EVALUATION OF ECONOMIC LEARNING IN THE IMPLEMENTATION OF AN INDEPENDENT CURRICULUM USING THE CIPP MODEL IN STATE HIGH SCHOOLS IN MOJOKERTO CITY

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ABSTRACT

This research aims to evaluate economic learning in the implementation of an independent curriculum using the CIPP model in public high schools throughout the city of Mojokerto. The city of Mojokerto stands out as a city with active participation in the Independent Curriculum reaching 98%. The evaluative method is used with a qualitative approach supported by quantitative data. The results of the research show that the context aspect shows variations in the selection of Independent Policy Instruments (IKM), where SMAN 1 and SMAN 3 choose independent changing IKM, while SMAN 2 adopts independent sharing IKM. The integration of articles of the 1945 Constitution into class X economics learning outcomes aims to strengthen students' understanding of the principles of the country's economy and their application in everyday life. Evaluation of the input aspect consisting of teachers, students and infrastructure shows a sufficient level of effectiveness, reaching 68.27%. Teachers use the PMM platform to optimize learning, while students' interest in economics varies and school infrastructure needs to be improved to support more effective learning. In the process aspect, SMAN 2 stands out in implementing the self-sharing model in preparing teaching tools. However, there is variation in the quality of learning between schools, with a focus on developing teacher competence and active student participation. The effectiveness of the learning process reached an average of 75.43%, this shows the need to increase more varied teaching strategies and better interaction between teachers and students. Overall product evaluation in the form of learning outcomes shows an average of 78.33%, which indicates a sufficient level of effectiveness. This research can increase student motivation, material relevance, and consistency in assessing learning outcomes, achieving more optimal results per the objectives of the Independent Curriculum.

Keywords: *Learning evaluation, economic learning, cipp model, independent curriculum*

INTRODUCTION

Kholik & Fadriati (2023) emphasizes the importance of quality education that meets stakeholder standards through collaboration, communication, and community-school relationships. Organized education management is important to ensure quality education that is in line with national goals (Sriwahyuni et al., 2019). The quality of education can be seen from the quality of learning which includes structured interactions between teachers, students, materials, learning climate and supporting media to achieve optimal learning outcomes (Haizatul & Kamal, 2024). Of course, to achieve quality education, evaluation is needed at all levels of education, including High School (SMA) and equivalent (Republik Indonesia, 2003).

It is known that the current curriculum is the Independent Curriculum (Kemdikbudristek, 2024). Education plays an important role in achieving the strategic goals of educational sustainability as outlined in the 2030 Sustainable Development Agenda (Padovano & Cardamone, 2024). Kemdikbudristek (2022a) introducing the Independent Learning Curriculum as a solution *to recovery from learning* loss due to the COVID-19 pandemic and providing space for each student to grow and develop according to their uniqueness with the support of technological advances which are expected to provide more personalized and adaptive learning. learning. The independent learning curriculum focuses on sustainable essential material at all stages of education and the formation of the Pancasila Student Profile (Kemdikbudristek, 2022a).

One of the compulsory subjects for students at stage E is economics (Badan Standar Kurikulum & Asesmen Pendidikan, 2022). Economics is an important subject to study because it teaches economic thinking skills in terms of determining priorities, market dynamics, financial decisions, economic welfare, and analytical and practical skills that help students manage resources effectively in making smart and important future decisions. for life. everyday students (Nguyen Thi Phuong Thao, 2023). The economic changes that occur in society require continuously updated economic education practices as well as the need for support from teaching materials that are relevant to the current context of people's lives (Mispandi & Fahrurrozi, 2023).

Because this independent curriculum is counted as a new curriculum, based on Saputra, Anggara, & Lestari (2023) this, it is revealed that there is still a need for intensive assistance and socialization regarding the Implementation of the Independent Curriculum (IKM) to the educational unit as a whole. An independent learning resource that educators can use to understand IKM is the Merdeka Mengajar Platform (PMM) which is presented digitally. The use of PMM certainly faces obstacles because educators need adjustments, considering that this platform is accessed digitally and requires adequate technological literacy (Gita Anggraini, 2023).

Based on IKM dashboard data as of June 5 2022, it shows that East Java has the highest number of Independent Curriculum implementers in Indonesia, with the number of participants in SLB, SMA and SMK reaching 2,754 institutions (Dinas

Kominfo Jatim, 2022). One of them is Mojokerto City, the highest city in East Java with a percentage of 98% actively studying the Independent Curriculum, outperforming other regions (Jatimnow.com, 2022).

Mojokerto City, although it is a small city, has a high population density and requires adequate schools and educational infrastructure. This city also has potential in the creative industry sector which must be balanced with quality graduates to advance competitiveness, innovation and a rational Pancasila economy (Perwirasari & Sukmawati, 2020). In this case, the implementation of the Independent Curriculum is in accordance with the mission of the City of Mojokerto, namely improving the quality of human resources through education (Diskominfo Kota Mojokerto, 2024). This research focuses on evaluating the optimization of the application of IKM in economic learning at SMAN 1, SMAN 2, and SMAN 3, Mojokerto City. Based on preliminary studies, it shows obstacles in economics learning such as a lack of competence in economics teachers and inappropriate learning approaches. As a result, learning activities become monotonous and less interesting, so that student interest and motivation becomes low.

