



## Analysis of Lesson Plan, Learning Process, Teacher Competence Based on The Indonesian Economics

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DOI: 10.15294/dp.v13i1.13617

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### History Article

Received 17 March 2018  
Approved 2 May 2018  
Published 30 June 2018

### Keywords

Learning Process; Lesson Plan; Teacher Competences

### Abstract

This research aims to analyze the lesson plan, learning process, and teacher competence based on the Indonesian economics, to develop the subject of economic learning. The object of this research is located in 6 (six) cities/regencies in East Java namely Bondowoso, Pamekasan and Trenggalek, Madiun, Blitar and Kediri in 2016. The research method used is qualitative method. The results showed that none of the lesson plan component belonged to the category of excellent quality. Lesson plan is more functioned as the fulfillment of administrative requirements, rather than as a guide in the implementation of learning. The learning process is implemented good, the assessment of learning process is basically closely related to the results of the assessment of the competence of teachers conducted on input evaluation. The quality of learning is influenced by the condition of students, schools that have students with high passion and high motivation to learn, the implementation of learning will be conducive. Another thing is the lack of material presented by the teacher on the core activities of learning. The teacher often reveals a less precise concept about economic theory, as well as the disclosure of events or economic numerical data, teachers are less trying to extract material from economic books to enrich learning materials.

### How to Cite

Hairunisya, Nanis. (2018). Analysis of Lesson Plan, Learning Process, Teacher Competence Based on The Indonesian Economics. *Dinamika Pendidikan*, 13(1), 54-71.

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## INTRODUCTION

Various studies have been conducted to determine the professional competence of economic teachers. In general, the results of the studies proved that the professional competence of economic teachers have not met the criteria as mandated by Government Regulation No. 19 of 2005. To deepen the findings of the study conducted preliminary studies for research interests to be conducted. The preliminary study was conducted by interviewing five (5) economics teachers from different schools, three (3) people teaching in State High School, and two (2) people teaching in Private High School. The results of the preliminary study reinforce the research findings along with the conditions that cause them. Almost all the teachers interviewed stated that they did not have a collection of economic literature important for the mastery of materials, structures, concepts and mindsets of economic science, such as micro and macro-economic theory books, monetary economics, international economics, development economics and so on. In addition to the 5 teachers interviewed, 4 people said they did not know and never used the internet to extract actual economic information, which needed to be known by those concerned and students, to enrich learning, and to develop creative learning. One person expressed know about the internet site to dig-up actual economic data, but rarely did it.

Facts encountered through dialogue with economic teachers, on the occasion of interaction in various MGMP Economic activities, their mastery over the materials, structure, concepts, and mindset of economic science is inadequate. Most economics teachers are less able to critically examine student textbooks and teacher handbooks, whereas in some subjects the study is superficial and in some other parts found many misconceptions. Most economics teachers are less interested in owning and reading the economic literature on which the subject matter of their subjects is mastered. Most economics teachers lack

awareness to instill morality-based economic values, and an Indonesian legal system that is legally formalized in the 1945 Constitution. Furthermore, to renew economic knowledge that is changing and evolving at any time, most economics teachers are also reluctant, or even less able to take advantage of the abundant knowledge resources available in cyberspace through the internet network.

With regard to the problem of professional competence faced by teachers economics individually, as well as in the group context (MGMP), a solution that effectively and efficiently can be utilized by economics teachers by self-learning, as well as groups within the economic MGMP. The solution in question is the provision of a book of learning enrichment for economic teachers, complemented by learning strategies for each topic, and reference of further traceable economic resources to encourage economic teachers to explore and update their knowledge of the economy more broadly. In addition, taking into consideration the importance of the inculcation of Indonesian economic values based on the 1945 Constitution, which has been untouchable in the curriculum, and also lacks the interest of teachers to insert it into learning, the enrichment book that will be provided is also based on the Indonesian economic values.

Budiyono (2016) stated that the challenge to improve the teaching profession is to optimize the role of teacher association and the availability of information technology. Asrori (2016) recommended that workshops and trainings should be provided to lecturers to help them create learning tools such as syllabus, lesson plans and teaching materials, and curriculum evaluation. Rochana (2014) concluded that: (1) teachers still have difficulty analyzing Basic Competencies and Learning Materials containing multicultural values; (2) teachers have difficulty making multicultural-based lesson plan; and (3) teachers still have difficulties in implementing multicultural learning. Based on the result of research that professional competence in sociology learning based on multicultural is still low, it is recommended:

(1) training to analyze Basic Competence and Learning Material containing multicultural values; (2) training to make lesson plan based on multicultural, in terms of formulation of learning objectives, selection and organizing of learning materials, selection of learning resources/instructional media, learning approaches, and assessment of learning outcomes; and (3) sociology learning training in planning, implementing and evaluating multicultural based learning.

