based on the process standards published by the Ministry of Education and Research in 2022. The subjects in this study were 4 economics teachers and 143 grade 10 students of State Senior High School 4 Yogyakarta, State Senior High School 6 Yogyakarta, State Senior High School 8 Yogyakarta, State Senior High School 9 Yogyakarta.

The instruments used in this research were observation guidelines, document studies, and questionnaires. Then, the whole instrument was validated using content validity and construct validity. In content validity, it was validated by 5 experts using the Aiken validity formula (Retnawati, 2016b).

$$V = \frac{\sum s}{n(c - 1)}$$

The overall results of the instrument get an Aiken validity value > 0.80 which is included in the high category. Construct validity of the questionnaire instrument was analyzed using Exploratory Factor Analysis (EFA). The results of the EFA analysis showed that all items on the questionnaire instrument meet the requirements constructively, are valid, and can be used for data collection, namely the results of the analysis seen from the Rotated Component Matrix value > 0.4 . Estimation of instrument reliability in this study using the Cronbach Alpha formula (Retnawati, 2016a). The following are the results of the reliability estimation analysis using the Cronbach Alpha formula.

Table 1. Cronbach Alpha Formula Reliability Estimation Results

No	Instrument	Reliability Coefficient	Description
1	Questionnaire	0.927	Reliable
2	Document Review	0.865	Reliable
3	Observation	0.723	Reliable

The data analysis technique used in this research is a descriptive statistical analysis technique to assess whether each aspect evaluated based on the countenance stake evaluation model is in accordance with the predetermined standard criteria. The following are the standard criteria for evaluation success (Arikunto, 2018).

Table 2. Evaluation Success Criteria

No	Interval	Categorization
1	0%-20%	Very poorly implemented
2	21%-40%	Not well done
3	41%-60%	Implemented Good Enough
4	61%-80%	Well done
5	81%-100%	Very well done

Results and Discussion

The findings of this study show an evaluation using the Countenance Stake model related to the process of implementing the independent curriculum in Economics subjects at school. The following presents the results of the evaluation using the Countenance Stake model.



Table 3. Evaluation Results Using the Stake Countenance Model

No	Component	Indicator	Percentage (%)	Category
1	(Antecedent) Learning Preparation	Characteristics of Learning Planning Documents.	100	Very good
		Completeness of Learning Planning Document Content	94.5	Very good
		Learning Steps Introduction	82.7	Very good
		Learning Strategy	84.4	Very good
Average Total			90	Very good
2	(Transactions) Learning Implementation	Interactive Learning	87.4	Very good
		Inspirational Learning	90.4	Very good
		Fun Learning	90.1	Very good
		Challenging Learning	85	Very good
		Motivating Learning	86.9	Very good
		Learning that provides Initiative and Creativity	88.2	Very good
		Role modelling, mentoring and facilitation	88.4	Very good
		Average Total		
3	(Outcomes) Assessment Results	Skills Assessment Results	43	Good enough
		Daily Test Assessment Results	68.7	Good
		Midterm Summative Results	100	Very good
		End of Semester Summative Results	100	Very good
		Attitude Assessment Results	66	Good
Average Total			73.5	Good

Based on table 3, it showed the achievement of aspects of preparation for Economic learning in public high schools in Yogyakarta City on each indicator in the aspects of preparation, implementation, and results. Based on the results of the study, it can be seen that the indicator of the characteristics of the document gets a final score of 100%, then the indicator of the completeness of the document content gets a score of 94.53%, the indicator of the preliminary learning steps gets a score of 82.69%, and the indicator of the learning strategy gets a score of 84.39%. In total, all indicators get an average score of 90% with a very good category.