In this case, curriculum evaluation is needed to assess the effectiveness, relevance, efficiency and feasibility of implementing the curriculum to identify aspects that need to be repaired, enhanced or maintained in the curriculum (Niño et al., 2022). This research examines the evaluation of economics learning in the implementation of the Independent Curriculum using the CIPP Model. The CIPP model was chosen compared to other evaluation models because it provides a more comprehensive understanding of the implementation context, input, learning process, and resulting products (Stufflebeam, 2000). The focus of this research is to analyze the quality of economics learning at Mojokerto City Public High Schools in terms of *context* (the basis of the independent curriculum policy and the demands of the 1945 Constitution), in terms of input (teachers, students and teachers). breakfast infrastructure), viewed from the process aspect (learning planning and teaching and learning process) as well as the product/output aspect (evaluation of learning outcomes regarding knowledge, attitudes and skills).

RESEARCH METHOD

This research is evaluative research using the CIPP (Context, Input, Proses and Product) evaluation model which consists of context, input, process and product evaluation. The data approach in this research uses qualitative data supported by quantitative data. This combination of methodologies ensures that the research is more detailed and comprehensive (Creswell, 2017). The research was conducted at three public high schools in Mojokerto City, namely SMAN 1, SMAN 2, and SMAN 3 Mojokerto which have "A" accreditation and are reference schools in implementing the Independent Curriculum. This selection was based on the high achievement score for implementing the independent curriculum in Mojokerto City, namely 98% (Jatimnow.com, 2022). Qualitative data is used to describe the efficiency of economic learning obtained from the process of observation, interviews and

documentation studies. The informants in this research can be seen in the following table:

Table 1.
Research Informants

Information	Informant Code
Mojokerto City 1 Public High School	
Deputy Head of Curriculum	W1
Economics Teacher	G1
Mojokerto City 2 Public High School	
Deputy Head of Curriculum	W2
Economics Teacher	G2
Mojokerto City 3 Public High School	
Deputy Head of Curriculum	W3
Economics Teacher	G3

Meanwhile, quantitative data was obtained by distributing questionnaires to 106 students taken from one class from 3 schools which could represent the population. This questionnaire was adopted from research by Lestari (2016) whose validity and reliability were tested using a 1-5 Likert scale. The CIPP evaluation instrument grid is presented in the following table.

Table 2.
Description of Variables and Distribution of Data Collection Instruments on Student Conditions

Sub-Variables	Indicator
Socioeconomic status of parents	1. Parental income level 2. Parental education level 3. Parental employment level 4. Social participation in society 5. Tuition payment amount 6. Amount of pocket money
Students' interest in economics lessons	1. Interest in reading economics textbooks 2. Passionate about doing economic learning assignments 3. Enthusiasm in participating in economics learning 4. Intensity of reading economics books outside of economics textbooks 5. Intensity following economic news through various mass media
Students' socio-economic environment	1. Diversity of socio-economic status of the community around where students live 2. Social relations in the community where students live 3. Variability in economic activities in the community around where students live

Sub-Variables	Indicator
	4. The intensity of students' relationships with their social environment
	5. Students' attention and concern for their socio-economic environment

Table 3.
Description of Variables and Distribution of Data Collection Instruments for Opinion Polls and Student Assessments of Teacher Abilities & Implementation of Economic Learning

Sub-Variables	Indicator
Teacher mastery of subject matter	1. Teacher mastery of economic learning material
	2. Current economic phenomena
	3. The teacher's ability to provide illustrations in learning
	4. The teacher's ability to answer student questions
Ability to manage and implement learning	1. The teacher's ability to carry out learning well and enjoyable
	2. The ability to show sympathy and empathy
	3. Mastery of emotions and patience in guiding students
	4. Able to manage the class well
	5. Authoritative, disciplined and democratic

Qualitative data analysis is carried out through the steps of data collection, data reduction, data presentation, verification and drawing conclusions. Verification is carried out through triangulation to ensure the validity of the data. Meanwhile, quantitative data analysis was carried out by calculating the relative frequency percentage using SPSS version 23.0. The level of effectiveness is measured from qualitative and quantitative data using the existing percentage table. This was done to get a more comprehensive picture of the effectiveness of the program being studied. (Sugiyono, 2012) states the percentage range to categorize the level of effectiveness, namely.

Table 4.
Percentage Range of Program Effectiveness

Percentage Range	Information
0%-20%	Very less
21%-40%	Not enough
41%-60%	Enough
61-80%	Good
81-100%	Very good

Source: Sugiyono (2012)

Next, the validity of the data was tested using triangulation techniques to ensure the validity of the research results. Triangulation is carried out by comparing the

results of various data collection techniques to provide coherent evidence. Meanwhile, quantitative data does not need to be tested for validity and reliability because it adopts an existing and tested questionnaire based on research by Lestari (2016). In using existing research instruments, researchers do not need to carry out validity and reliability tests again if the instrument already has good validity and reliability test results, just check the results of the validity and reliability of the instrument obtained from previous research (Sugiyono, 2012). Evaluation stages using the CIPP model include: 1) Context assessment: information to determine educational objectives and the rationale for preparing the curriculum. 2) Input assessment: learning support components such as teachers, students and facilities. 3) Process assessment: effectiveness and efficiency of learning activities. 4) Product/output assessment: measuring the achievement of learning objectives and students' abilities in terms of cognitive, affective and psychomotor aspects.