Based on the results of interaction with high school economics teacher in various activities of Economics Teachers Forum (MGMP Ekonomi), proven mastery of economics teacher on the substance of economics weakness, facing misconceptions, knowledge of the factual matters of economic condition at local level, national to international apprehensive, and lack awareness of importance of fostering economic values based on the Constitution and the nation's ideology. These conditions resulted in economic lessons in high school to be less meaningful, challenging, fun and less cultivating students' curiosity. In addition, more importantly, students understood less about economic values referring to the mandate of the Constitution and Pancasila, which should underlie the economic system and practice in Indonesia.

In addition, improving the quality of learning and economic education has a high urgency, not only because the learning is still low quality. More than that the interest to improve the quality of economic education is closely related to the demands of the formation of the economic behavior of productive and efficient citizens, based on rational, intentional, moral, and economic awareness and decision making on Indonesian economic values that are legally listed in the 1945 Constitution.

Based on the facts above, this study aims to analyze the lesson plan, competence of Economic Teachers Indonesian Economic-Based in order to develop the subject of economic learning. It is expected that teachers can increase their awareness to relate their learning subject, with Pancasila-based economic values

that are legally formalized in the 1945 Constitution. This research is a series of research conducted in order to develop and arrange book enrichment study for economics teacher of SMA based on Indonesian economy. In this section, researchers conduct an in-depth and comprehensive study of economic learning conditions in high school, so that the book is arranged contextually and have the feasibility to be used by teachers in improving the quality of economic learning.

The practical usefulness of this research is, For the teacher, the result of the research is expected to be an input on the importance of improvement and improvement of professional competence in the development of learning, and awareness of the urgency to develop the Indonesian economic values in school economy.

## METHODS

Research Design. In accordance with the characteristics of collected data and research objectives, then this type of research is descriptive qualitative research. In the early stages, to know and explore the conditions of professional competence of teachers and their relevance to the mastery of students on economic concepts and problems, especially those related to Indonesian economy in SMA, a participatory team was formed, consisting of 2 experts of economic education, and 3 teachers of economics. Based on the FGD results of the participatory team, a contextual understanding of economic learning in high school, covering various aspects related to the learning in question, includes the lesson plans, learning implementation, teacher economics competencies

This research covers the area of East Java Province which is divided into 38 cities/districts. Referring to the achievement of student achievement in economic subjects is based on the average value of National Examination on subjects in question, selected 3 cities/districts whose mean value is below the provincial average, and 3 cities/districts whose

average value is above the provincial average.

Based on these references and data from the National Examination result of 2014 obtained from the PMP and PMA Sub-Dept. of the Provincial Education Office of East Java (preliminary study results) are determined Bondowoso, Pamekasan and Trenggalek (3 regions from 11 districts with the average value of National Examination subjects under the province's average) as a sample area. For cities/districts where the average value above the province, it was selected Madiun City, Blitar City, and Kediri Regency. Thus there are 6 cities/districts in East Java that will serve as the location of research.

Subjects in this study were economic teachers. From 6 cities/regencies selected as research location each of them will be selected 10 economic teachers, so overall subject in this research are 60 teachers. The selection

of research subjects was conducted purposively based on teaching experience. Instruments required as a means of collecting data in this study include:

The documentation assessed in this study is the lesson plan developed by the economics teacher. The assessment of the lesson plan developed by the economic teacher is done with aspects, criteria and assessment rubric using the Teacher Performance Evaluation Instrument (TPEI), presented in the table 1. The documentation assessed in this study is the lesson plan developed by the economics teacher. The assessment of the lesson plan developed by the economic teacher is done with the aspects, criteria and rubric of assessment using the Teacher Performance Assessment Instrument (TPAI), which can be presented in attachment.

**Table 1.** Aspects Criteria and Rubric Assessment of Lesson Plan

A. Formulating Learning Objectives

Explanation	Score
1. The formula does not exist	1
2. Formulation available but not clear (verb not operational) and incomplete	2
3. Formulation available, clear (operational verbs / can be measured)	3
4. The formula available clear, complete, and logically arranged	4
5. Formulation available, clear, complete, and logically arranged to encourage students to think high-level (explain, summarize, etc.)	5

B. Selection of Learning Materials

Explanation	Score
1. No description of learning materials	1
2. There is a description of learning materials but not clear	2
3. There is a description of learning materials but not clear with the purpose of learning	3
4. Description of learning materials is evident with the purpose of learning and in accordance with learning objectives and characteristics of students	4
5. Description of instructional material is clear and in accordance with learning objectives as well as student characteristics and scientific developments	5

## C. Organizing Learning Materials

Explanation	Score
1. There is no description of organizing learning materials	1
2. There is a description of organizing learning materials but less broad, shallow, not traceable and not in accordance with the time	2
3. There is a description of organizing learning materials that appear clear, breadth and depth, but less precise systematic suitability	3
4. There is a description of the organization of learning materials that clearly visible the scope of the material (depth and breadth) and systematically, trace, but not timely conformity.	4
5. There is a description of the organizational learning materials that clearly visible the scope of the material (depth and breadth) and the system, sequenced in order and accordance with the allocation of time.	5