The achievement of aspects of the implementation of Economic learning in Yogyakarta City State High Schools, namely in the interactive learning indicator, gets a total score of 87.4%, then in the inspirational learning indicator gets a total score of 90.45%, in the fun learning indicator gets a total score of 90.15%, in the challenging learning indicator gets a total score of 85%, then in the motivating learning indicator gets a total score of 86.9%, in the learning indicator that provides initiative and creativity gets a total score of 88.2% and in the learning indicator that provides exemplary, mentoring, and facilitation gets a total score of 88.45%. Based on the results of the study, it can be concluded that in total the overall indicator of the average score obtained is 88.07% with a very good category.



The achievement of the results aspect of learning Economics in public high schools in Yogyakarta City on each indicator. The task/skill assessment indicator gets a total score of 43%, the daily test assessment indicator gets a total score of 68.7%, in the midterm summative indicator gets a total score of 100%, in the final summative indicator gets a total score of 100%, then in the attitude assessment indicator gets a total score of 66%. Based on the results of the study, it can be seen that in total the overall indicator of the average score obtained in the aspect of reviewing economic learning outcomes is 73.59% with a good category.

Discussion

***(Antecedent)* Learning preparation**

Learning preparation is one of the important components of a learning process. Learning preparation determines the success of teachers/educators in learning in the classroom (Tzenios, 2022). Learning with careful preparation can ensure that the learning process can be carried out well (Kurniawati, 2021). Learning preparation plays an important role in the process of planning students to achieve the goal of learning so that learning becomes more meaningful and can be applied in everyday life by students (Hamrick et al., 2021). It is one of the reasons why learning preparation, especially in economics subjects, must be carefully prepared. Important things that teachers need to pay attention to regarding lesson preparation are the characteristics of planning documents, the completeness of the contents of planning documents, preliminary learning steps, and planning learning strategies that will be carried out by teachers during the teaching process later.

The achievement of the aspects of economic learning preparation of public high schools in Yogyakarta City can be seen that all indicators have met the criteria for success, but there are important indicators that must be improved, especially in the indicator of preliminary learning steps with the lowest level of achievement compared to indicators of characteristics, content, and learning strategies. In the preliminary learning steps, based on the results of observations, teachers have not provided a complete explanation of the learning objectives and the assessment model or assessment that will be carried out, so this makes students less aware of the assessment criteria during the economic learning process. Teachers tend to be too focused on the material to be taught so that preliminary learning steps, such as notification of learning objectives and assessment models or assessments are missed. This is in line with research conducted by Laia, 2019 where teachers often miss the delivery of learning objectives during the learning process in the classroom, this is influenced by other focuses in learning, thus making teachers often miss the delivery of learning objectives and even the assessment criteria that will be carried out during learning. From the findings of these problems, the solution that can be taken is that teachers must make improvements to future learning by coherently and conveying all aspects of learning preparation, especially the delivery of learning objectives and assessments that will be carried out. This is because according to research conducted by Schoenfeld, 2017 Where the delivery of learning objectives and their assessment is very important for learners' progress. Conveying information related to learning objectives and their assessment can motivate learners to take part in learning, thus having an impact on the successful implementation of learning in the classroom.

***(Transactions)* Learning Implementation**

Learning implementation is considered important in the education process, this is because education and teaching involve various important components such as teachers, students, learning media, learning design, as well as learning evaluation approaches and models. (Novitasari, 2022). The implementation process requires learning methods as a tool



for implementing every aspect of the learning process. The use of methods in the learning process can make learning more effective and interactive (Afrizal et al., 2022). Deficiencies in the learning implementation process can hinder the achievement of learning objectives because, in the learning implementation process, a careful design is needed so that a learning process will be created in accordance with the flow of the objectives of implementing a lesson. The implementation of learning also requires the role of teachers or educators (Hubertz & Campenhout, 2022), This can make the learning process for students more interactive and two-way.