RESULTS AND DISCUSSION
Analysis Results in Context Aspects

Based on the analysis of the context aspect, it is known that there are 5 SME policies, namely:

1. Permendikbudristek No.5 of 2022 concerning Competency Standards for Early Childhood Education Graduates, Basic Education Levels and Secondary Education Levels (Kemdikbudristek, 2022b).
2. Permendikbudristek No.7 of 2022 concerning Content Standards for Early Childhood Education, Basic Education Levels and Secondary Education Levels (Kemendikbudristek, 2022b).
3. Permendikbudristek No.56 of 2022 concerning Teacher Education Standards (Kepmendikbudristekdikti, 2022).
4. Decree of the Head of BSKAP No.008/H/KR/2022 of 2022 concerning Learning Achievement in Early Childhood Education, Basic Education Levels and Secondary Education, in the Independent Curriculum (Kemendikbudristek, 2022a).
5. Decree of the Head of BSKAP No.009/H/KR/2022 of 2022 concerning Dimensions, Elements and Sub-elements of the Pancasila Student Profile in the Independent Curriculum (Kemendikbud, 2022).

From this policy in the Decree of the Head of BSKAP No.008/H/KR/2022 of 2022 it is explained that each educational unit is given the freedom to choose IKM (Independent Policy Instrument), namely the choice of independent learning, independent change, and independent distribution according to the context. and his needs. Based on the results of interviews with the Deputy Principals (Waka) of the Curriculum Section at each school, it is known that SMAN 1 Mojokerto and SMAN 3 Mojokerto both chose option 2 IKM, namely independent change which means freedom for the educational unit to implement it. Independent Curriculum using existing teaching tools. provided in educational units. In line with the information

conveyed by informant W1 as Deputy Head of the curriculum section at SMAN 1 Mojokerto, namely.

"Because we are still making changes independently (IKM option 2) we cannot say that it is fully in line with IKM because we are adopting the essential things that exist in IKM, such as adapting CP&ATP teaching tools and implementing the P5 project. The preparation of our teaching materials refers to policies issued by the government such as SKL in Permendikbudristek No.5 of 2022. If you want to know CP, you can look at the Decree of the Head of BSKAP No.008/H/KR/2022 of 2022 concerning Learning Achievement in the Secondary Education section. "But it's called kurmer so the policy is just a general gesture, the rest is returned to school freedom."

Meanwhile, SMAN 2 Mojokerto City experienced improvements by taking option 3, namely independent sharing, which means freedom for educational units to implement the Independent Curriculum by developing the teaching tools used. In line with the information conveyed by informant W2 as Deputy Head of the curriculum section at SMAN 2 Mojokerto, namely.

"SMAN 2 is currently choosing IKM option 3, namely independent sharing, because in the first year it was option 2 and the hope is that each subsequent school year will continue to experience an increase in understanding so that it is now choosing IKM option 3. Yesterday there was also a school from SMAN 1 Pacet who studied about IKM teaching tools in our school. "So that the implementation of IKM option 3 can provide benefits to other schools even though it is still only a teaching tool," the hope is that in the following year. SMAN 2 can become a driving school like SMAN 1 Sooko."

This context evaluation is also supported by the results of a study of economic material in the Learning Outcomes (CP) of the Independent Curriculum which is linked to the demands of the 1945 Constitution. The results of this research show that several articles in the 1945 Constitution are closely related to the economic sector and are considered appropriate to be integrated into CP economics subjects in class.

Table 5.
CP Integration of Class X Economics Subjects with The Demands of the 1945 Constitution

Class X CP Summary	Integration of the 1945 Constitution
Students are expected to be able to understand scarcity as the core of economic problems	Article 33 paragraph 3: "Earth and water and the natural resources contained therein are controlled by the state and used for the greatest prosperity of the people." This article is relevant to understanding how limited natural resources must be managed by the state for the welfare of the people, which is the basic concept of scarcity in the economy.

Class X CP Summary	Integration of the 1945 Constitution
Students are expected to be able to use a priority scale to determine needs	Article 27 Paragraph (2): "Every citizen has the right to work and a living worthy of humanity." This relates to citizens' rights to fulfill basic needs and how the priority scale helps in managing these needs.
Students are expected to be able to understand the relationship between scarcity and opportunity cost	Article 33 Paragraph (1): "The economy is structured as a joint effort based on the principle of kinship." Teaches that in managing the economy, choices must be made based on scarcity and opportunity cost, with the principle of family in making economic decisions.
Students are expected to be able to understand the economic system to regulate economic activities	Article 33 Paragraph (4): "The national economy is organized based on economic democracy with the principles of togetherness, efficiency, justice, sustainability, environmental insight, independence, while maintaining the balance of progress and unity of the national economy." Explains how the economic system adopted by Indonesia is regulated to achieve national economic goals.
Students are expected to be able to understand the concept of market balance and its modeling	Article 33 Paragraph (2): "Branches of production that are important for the state and affect the livelihoods of many people are controlled by the state." This shows the government's role in regulating production branches which are important for achieving market balance and social welfare.
Students are expected to be able to understand payment systems and the concept of money as a means of payment	Article 34 Paragraph (1): "Poor people and neglected children are taken care of by the state." This article can be linked to a payment system that must be inclusive and guarantee access for all communities, including underprivileged communities, to economic services.
Students are expected to be able to recognize various forms of non-cash payment instruments in Indonesia and their uses	Article 34 Paragraph (2): "The state develops a social security system for all people and empowers the weak and underprivileged in accordance with human dignity." This supports the concept of non-cash payments which can simplify transactions and help manage social security more effectively.
Students are expected to be able to understand the concepts of banking and the non-bank financial industry and their products for financial literacy	Article 33 Paragraph (4): "The national economy is organized based on economic democracy with the principles of togetherness, efficiency, justice, sustainability, environmental insight, independence, while maintaining the balance of progress and unity of the national economy." Connecting financial literacy with the principles of economic democracy regulated in the 1945 Constitution supports students' understanding of the important role of banks and other financial institutions.