## D. Selection of Learning Resources / Media

Explanation	Score
1. There are no media/learning resources	1
2. There are media/learning resources but not explicitly stated	2
3. There are media/learning resources in accordance with the development of students, more than one but there are not in accordance with the learning materials presented.	3
4. There is media/learning resources in accordance with the development of students, more than two in accordance with the learning materials presented.	4
5. There is media/learning resources in accordance with the development of students, more than two in accordance with the material presented and contextual learning.	5

## E. Clarity of Learning Activity Scenario

Explanation	Score
1. No initial steps	1
2. Included learning steps but not complete, eg there is the initial and core activities, while the cover is not there	2
3. Included opening, core, and closing learning steps but less detailed and incomplete.	3
4. Detailed opening steps, core and closing lessons are included and incomplete	4
5. Detailed opening, core, and closing learning steps are included, and the steps reflect the methods used.	5

## F. Details of Learning Scenarios

Explanation	Score
1. Initial activity, core and closing activities are incompatible with the learning objectives, methods, media and learning resources used	1
2. Initial activity, core and closing activities contain learning steps that are appropriate to the learning objectives but do not describe the methods, media and learning resources used	2
3. Initial activity, core and closing activities contain learning steps that are appropriate to the learning objectives, describe the methods, media and learning resources used but doesn't allow students to be optimally involved	3
4. Initial activity, core and closing activities contain learning steps that are appropriate to the learning objectives, describe the methods, media and learning resources used, allow for the impact of accompanists, the location of time for each step	4
5. Initial activity, core and closing activities contain learning steps that are appropriate to the learning objectives, describe the methods, media and learning resources used, enable students to be optimally involved, allow for the impact of accompanists, time allocations for each step, inquiry to students.	5

## G. Conpatibility Techniques with Learning Objectives

Explanation	Score
1. Learning techniques can not be known from rare-step learning.	1
2. Explicit learning techniques in the learning steps but not in accordance with the purpose of learning	2
3. Explicit learning techniques on learning steps, but not in accordance with the purpose of learning, and yet can encourage students to participate actively	3
4. Explicit learning techniques in the learning steps, but not in accordance with the purpose of learning, and can encourage students to participate actively	4
5. Explicit learning techniques on learning steps, in accordance with learning objectives, can encourage students to participate actively, motivate students to learn and can encourage students to think high level	5

## H. Completion of Learning Evaluation Instrument

Explanation	Score
1. Listed procedure or type of assessment only but according to purpose	1
2. Listed procedures or types of assessment only in accordance with the objectives	2
3. Listed procedures or types of assessment are appropriate to the purpose, there is a test or performance assessment tool but no key answers	3
4. Listed procedures or types of assessment are appropriate to the purpose, there are assessment or performance assessment tool, there is a key answer and there is a performance assessment but no rubric	4
5. Listed procedures or types of assessment are appropriate to the purpose, there are assessment or performance assessment tools, there are key answers, there are performance appraisals and there are rubric performance appraisal.	5

Source : Teacher Performance Assessment Instrument (2016)

The development of an observation guide to collect data on the implementation of economic learning was adopted from an instrument developed by the Technical Service Unit of Field Experience Practice (UPT-

PPL) of State University of Malang, plus some ideal criteria relevant to economic education. Aspects observed in the implementation of learning include: lesson opening, carrying out core learning activities, assessment

**Table 2:** Aspects of Observation on the Implementation of Economic Learning

No	Aspects	Descriptors	Indicator
1	Opening the Course	Apperception	Opening lessons with greetings / prayers / checking student attendance
2	Carry out core activities	Using the method	<ol style="list-style-type: none"> <li>1. The method used involves students to actively experience / perform the stages of learning activities in accordance with the competencies to be achieved.</li> <li>2. The method used involves students to work with other students.</li> <li>3. The method used involves the student to explore and expand the comprehension / achievement of competence.</li> <li>4. Using various media in accordance with the competence</li> <li>5. Build a classroom atmosphere so as to create enjoyable learning.</li> </ol>
		Material Accuracy	The material presented in accordance with basic competencies and indicators is sufficiently accompanied by enrichment that expands students' horizons about the economy.
		Mastery of competence	<ol style="list-style-type: none"> <li>1. Master dominate and can demonstrate competencies that students should master through contextual illustrations of economics at local, national and global levels.</li> <li>2. Teachers provide explicit and clear models of learning behavior that is appropriate / not in accordance with the compotensi that should (feedback based on rubric made in accordance with the competence)</li> <li>3. Teachers can respond to questions and comments of students appropriately and adequately.</li> </ol>
3	Assessment and Reflection		<ol style="list-style-type: none"> <li>1. Teachers encourage students to express and deduce what they have learned from both teachers and other learning resources.</li> <li>2. Teachers perform assessment with tools that match the competence and clear criteria.</li> <li>3. Give students the opportunity to conduct self assessment (self assessment) peer assessment (assessment between friends) with the criteria that have been established in the learning process</li> </ol>
4	Supporting factors	Language use, timing, self-confidence, and appearance	<ol style="list-style-type: none"> <li>1. The use of language is correct, clear and easy to be understood by the students.</li> <li>2. Eye and gestures show calm and confidence.</li> <li>3. Organizing the time exactly in accordance with the planned allocation provided</li> <li>4. How to dress and dress up polite, simple and reasonable, polite and respect all students.</li> </ol>

Source: Adapted from *UPT-PPL* State of University of Malang, 2012/2103 Revised Edition

and reflection, as well as supporting factors. An observation guide to collect data on the implementation of economic learning, the aspects to which the observations are tabulated are tabulated in Table 2.