The achievement of the implementation of Economic learning in State Senior High Schools in Yogyakarta City as a whole has been carried out very well but there is still a need for improvement on the indicator of challenging learning, this is because the success rate of this indicator is still low compared to other indicators in the aspect of implementing Economic learning in State Senior High Schools in Yogyakarta City. Challenging learning is related to the material presented by the teacher, where the teacher must adjust the material in learning to the ability of each student. Learning that is tailored to the abilities of each learner is often called differentiated learning. Differentiated learning is an approach to teaching that aims to provide a variety of effective ways for learners who have diverse characteristics to understand new material (Amalia et.al, 2023). During the observation, the learning carried out by the teacher did not maximally use the concept of differentiated learning, this was because the teacher had to prepare various materials to be presented to students who had diverse characteristics which could make the teacher burdened. This problem is in accordance with research conducted by Aljowaysir et al., 2019 Where differentiated learning can burden teachers because teachers must prepare a variety of materials and media to accommodate the diverse characters of learners. In contrast to the concept of differentiated learning according to Amalia et al., 2023 Where differentiated learning can be a learning innovation that can improve teachers' ability to hone their creativity and pedagogical skills. From the findings of the problem of challenging learning that has a close relationship with differentiated learning, teachers must still provide and conceptualize learning into learning that can accommodate the various needs of students in the classroom, so that students can learn according to their abilities and ways of learning. This can be done by varying the materials and assessments (Anastasiu & Bold, 2016) so that learning can maximize the potential of learners.

(Outcomes) Assessment Results

Learner assessment is an important part of ensuring the quality of the learning process and improving the academic success of learners (Schmidthaler et al, 2022). Assessment of students based on learning outcomes has certain criteria that can be used by teachers, parents, and students to monitor the development that occurs in students. Assessment comes from the results of the learning process, be it knowledge assessment, attitude assessment, or skills assessment.

The achievement of the outcomes aspect in this study focuses on evaluating the completeness of skills assessment, knowledge assessment of daily tests, mid-semester summative, end-of-semester summative, and student attitude assessment. Findings from the document study where the lowest level of success is in the skills assessment indicator, this of course requires an evaluation of the completeness of the skills assessment aspect. Teachers do not have clear skills assessment guidelines, so the results of students' performance cannot get the maximum skills assessment. The findings are in line with research conducted by Elsara & Maiwen, 2019 where teachers tend to find it difficult to assess students' skills due to unclear skills assessment guidelines. Skills assessment or performance assessment is very important to measure competence and learning outcomes (Langee et al., 2022) Therefore, it is necessary



for teachers to make skill assessment guidelines in an organized and routine manner so that teachers can provide periodic evaluations of students' skills. Skills assessment can identify the real abilities of learners in the classroom and can directly give feedback on the teacher's teaching performance during the learning process (Salma & Prastikawati, 2021). Teachers need to continue to routinely conduct skills assessments as a diagnostic tool (Kruit et al., 2020) to improve the quality of learning and better feedback.

Conclusion

The conclusions obtained from the findings of this study are on the aspects of preparation (antecedents) of economic learning in the very good category by obtaining an average score of 90%, which includes the characteristics of learning planning documents, the completeness of the contents of learning documents, preliminary learning steps, and learning strategies. In the aspect of implementation (transaction) of economic learning in the very good category by obtaining an average score of 88.07%, which includes learning that is interactive, inspiring, fun, challenging, motivating, providing initiative and creativity, and providing role models, mentoring, and facilitation. In the aspect of economic learning outcomes, the good category obtained an average score of 73.59%, which includes skills assessment, knowledge assessment of daily tests, mid-semester summative, end-of-semester summative, and assessment of student attitudes.

Recommendation

Recommendations based on the results of this study are that the preliminary learning steps need to be improved, especially in the preliminary aspect, the teacher must provide a complete explanation of the assessment model or assessment that will be carried out. Then, in the aspect of learning implementation, teachers need to present materials that are in accordance with the abilities of students and give them confidence to solve the problems presented, and in the aspect of results, teachers need to have clear assessment guidelines to assess the tasks or performance results of students to the maximum. Based on the results of the study, recommendations for principals are that principals must continue to monitor and evaluate each aspect, namely introduction, implementation and results, monitoring can be done regularly, so that teacher performance can be monitored and have an impact on improving the quality of learning in schools.

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