Integrating the articles of the 1945 Constitution which include Article 27 Paragraph (2), Article 33 Paragraph (1, 2, 3, 4), and Article 34 Paragraph (1, 2) in the class X economics class CP will strengthen students' understanding of regulatory the country's economy and the principles underlying it in a real context. Students will learn about the right to a decent life, management of natural resources for the welfare of society, as well as the importance of social security systems and financial inclusion. The teacher's role in CP economics subjects is to deliver material relevant to the 1945 Constitution, link theory with daily economic practice, facilitate discussions to understand the implications of economic policy and motivate students to develop financial literacy in accordance with the principles of economic democracy regulated in the country. constitution.

Based on the results of the analysis of the articles of the 1945 Constitution in the Learning Outcomes, economics subjects also contribute to strengthening students' understanding of the basic principles of economics, such as the concept of caring economics that emphasizes the importance of social and environmental welfare, which can be introduced as a new paradigm in economic education that is in line with the principles of the 1945 Constitution (Witjaksono, 2016). Efforts to increase this understanding are in line with the Independent Curriculum goal to connect theory with everyday economic practices, which is recognized as being able to increase student engagement in economic learning (Yuliyanto & Andriyati, 2022).

Analysis Results on Input Aspects
1. Teacher

If we look at teacher performance, it can be seen from the use of teachers in optimizing the PMM platform. Real actions such as observation and assessment of teacher performance at PMM are an important part of the Ministry of Education and Culture's evaluation and monitoring of educators. In the independent training menu, the output of teacher learning outcomes related to the curriculum is the completion of real actions which are the implementation of understanding of all modules that have been studied on one topic which will then be validated by the center to get an overview. certificate and can be converted into points. The advantage of uploading good practices in real PMM actions is that it makes the teacher's portfolio better, shares experiences with other people, and gets input.

Informant G1 as an economics teacher at SMAN 1 Mojokerto is known to have maximized the PMM platform as a learning resource, reference for preparing teaching tools, reference for learning activities, and personal development as a teacher. Supported by obtaining 1 real action certificate regarding independent curriculum material. In line with the information conveyed by informant G1, namely.

"In the evaluation carried out by the Ministry of Education and Culture, it is possible to see the real actions taken by the teacher. This concrete action can be said to be a measure of how well teachers understand IKM and the preparation of existing teaching tools. Suitable for Kurmer. The problem is that the output will be in real action, the teacher will get a certificate and points according to his

understanding. To get this, teachers are required to watch an explanatory video on PMM, do a pretest and posttest, and end with real action that is validated by the central government. As far as I know, this certificate has a minimum of 32 points per semester, which can be done by attending training, workshops, training, or validating teaching materials in real action as required. topics they have mastered. If I still get 1 certificate, then the topic will be about an independent curriculum where I take real action regarding my understanding of Kurmer and include reflections from colleagues and students. The teacher government hopes that this concrete action will increase teacher professionalism and perhaps also support promotions."

On the other hand, the economics teacher at SMAN 2 Mojokerto has not received a certificate at all and is still in the validation and submission stage. It is known that there are also those who still need the revision stage for real action. Meanwhile, the economics teacher at SMAN 3 Mojokerto is considered to have a better understanding of PMM, as evidenced by the completion of certificates, namely 4 PMM concrete action certificates, which in total have met the minimum 32 points required by the government. The 4 certificates include project material for strengthening Pancasila student profiles, differentiation, P5 modules, and positive discipline. In line with the information conveyed by informant G3, namely.

"Actually, in the independent training there are lots of topics that explain kurmer. So the completeness of a teacher can be seen from how many topics are validated and get certificates. I have obtained 4 certificates at PMM which in total have met the minimum 32 points required. These 4 certificates include project material for strengthening Pancasila student profiles, differentiation, P5 modules, and positive discipline. I also don't know for sure the benefits of the points obtained in real action, explaining that these points can later be used to develop teachers' careers based on certified competencies, for example employee promotions, increasing the professionalism of educators, that is."

2. Student

Analysis of students at SMAN 1, 2 & 3 Mojokerto was carried out by collecting questionnaires with variables assessed based on the socio-economic status of the students' parents, students' interest in economics lessons, and the students' socio-economic environment. The first variable measured is the socio-economic status of the student's parents which can be tabulated as follows.

Table 6.
Frequency Distribution of Socio-economic Status of Students' Parents

No.	Intervals	Criteria	Frequency	Frequency (%)	Cumulative (%)
1.	12-15	Very less	1	.9	.9
2.	16-19	Not enough	1	.9	1.8
3.	20-23	Enough	16	15.2	17.0

No.	Intervals	Criteria	Frequency	Frequency (%)	Cumulative (%)
4.	24-27	Good	48	45.3	62.3
5.	28-33	Very good	40	37.7	100.0
	Total		**106**	**100**	

The majority of students' parents were in the "good" (45.3%) and "very good" (37.7%) categories which cumulatively reached 83%. Only 1.8% fell into the "very poor" and "poor" categories. Then as many as 15.2% of students assessed that the socio-economic status of the students' parents was sufficient. So it can be assumed that the majority of students come from families with high socio-economic status, so that this can support the availability of better learning facilities and infrastructure. So the student interest variable in economics lessons can be tabulated as follows.