For the purposes of collecting data conducted by questionnaire techniques, questionnaires are required as instruments. There are three types of instruments developed in this study, an instrument for knowing the professional competence of economic teachers; to collect data on teacher conditions, teachers' views on economic education, teachers' opinions on the importance of economic education to Indonesia, and the sources of learning that economic teachers have and use in developing and implementing learning.

Instrument development is done by first describing the three variables compile the indicator, followed by developing the question items. After the instrument is compiled, the validity and reliability test with content and construct validation techniques. The type of validity used to determine the ability of the research instrument (questionnaire) in measuring the variables to be measured, is the validity of the construct. Through the measurement of the validity of the construct can be known contribution of each item question or question of the constructor or indicator that became the reference of its development, and finally its

overall contribution to the variables measured. The determination of the intended contribution, one of which can be done by determining the correlation level of total corrected items (corrected item-total correlation) of each item. The significance is determined by comparing *r* calculations with *r*-tables, or by looking at the correlation coefficients obtained with a predetermined level of significance. Variable descriptions for the development of instruments for knowing and collecting data on teacher professional competence, along with the distribution of questionnaire items are tabulated in Table 3.

Variable descriptions for the development of instruments for knowing and collecting data on the condition of teachers, teachers' views on economic education, teachers' opinions on the importance of economic education to Indonesia, and the resources teachers have and utilized in developing and implementing learning, along with the distribution of items The questionnaire items are tabulated in Table 4.

Variable descriptions for the development of instruments for knowing and collecting data on opinion polls and student ratings of teachers' abilities and the implementation of economic learning, along with the distribution of questionnaire items are tabulated in Table 5.

**Table 3.** Variable Distribution and Distribution of Teacher's Profession Competency Data Collection Instrument

Variable	Indicator	Item Problem
Professional Competence	1. Mastery of materials, structures, concepts and thinking patterns of scholars that support economic subjects.	1,2,3
	2. Mastery of the basic competencies and basic competencies of economic subjects	4,5,6
	3. Ability to develop creative economic learning materials.	7,8,9
	4. Ability to develop professionalism in a sustainable manner by doing reflective action.	10,11
	5. Ability to utilize information and communication technology to communicate and develop themselves	12,13

Source: Research (2016)



**Table 4.** Variable Description And Distribution of Condition Data Collection Instruments Teachers, Teachers 'Views on Economic Education, Teachers' Opinions About the Importance of Economic Education with Insight into Indonesia, and Sources of Learning Owned and Utilized by Economic Teachers in Developing and Implementing Learning

No	Sub-Variable	Indicator	Item
1.	Master's Condition	1. Employment status and certification	14, 15
		2. Family condition	16, 17
		3. Socio-Economic Status	18, 19, 20
		4. Professional commitment	21, 22
2.	Master's View	1. Understanding of the essence of economic education.	
		2. Urgency of economic education.	23, 24, 25
		3. Characteristics of economic education compared to other social science education.	26, 27
		4. Things to consider in teaching economics.	28, 29, 30
		5. Attitude on the implementation of education economy in general	31, 32 33, 34
3.	Opini Guru	1. Assessment of the economic curriculum	35, 36, 37
		2. Opinion about Indonesia's economic system	38, 39
		3. Assessment of Indonesia's economic condition	40, 41
		4. Opinion on the urgency of implementation the Indonesian economic system	42, 43
4.	Learning sources	1. Number and variety of economic literature owned	44
		2. Utilization of economic literature in developing an economic learning	45, 46
		3. Frequency of accessing resources from the internet	47, 48

Source: Research (2016)

**Table 5.** Variable Translation and Distribution of Data Collection Instruments Opinions and Assessments of Students' Ability and Implementation Economic Learning

No	Sub-Variable	Indicator	Item
1.	Mastery of teachers on the subject matter	1. Mastery of teachers in the subject matter of economics.	1,2
		2. The teacher's knowledge of up-to-date economic phenomena.	3,4
		3. The ability of teachers to provide illustrations in learning	5,6
		4. The ability of teachers to answer student questions.	7,8
2.	Ability to manage and implement learning	1. The ability of teachers to carry out the learning well and fun	9,10,11
		2. Ability to show sympathy and empathy	12, 13
		3. Mastery of emotions and patience in guiding students	14, 15
		4. Ability to manage the class well	16, 17
		5. Authoritative, disciplined, and democratic	18, 19, 20