Table 7.
Frequency Distribution of Students' Interest in Economics Lessons

No.	Intervals	Criteria	Frequency	Frequency (%)	Cumulative (%)
1.	17-19	Very less	5	4.7	4.7
2.	20-22	Not enough	18	17.0	21.7
3.	23-25	Enough	31	29.2	50.9
4.	26-28	Good	22	20.8	71.7
5.	29-33	Very good	30	28.3	100.0
	Total		**106**	**100**	

The majority of students showed positive interest in economics lessons, most of them chose the "fair", "good" and "very good" categories which cumulatively reached 78.3%. However, around 21.7% of students experienced low interest in economics lessons, especially in the "very poor" and "not enough" categories. This may be influenced by the perception that textbooks are less interesting, lack of enthusiasm for doing assignments, and low intensity of reading economics books outside of class. Improvements in terms of improving the quality of textbooks, updating the curriculum for more challenging assignments, and increasing the availability of learning resources in school libraries can help increase students' interest and understanding of economics subjects. To study and assess students' perceptions, opinions and assessments of their socio-economic environment, data is tabulated as follows.

Table 8.
Frequency Distribution of Students' Socio-economic Environment

No.	Intervals	Criteria	Frequency	Frequency (%)	Cumulative (%)
1.	18-21	Very less	8	7.5	7.5
2.	22-25	Not enough	14	13.2	20.7
3.	26-29	Enough	46	43.4	64.1

No.	Intervals	Criteria	Frequency	Frequency (%)	Cumulative (%)
4.	30-33	Good	34	32.1	96.2
5.	34-38	Very good	4	3.8	100.0
	Total		**106**	**100**	

The majority of students rated their socio-economic environment as being in the "fairly good", "good" and "very good" categories, which cumulatively reached 79.3%. However, around 20.7% of students consider their socio-economic environment to be low, especially in the "very poor" and "poor" categories. This shows the need for improvements in the development of economic education to utilize the socio-economic environment as a more effective learning resource. Improvement steps could include educational programs that focus more on the application of economic concepts in everyday life and increasing access to relevant learning resources. From the data presented above, the level of effectiveness of each indicator and all input aspects is measured as follows.

Table 9.
Level of Effectiveness of Input Aspects

No.	Sub-variables	Average %
1.	Socioeconomic Status of Parents	66.34
2.	Students' Interest in Economics Lessons	64.32
3.	Student Socioeconomic Environment	68.15
	Overall Input Aspect %	**68.27**

The percentage effectiveness of the student questionnaire input aspect was 68.27%, indicating a sufficient level of success in supporting economic learning in public high schools throughout the city of Mojokerto. Parents' socio-economic status, students' interest in economics lessons, and students' socio-economic environment play an important role in learning effectiveness. Even though it is quite effective, improvements are still needed to achieve more optimal results.

3. Infrastructure

Based on the results of observations at SMAN 1, 2 & 3, Mojokerto is also a school that has adequate supporting facilities and infrastructure and can be used to improve learning activities. Based on the results of observations from the three schools, the same problems were found regarding classroom facilities and infrastructure, and there is still a need for optimal spatial planning for learning. Such as the lack of space for students to be creative because the spatial arrangement is not conducive and too full, where one room is for 35 students and a teacher's desk. There is no reading corner available, the shelf arrangement is not good, and some infrastructure quality needs to be improved. The arrangement of student seating also needs to be given more attention because it is feared that the location of student

seating that is separated from each other, with seating positions never moving during the school year, will have an impact on students' social aspects. students and friends. Schools also need to provide optimal student learning facilities so that they can support the learning process, especially providing LCDs, LCD projectors in each class, and stable WiFi network access. The same thing was also expressed by Informant W1 as Deputy Head of the Curriculum Section at SMAN 3 Mojokerto, namely.

"Schools have prepared various technologies that can support learning. Such as interactive media support with LCD which can be borrowed at TU. Apart from that, as the head of the curriculum, I also encourage you to use graphic design applications and interactive modules. namely Flipbbok so that students are more interested in studying the material because there are explanatory videos, online quizzes and interesting features compared to just looking at a printed book. However, in my opinion, wifi access is smooth for use by students and teachers. There is still no economics laboratory at this school due to limited space and school budget."

As expressed by one of the class X-9 students at SMAN 1 Mojokerto as follows.

"The seats, from the time you entered until now, have been like this, Sis, they have never rolled over and the seats are one at a time. Maybe the downside is that when studying, sometimes the school WiFi is still slow, so it often loads. Sometimes when WiFi is slow, we use up our data plan."

Input analysis highlights teachers, students, and infrastructure. In this research, the analysis shows that the use of the PMM platform by economics teachers at SMAN 1, 2 and 3 Mojokerto varies, some have succeeded in using the platform to improve their competence, some are still in the validation process. certificate. This is in accordance with previous research which shows the importance of continuous training for teachers in improving the quality of education (Schiering et al., 2023). The socio-economic status of students' parents was also found to be positively correlated with the availability of learning facilities and infrastructure that support the effectiveness of economic learning in schools (Williams Shanks & Robinson, 2013). However, students' interest in economics lessons still needs to be increased, especially through providing interesting material and challenging assignments, as also revealed in research that links student interest with innovative learning methods (Rahmawati, 2022). Apart from that, the facilities and infrastructure at SMAN 1, 2 and 3 Mojokerto need to be improved, especially in terms of classroom arrangement and provision of optimal learning facilities, to support a more effective learning process (Huntington et al., 2023). Integration of these variables will help achieve better learning outcomes and meet the goals of the Independent Curriculum.

Analysis Results on Process Aspects

1. Learning Planning

In general, the teaching tools prepared by economics teachers in learning the independent curriculum are CP, ATP, teaching modules, textbooks, learning resources, worksheets, assessment instruments, as well as media and teaching aids. This is in accordance with what informant G1 said.

"The first is the syllabus or what is now known as the Learning Objectives Flow (ATP), Learning Outcomes (CP), teaching modules, media and teaching materials, etc. For teaching materials we use textbooks provided by the government, then we use internet sources as examples of contextual case studies. Because in the government's summer package book, the material presented is still too general."

However, this is different from the preparation of teaching tools used in class. In line with the information conveyed by informant G2, namely.

"Similar to K13, I assess student activity in class by giving points to students who actively ask and answer so that students are not passive. As input, the value is still the same as K13, still using numbers which will later be categorized into predicates according to the predicates in the kurmer. For class 10 the economic value is merged into one, namely social sciences which is averaged, except in class 11 the economic value is already independent."

Of course, learning planning functions as a structured guide for teachers in delivering material effectively and efficiently. Teaching modules help ensure that each learning objective is achieved through systematic and planned steps. The results of the study and assessment of teaching modules at SMAN 1, 2 & 3 Mojokerto can be tabulated as follows.

Table 10.
Learning Results and Teaching Module Assessment

No.	Assessment Components	Economics Teacher (Respondent)		
		SMA 1	SMA 2	SMA 3
1.	Formulation of learning objectives	4	4	4
2.	Choice of learning materials	4	4	3
3.	Organization of learning materials	3	5	4
4.	Learning sources/media	5	5	4
5.	Clarity of learning scenarios	5	5	5
6.	Detailed learning scenario	4	4	4
7.	Suitability of techniques to learning objectives	4	4	4
8.	Completeness of learning evaluation instruments	4	4	4
	Total	**33**	**35**	**32**
	%	**82.5%**	**87.5%**	**80%**

The teaching modules at SMAN 1, SMAN 2, and SMAN 3 each received good ratings with scores of 82.5%, 87.5%, and 80%. The evaluation results show that components such as the formulation of objectives, completeness of learning evaluation instruments, and learning resources/media are considered good, supporting the achievement of learning objectives systematically. The differences at SMAN 2 Kota Mojokerto which show better module completeness and the practice of "self-sharing" show initiatives to improve the quality of education in other schools. This evaluation provides an important foundation for further development in developing effective and efficient teaching modules according to learning needs.

2. KBM Process

Evaluation of the learning process is carried out to determine teacher-student interactions and teaching strategies, as well as in-depth evaluation of the implementation of teaching modules. This is important to ensure the effectiveness of the use of teaching modules in achieving economic learning objectives at the school. Overall, the process of evaluating the teaching and learning process begins with classroom management, initial preliminary learning activities, core activities, and closing activities. Guided by the learning implementation assessment rubric adapted from the UPT-PPL State University of Malang 2009/2010 Revised Edition, the following data tabulation was obtained.

Table 11.
Learning Outcomes for Learning Implementation

No.	Assessment Components	Economics Teacher (Respondent)		
		SMA 1	SMA 2	SMA 3
1	Opening the lesson (Apperception)	4	4	4
2	Implementation of core activities			
	Use of methods	5	5	3
	Material accuracy	5	5	3
	Mastery of competencies	5	5	3
3	Assessment and reflection	3	4	4
4	Supporting factors			
	Language use	4	4	4
	Time	5	5	5
	Self-confident	5	5	4
	Appearance	5	5	5
	Total	**41**	**42**	**35**
	%	**91%**	**93%**	**78%**

The results of the study of learning implementation in 3 schools showed variations in implementation assessments, SMAN 1 obtained a score of 91%, SMAN 2 obtained a percentage of 93%, and SMAN 3 obtained a score of 78%. This evaluation was carried out to determine teacher-student interactions and teaching

strategies, as well as an in-depth evaluation of the implementation of teaching modules. This is important to ensure the effectiveness of the use of teaching modules in achieving economic learning objectives at the school. Even though most schools receive high ratings, there are differences in the quality of learning related to teacher competency and student conditions. The evaluation also identified deficiencies in the accuracy of the material presented by the teacher as well as minimal efforts in exploring material from economics books. Apart from the results of class observations, questionnaires were also distributed to students at the evaluative stage of this process to find out the results of opinion polls and student assessments of the teacher's abilities and implementation of economic learning.