Source: Research (2016)

Interview method is used to explore teacher’s opinion about ideal economic learning in accordance with the demands of Indonesian human formation that have rational, altruistic, moral behavior, and have insight and concern on various economic problems faced by the nation. Based on this interview guidelines were developed with reference to the results of data collection obtained from the questionnaire method related to the problem of professional competence of economic teachers; the teacher’s condition, the teacher’s view of economic education, the teacher’s opinion on the importance of economic education to Indonesia, and the sources of learning that economic teachers have and use in developing and implementing the learning, mastering of teachers on teaching materials or economic materials. Interviews will only be conducted on some teachers who are considered to represent other teachers who were respondents in the study.

In accordance with the characteristics of collected data and research objectives, namely to obtain a contextual understanding of the professional competency conditions of teachers, and its relevance to the mastery of students on the concept, and the main economic problems associated with Indonesian economy, the data analysis is only done descriptively. For quantitative data obtained

from the questionnaire method and test will be measured average, standard deviation, and frequency distribution at the level of its quality category. For qualitative data will be categorization, classification, and then withdrawal conclusions.

**RESULT AND DISCUSSION**

The review and assessment was conducted on 60 lesson plan developed by teachers who were the respondents in this study. In general, the lesson plan are reviewed and are all very similar, it happens because in the virtual world there are many examples of lesson plan that can be freely downloaded by the teachers. In addition to the various occasions of communicating in MGMP forums and other forums, teachers can exchange and copy lesson plan from colleagues. The final cause of the lesson plan is interpreted as a document which administratively must be owned by the teacher, for the sake of checking if there is a school principal or supervisor conducting a supervision, monitoring or supervision. From interviews and lesson plan observations it was never taken to the classroom, when the teachers studied carried out teaching and learning activities. The components of lesson plan reviewed and assessed included: the formulation of learning objectives, the choice of learning

**Table 6.** Results of the Review and the Implementation of the Lesson Plans

No	Assessment Components*	Quality*				
		1	2	3	4	5
1	Formulation of Learning Objectives				V	
2	Choice of Learning Materials			V		
3	Organization of learning materials			V		
4	Resources / learning media		V			
5	Clarity of learning scenarios				V	
6	Detailed learning scenarios			V		
7	Compatibility of techniques with learning objectives			V		
8	Completeness of learning evaluation instruments		V			

Source: Results of the Implementation of the Lesson Plans (2016)

Description: 1 = Very less. 2 = Less, 3 = Good enough, 4 = Good, 5 = very good

materials, the organization of learning materials, learning resources/media, learning scenarios, details of learning scenarios, the appropriateness of techniques with learning objectives, and the completeness of the learning evaluation instruments. The results of the study and the assessment of the average lesson plan quality is tabulated in Table 6.

From the results of the review and assessment of the average quality of lesson plan, it is evident that on none of the components belong to the category of excellent quality. The results of this study are in line with the results of a research by Faizuz Sa'bani (2017) which finds the professional competence of madrasah teachers is still low, especially in making lesson plan, so training is still needed with various approaches to develop lesson plan in improving teacher professional competence. While the source and instructional media and the completeness of the learning evaluation instrument fall into the category of less. This is in line with research conducted by Eriawati (2009), Puspasari (2010), Qosim (2012), Wahyuni (2013), Annisya '(2013), Mantar et al (2014) found that the main disadvantage lies in the lack of ability in the mastery of material, the structure, concepts, and scientific mindset that support the subjects being taught, and

the ability to develop creatively-taught learning materials.

For the choice and organizing of material essential to the enrichment and mastery of students' knowledge in economics, it is categorized quite well. In view of the fact that the lesson plan is more functional as the fulfillment of administrative requirements, rather than the functions that should be the guidelines in the implementation of learning, it is reasonable that the teachers examined are not so concerned with the quality of the lesson plan they compile.

**Results of the Study Implementation Study**

Review and assessment of the implementation of learning is done by observation techniques. Observation is done on the implementation of learning conducted by 60 economic teachers who are the respondents in this study. Guidelines and rubrics assessment of learning implementation adapted from UPT-PPL State University of Malang 2009/2010 Revised Edition. Aspects reviewed include teacher activities to open lessons, carry out core activities, assessment and reflection activities, and aspects of supporting learning factors. The results of the review and assessment of the average quality of the implementation of

**Table 7.** Results of Studies and Assessment of Learning

No	Aspect of Assessment	Quality				
		1	2	3	4	5
1	Lesson opening(Aperception)					V
2	Implementation of core activities:					
	a. Use of method				V	
	b. Material accuracy		V			
	c. Competency procurement			V		
3	Assessment & Reflection		V			
4	Supporting Factors					
	a. Language usage			V		
	b. Timing				V	
	c. Confidence			V		
	d. Appearance			V		

Source: Results of the Implementation of Lessons Learned (2016)

Description: = Very less, 2 = Less, 3 = Good enough, 4 = Good, 5 = Very good

learning are shown in Table 7.

In general, the implementation of economic learning by economic teachers can be quite good. The results of the assessment of the implementation of learning is basically closely related to the results of the assessment of the competence of teachers conducted on input evaluation. In addition, the quality of the implementation of economic learning is actually also influenced by the condition of students.

In some schools studied, the general students have a high motivation and motivation to learn, and it affects conducive learning activities. Another thing to note in the implementation of learning is the lack of material accuracy presented by the teacher on the core activities of learning. From the observations carried out proven teachers often reveal concepts or understanding that is not appropriate with regard to the material or economic theory, as well as the disclosure of economic phenomena both in the form of events and numerical data. It is also evident that teachers are not trying to extract material from economic books to enrich learning materials.

**Teacher Competency Studies Review Results**

In accordance with the research design described in the previous section, there were 60 teachers who were the respondents in this study. In addition there are four domains of teacher competence reviewed, including: pedagogic competence, professional competence, social competence, and personality competence. The following descriptions of the results of data collection for each competency domain in question.

Teacher pedagogic competencies indicated by 10 indicators include: (1) understanding of the characteristics of learners, (2) mastery of learning theories and principles of educational learning, (3) mastery of economic learning curriculum, (4) skills in educational learning activities, ( 5) the ability to utilize information and communication technology for economic learning, (6) ability to facilitate the development of potentials and students, (7) ability to communicate effectively, sympathetic, and courteous with learners; (8) skills to evaluate and evaluate process and learning outcomes, (9) the ability to utilize the results of assessment and evaluation for economic learning, and (10) the ability to take reflective action to improve the quality of economic learning. Assessment of the pedagogical competence is done through self evaluation, by means of the teacher responding to the statement submitted in the questionnaire, and assumed the teacher objectively in giving response to self-assess. To measure the pedagogic competence of the teachers studied, 20 points were developed in the questionnaire to be responded by the teacher by giving approval or disapproval of the statement in question.

Each item is weighted 5 by maximum and 1 by minimum, according to response given by teacher as respondent. Thus the maximum expectation score of 100, and the minimum 20. The results of measurements made will be used as a basis for grouping teachers in high, midle and low pedagogic competence level. The frequency distribution of 60 teachers at the pedagogic competence level can be presented in the following table.

Almost 90% of the teachers studied have pedagogical competence in the sufficient and

**Table 8.** Frequency Distribution of Pedagogical Competencies of Economics Teachers

No.	Interval	Criteria	Frequency	% Frequensy	% Cumulative
1	74 - 100	High	7	11	11
2	47 - 73	Midle	34	56	67
3	20 - 46	Low	19	33	100
Total			60	100	

Source: Processed Data (2016)

low categories. Traceability of the learning theory and principles of educational learning, (2) the skills of educational learning activities, (3) the ability to utilize information and communication technology for economic learning, (4) the ability to utilize the assessment results and evaluation for economic learning, and (5) the ability to take reflective action to improve the quality of economic learning. Other indications are generally quite good. Teacher professional competence is indicated by 5 indicators including: (1) mastery of materials, structures, concepts, and scientific minds that support economic subjects, (2) mastery of competency standards, core competencies and basic competence of economic subjects, (3) ability to develop creative economic learning materials, (4) ability to develop professionalism in a sustainable manner by taking reflective action, and (5) ability to utilize information and communication technology for communicate and develop themselves. Just as in measurement pedagogic competence, assessment of professional competence is done through self evaluation, by the way the teacher responds to

that statement filed in the questionnaire, and assumed the teacher is objective in giving response to self-assess. As in the measurement of pedagogic competence, the assessment of professional competence is done through self evaluation, by means of the teacher responding to the statement submitted in the questionnaire, and it is assumed that the teacher is objective in responding to self-assessment.

Based on the existing 5 indicators, 13 items were developed in the questionnaire that required the teacher to respond by stating the level of approval or disapproval of the statement in question. Each item tiered the teacher's response statement with a score of 1 to 5. Thus it can be determined maximum expectation score according to the number of items provided, will be 65, and the minimum expectation score 13. Based on the expectation score is then determined the interval based on 3 levels determined , i.e. high, midle and low. Distribution frequency distribution of 60 teachers who were made respondents in this study, the level of professional competence in question is presented in the table 9.

**Table 9.** Distribution of Frequency of Professional Competence of Economic Teacher

No.	Interval	Criteria	Frequency	% Frequency	% Cumulative
1	48 – 65	High	-	-	-
2	30 – 47	Midle	40	67	67
3	13 – 29	Low	20	33	100
Total			60	100	

Source: Processed Data (2016)

**Table 10.** Frequency Distribution of Master's Economic Social Competencies

No.	Interval	Criteria	Frequency	% Frequency	% Cumulative
1	37 - 50	High	34	56	56
2	23 - 36	Midle	20	33	89
3	10 - 22	Low	6	11	100
Total			60	100	

Source: Processed Data (2016)

Of the 9 teachers studied, none were included in the high category in terms of professional competence. From the various indicators developed to measure it, the weaknesses appear prominently on indicators of mastery of materials, structures, concepts, and scientific mindsets that support economic subjects, the ability to develop creative economic learning materials, and the ability to develop professionalism in a sustainable way by doing reflective actions.