Table 12.
Frequency Distribution of Opinion Polls and Student Assessments Regarding Teachers' Mastery of Economics Subject Matter

No.	Intervals	Criteria	Frequency	Frequency (%)	Cumulative (%)
1.	21-23	Very less	10	9.4	9.4
2.	24-26	Not enough	23	21.7	31.1
3.	27-29	Enough	31	29.2	60.4
4.	30-32	Good	26	24.5	84.8
5.	33-34	Very good	16	15.2	100.0
	Total		**106**	**100**	

The majority of students gave a positive assessment of the teacher's mastery of economics subject matter, with the majority choosing the categories "fair", "good" and "very good" reaching 68.9%. However, a small number of students also think that the teacher's mastery is still lacking, which can affect their understanding of economic material. This shows the importance of teachers improving their understanding of current economic issues and the ability to provide relevant illustrations in learning. This evaluation provides the view that improvements in economics teaching could strengthen the subject's appeal and relevance for students. The teacher's ability to manage and implement economic learning can be presented in the following table.

Table 13.
Frequency Distribution of Opinion Polls and Student Assessments Regarding Teachers' Abilities in Managing and Implementing Economic Learning

No.	Intervals	Criteria	Frequency	Frequency (%)	Cumulative (%)
1.	30-33	Very less	8	7.5	7.5
2.	34-37	Not enough	32	30.2	37.7
3.	38-41	Enough	48	45.3	83.0
4.	42-45	Good	15	14.2	97.2
5.	46-49	Very good	3	2.8	100.0
	Total		**106**	**100**	

The majority of students gave adequate (45.3%), good (14.2%), and very good (2.8%) assessments of teachers' abilities in managing and implementing economic learning, with a cumulative total of 62.3%. However, as many as 37.7% of students rated the teacher's abilities as being in the very poor (7.5%) or poor (30.2%) category. This data shows that there are challenges in presenting effective and interesting learning by teachers, which may be caused by unvaried learning methods, limited use of learning media, lack of personal approach, and less effective classroom management. In contrast to assessing mastery of economic material, improvement needs to be done through developing teacher personality and managerial competence. From the data presented above, the level of effectiveness of each indicator and all aspects of the process is measured as follows:

Table 14.
Level of Effectiveness of Process Aspects

No.	Sub-variables	Average (%)
1.	Teacher mastery of subject matter	81.29
2.	Ability to manage and implement learning	69.57
	Overall Process Aspects (%)	**75.43**

The level of effectiveness of the economics learning process at Mojokerto City Public High School reached 75.43% based on a student questionnaire, this shows that even though the teaching module was rated as good (SMAN 1: 82.5%, SMAN 2: 87.5%, SMAN 3: 80%), there are differences in implementation in class. (SMAN 1: 91%, SMAN 2: 93%, SMAN 3: 78%). This may be caused by variations in the application of teaching methods and classroom management which influence student interaction and understanding. The data shows that even though the teaching modules are quality, learning success is greatly influenced by the teacher's ability to manage the class and deliver the material effectively. Recommendations for aspects of the learning evaluation process are to increase teacher training in varied teaching methods, use more effective learning media, and develop better classroom management to ensure that each student obtains an optimal learning experience.

Analysis of the learning planning process and teaching and learning process. Learning planning at SMAN 2 Mojokerto shows excellence with teaching tools that are prepared independently and according to school needs, resulting in more complete teaching modules compared to other schools. The importance of structured teaching modules to ensure effective achievement of learning objectives. The teaching and learning process at SMAN 1, 2, and 3 Mojokerto reflects variations in the quality of implementation, with the highest assessment at SMAN 2 and the lowest at SMAN 3. Although effectiveness reached 75.43%, there are deficiencies in teaching methods and a lack of understanding of the latest economic information. shows the need for a more comprehensive teacher competency development

program, in line with findings regarding (Chandran et al., 2023) the importance of innovation in teaching strategies to improve learning outcomes.

Analysis Results on Product Aspects

In the Independent Curriculum, student learning outcomes reports are designed to provide a comprehensive picture of student development in three main aspects, namely knowledge, attitudes and skills. Based on the results of the review of report cards in the independent curriculum, especially economics subjects, the output varies. The following is an assessment of the knowledge aspects at SMAN 1, 2 and 3 Mojokerto as follows.

Table 15.
Independent Curriculum Knowledge Value for Economics Subjects

School Name	KKTP	The Number of Students	Report on Average 1st Semester Learning Achievement
SMAN 1 Mojokerto	76	35	74
SMAN 2 Mojokerto	76	35	78
SMAN 3 Mojokerto	76	35	83
Overall Average			78,33
Effectiveness of the Product Aspect (%)			78,33

The average score for the first semester of economics subjects at SMAN 1 was 74, at SMAN 2 it was 78, and at SMAN 3 it was 83, this shows that there are variations in the acquisition of independent curriculum knowledge between the three schools. Although this grade does not yet reflect the final grade because it will be combined with other sub-material grades (geography, history, sociology, economics), this data shows that students tend to study economics only centered on assignments or tests. Delays in submitting assignments and tests have the potential to affect the final economic score of students who have not yet reached Certain Competencies at the Achievement Level (KKTP). However, it should be remembered that this evaluation is not enough to conclude whether students' ability to absorb material in the 1st semester of CP is optimal or still needs improvement. Meanwhile, the attitude assessment aspect in the phase E economics learning achievement report is usually presented in the form of a qualitative description that reflects discipline, responsibility, cooperation, honesty, motivation, enthusiasm and creativity.