Most of the teachers studied were less motivated to have and read basic economic literature related to the subject matter in the curriculum, such as micro-economic, macro-economic, monetary, or international economics. It is probable that this is the cause of the lack of mastery of the material, structure, concepts, and scientific mindset that support economic subjects and make it less creative to develop the subject of economic learning. To develop and measure the teacher's social competence, 4 indicators are developed, including: (1) being inclusive, objective and non-discriminatory, (2) communicating effectively, empathetically and politely with stakeholders, (3) adaptability in place work / school, and (4) the ability to communicate with the profession community orally and in writing. Like the measurement of the two previous teacher competencies, the assessment of the teacher's social competence is done through self evaluation, by the way the teacher responds to the statement submitted in the questionnaire, and assumed the teacher is objective in responding to self-assessment.

To that end, 10 items of statements were developed that required the teacher's response through the approval level of the proposed statement. As well as the questionnaire for measuring previous competencies, each item straddles a teacher approval response with a score of 1 to 5. Thus a maximum expectation score can be determined according to the number of items provided, will be 50, and the minimum expected score 10. Based on the expectation score then determined based on 3 levels interval, that is high, fair and low.

Distribution frequency of 60 teachers who were made respondents in this study, the level of professional competence in question can be presented in the table 10.

In contrast to pedagogical and professional competencies, social competence of 9 teachers studied in general is high and sufficient. Review of the indications developed that the high proven social competence of teachers is influenced by their ability to be inclusive, objective and non-discriminatory, and the ability to adapt in the workplace / school. While the weakness appears to indicate the ability to communicate with the profession community both oral and written. Basically, nine of the teachers studied were not in the profession of economics teachers, nor were they so active in the Economic Subject Teacher (MGMP), the only professional organization they joined

Measurement of teacher's personality competencies is indicated by: (1) acting in accordance with Indonesian religious, legal, social, and national norms, (2) representing an honest personality, noble character and role model for learners and society, (3) the self as a person who is stable, mature, wise, and authoritative, (4) shows the work ethic, high responsibility, pride to be a teacher, and confidence, and (5) uphold the code of professional profession. Measurement of the teacher's personality competencies is done through self-evaluation, in which the teacher responds to the statement raised in the questionnaire, and assumes the teacher is objective in responding to self-assessment.

To measure teacher's personality competencies, 13 items of statements were developed and the teachers studied were expected to respond in the form of approval level for the proposed statement. The level of approval for each item statement is tiered at 5 levels and scored with a value of 1 to 5. Thus the same as the professional competence score of the maximum expectation score of 65 and the minimum 13. Based on the maximum score set interval score to determine the category of personality competence in the high, middle and low group. Distribution frequency distribution

**Table 11.** Frequency Distribution of Master's Economic Personality Competencies

No.	Inter-val	Criteria	Frequency	% Frequency	% Cumulative
1	48-65	High	34	56	56
2	30-47	Midle	20	33	89
3	13-29	Low	6	11	100
Total			60	100	

Source: Processed Data (2016)

of 60 teachers who were made respondents in this study, the category of personality competence in question, is presented in the tabel 11.

Different with 3 competencies, the teacher's personality competence

tend to show high levels. Of the 5 indicators made the basis of the measurement of personality competence, the teacher who was the respondent in the this study provides a positive response on those statements indicates the teacher's actions referring to the norms and values apply, uphold honesty and noble character, be mature and wise, and uphold the profession as a teacher. Even if there are weaknesses more related to the issue of work ethic which also became one of the personality competence indicators

The results above are in line with the results of research presented by Baedhowi (2009) to 2,363 teachers in five cities including Jakarta and Solo based on teacher competence test in terms of personality, social and pedagogic, it is not surprising that 64.36% of the 2,363 teachers in terms of professionals' competence are judged not to show an increase or has a stagnant graph (Solopos, November 12th 2009).

Thus the results of the study and study of the condition and competence of economic teachers, which generally provide an illustration that economic teachers have weaknesses in pedagogic competence and especially professional competence. Observing and understanding the results of the study of various aspects of economic education in high school felt the need for change in a fairly basic economic education at the level of high school. The intended changes are directed towards sustainable development and improvement,

and innovation to find, test, and disseminate solutions to the problems facing economic education at the senior high school level. Several amendments that should be made and can be taken into consideration for the preparation of book enrichment of learning for teachers based on Indonesian economics, can be described as follows.

#### **Development of Teacher Economic Competencies**

The results showed that none of the lesson plan components belong to the category of excellent quality. While the source and instructional media and the completeness of the evaluation evaluation instrument fall into the less category. For the choice and organizing of material essential to the enrichment and mastery of students' knowledge in economics, it is categorized quite well. Lesson plan is more functioned as the fulfillment of administrative requirements, rather than as a guide in the implementation of learning

In general, the implementation of economic learning by economic teachers can be quite good. The results of the assessment of the implementation of learning is basically closely related to the results of the assessment of the competence of teachers conducted on input evaluation. In addition, the quality of the implementation of economic learning is actually also influenced by the condition of students. In some schools studied, the general students have a high motivation and motivation to learn, and it affects conducive learning activities. Another issue to note in the implementation of learning is the lack of material accuracy presented by the teacher on the core activities of learning. From the observations

carried out proven teachers often reveal concepts or understanding that is not appropriate with regard to the material or economic theory, as well as the disclosure of economic phenomena both in the form of events and numerical data. It is also proven that teachers are not trying to extract material from economic books to enrich learning materials. It is undeniable that the teacher development programs developed by the Ministry of Education and Culture is inadequate, especially related to the guidance of teachers in accordance with the specifications of the field of expertise. Comprehensive and sustainable teacher development and enhancement planning is not qualified.

Mapping the competence of teachers through the implementation of Teacher Competency Test (UKG) is done with a less valid and reliable test instrument. Follow-up of UKG results conducted through a series of workshops is not effective in improving teacher competence. Coaching programs are directed more in the domain of pedagogical and professional competence, less directed to the personality and social competencies, which substantially have a role that also determines the teacher's performance outcomes. Because the issue of low teacher performance is not merely influenced by pedagogical and professional competence, which is directly related to teacher performance, the more crucial issues surrounding teacher performance are more related to low commitment, integrity, morale, loyalty, networking and cooperation skills closely related to personality competence and social competence.

In accordance with the results of the review and assessment of the context evaluation, teachers should have an in-depth understanding about the economic and economic values contained in the 1945 Constitution, and able to develop it into teaching materials or enrichment materials in implementing economic learning. In addition, economic teachers also need to understand the dynamics of economic development of the economy, because it is different from the field subjects

other social interests, economic subjects of material content have close relevance to the lives of learners and society, and the indicators of the concepts, variables, of the theories constructed from it are dynamically changed overtime. Economics teachers should always renew, expand and deepen their knowledge of economics. Next, economic teachers need to be aware and understand what outcomes will be gained by learners after they have completed and completed economic learning. For that reason, economic teachers need to understand the benchmarks of economic education that learners should achieve, and also need to grasp the benchmark of economic education that exists in other countries that have established the development of their economic education.

Awareness of the importance of the development and implementation of economic education refers to the Pancasila philosophy and economic values based on the 1945 Constitution has long emerged, and developed among economic education experts. Nevertheless, until the introduction and implementation of the 2013 Curriculum, the intended interest has not been realized. The content of core competencies and basic competencies in the curriculum, which serve as a reference for the development of economic education materials, does not contain the basic essence of economic values, in accordance with the nation's philosophy and the mandate of the 1945 Constitution. Citing a thought by Witjaksono's (2013) about the need to do redefinition, reorientation, and redesign of economic learning refers to the amendment of Article 33 of the 1945 Constitution.

It is stated that economic learning in secondary schools requires redefinition, reorientation, and redesign. In detail disclosed by the concerned: Economic learning in Indonesia to be relevant and able to fulfill the mandate of Article 33 of the 1945 Constitution should be redefined by promoting economic characteristics as a cooperative collectivity problem containing Triple Co-element, not an economy that rests on classical/neo classical



assumptions : individual competitions and mechanisms are left to "free markets". The implications of economic learning in schools should be oriented to economic interests concerning the livelihood of the people in the understanding that individuals have equal opportunities in participating in economic activities.

To realize the economic democracy of Pancasila, The design of economic learning starting from the subject matter, the implementation of learning, strategy and learning media, to its impact on the economic life of the students should be nuanced and loaded by the five silas of Pancasila (Witjaksono, 2013). Based on that thought, it is worth considering to revitalize economic education in Indonesia beginning with improving economic education curriculum, followed by improvement of textbook and fundamental change in economic learning practice in school, especially middle education level. More than just internalize the economic values based on the nation's philosophy and the 1945 Constitution, economic education with Indonesian insight should also be directed to foster understanding and awareness of learners about the practice and actual condition of Indonesia's economy. Therefore, the development of economic learning materials conducted by teachers should also be enriched with various economic policies with the latest data to illustrate the implications (Wahyono, 2010).

The development of economic learning should also include a discussion of the actual problems of economics at the macro and micro level. At the macro level such as unemployment, inflation, poverty, economic growth, corruption, public welfare and so forth. At the micro level problems close to the students can be used as development materials, such as household economic management, small business management around students, the impact of widespread and alfamart indomaret for small traders, and so forth. The development of economic learning with these actual issues requires the improvement of teacher skills that can be done through training and provision of learning resources that can be utilized by te-

achers to learn independently or in groups

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