The average score of students at SMAN 1, 2 and 3 Mojokerto is 78.33 with the effectiveness of the output aspect being 78.33%. The average score of students at SMAN 1, 2 and 3 Mojokerto is 78.33 even though most of the students' parents are in the good and very good socio-economic category (83%). As many as 78.3% of students have a positive interest in economics lessons, but 21.7% of students have low interest which affects their academic achievement. Students' socio-economic environment that is less supportive (20.7%) can create obstacles in studying at home. The quality of teaching modules is considered good (82.5%-87.5%), but their

implementation varies in class (78%-93%), thus affecting learning effectiveness. The majority of students (68.9%) rated the teacher's mastery and ability as positive, but some students felt that the teacher's mastery was still lacking. The effectiveness level of the economics learning process reached 75.43%, but variations in teaching methods and interactions in the classroom affect overall student learning outcomes. Although this shows quite effective learning outcomes, there is still room for improvement. Corrective steps can take the form of improving teaching methods, providing more comprehensive learning resources, and more intensive study guidance for students who need it. Continuous improvement is needed to achieve optimal economic learning effectiveness in public high schools throughout the city of Mojokerto.

Output analysis shows that economics learning outcomes at SMAN 1, 2, and 3 Mojokerto vary, with the highest average score at SMAN 3 and the lowest at SMAN 1, this reflects differences in policies and implementation of learning in each school. This finding is in line with research which shows that a variety of learning approaches can influence student learning outcomes. The low level of student discipline in collecting assignments and preparing for tests is one of the factors that influences economic scores that have not yet reached the Complete Learning Achievement Criteria (KKTP). To increase the effectiveness of learning, it is necessary to provide more contextual material and greater motivation from teachers, as suggested by research which emphasizes the importance of the relevance of material to everyday life to increase students' interest in learning (Nguyen Thi Phuong Thao, 2023).

This research highlights the importance of the relationship between context, input, process and output aspects in evaluating the quality of economics learning at Mojokerto City Public High Schools. The context evaluation includes independent curriculum policies and the integration of the 1945 Constitution which is the basis for the development of sustainable economic education (Witjaksono, 2016). Input analysis shows that the use of the PMM platform by teachers, student characteristics, and the condition of infrastructure influence the learning process (Durrotunnisa & Nur, 2023). The learning outcomes reflected in the output show variations in scores between schools which reflect the diversity of approaches in the teaching and learning process and curriculum implementation (Sukino, 2023). Thus, this study provides in-depth insights into the various aspects that need to be improved in learning economics in senior high schools, as well as providing directions for improvement steps that various stakeholders can take in the education sector. To improve the quality of inputs, such as teacher qualifications, learning resources, variety of methods, and teacher-student interactions, Improvement in the learning process aspects in the form of increasing understanding of economic material with current issues. So that later, it is expected to be able to provide comprehensive improvements.

JPIS JURNAL PENDIDIKAN ILMU SOSIAL

CONCLUSION

Implementation of the Independentculum in State Senio fully, including in Mojokerto city, showed variations in implementation in SMAN 1, 2 & 3 Mojokerto. The results of the context evaluation show that the showomic material in the Independent Curriculum Learning Outcomes aligns with the demands of the 1945 Constitution, especially in strengthening students' understanding of the basic principles of economics and the concept of caring economics. The implementation of the Independent Curriculum in the field is reflected through the selection of IKM option 2 by SMAN 1 and SMAN 3 Mojokerto, which gives freedom to education units in its implementation, as well as efforts to connect theory with daily economic practices to increase student involvement. The results of the input aspect research were conducted by evaluating teacher performance, student aspects, and infrastructure. Teacher performance showed variations in the utilization of the PMM platform and the acquisition of actual action certificates, with SMAN 3 Mojokerto demonstrating a more comprehensive understanding and implementation than SMAN 1 and SMAN 2 Mojokerto.

Furthermore, student questionnaire results indicated that 83% of respondents came from families with high socioeconomic status, 78.3% showed positive interest in economics lessons, and 79.3% rated their socioeconomic environment as good; these findings imply the potential for solid material support but require strategies to increase interest in learning and utilize the environment as a source of learning economics.

Furthermore, observations of facilities and infrastructure in the three schools revealed the need to optimize classroom layout, improve the quality of learning facilities, and provide adequate technology infrastructure to support a more effective and interactive learning process. The results of the research on the process aspect, the evaluation results show that the learning tools of economics teachers in the implementation of the Independent Curriculum are adequate, with learning modules at SMAN 1, 2, and 3 Mojokerto rated as good (82.5%, 87.5%, and 80% respectively), including components that support the achievement of learning objectives systematically. Student questionnaire results indicated a positive assessment of teachers' mastery of the material (68.9% cumulative) and ability to manage to learn (62.3% cumulative). Still, they revealed the need to improve teachers' competence in illustrating current material and developing personality and managerial competencies to optimize the economics teaching and learning process. The product evaluation showed variations in economics learning outcomes across the three schools (SMAN 1: 74, SMAN 2: 78, SMAN 3: 83), with indications that some schools had not achieved the Specific Competency Level of Achievement (KKTP), underscoring the need for optimization of teaching methods and more intensive tutoring. In line with the demands of the Merdeka Curriculum, assessment focuses on numerical scores. It includes attitudinal aspects through qualitative descriptions that include discipline, responsibility, cooperation, honesty, motivation, enthusiasm, and creativity. However, a comprehensive evaluation of the

effectiveness of curriculum implementation still requires further analysis. Therefore, continuous improvement is needed to achieve optimal effectiveness of economic learning in public high schools in Mojokerto City.

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