Analysis of Economic Learning Success

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ABSTRACT
The purpose of this article is to (1) analyze the economics basic competencies difficult to be mastered by the students, (2) investigate the factors causing low student competencies on the NE in economics subject for the related basic competencies and find the solution to overcome the problems, and (3) formulate the appropriate model to improve success in economics learning. This study analyzed the variables that determine the success of students in economics learning. There are several points that can be concluded from the findings of the study, they are: 1) the competence of students in economics learning is in the poor category; 2) variables that determine the success of economics learning; 3) student motivation for learning was the most effect variable in determining the success of economics learning. From several studies that have been done, there has been no study that combines all the variables in determining the success of learning.

KEYWORDS
Parent Support, School Management, Student Motivation, Teacher Ability

INTRODUCTION
The implementation of the National Examination (Ujian Nasional, UN) is based on the regulation of the Ministry of National Education of the Republic of Indonesia No. 45 of 2006 on the National Examination. The National Examination aims to assess the graduate competencies achievement on specific subjects nationally (Umar, 2008). The National Examination in economics subject is one of the evaluation instruments to measure the achievement of educational objectives, in this case, the graduate competencies in economics subject nationally.

Despite many problems in the implementation, Furqon (2014) affirmed that there is a relationship between the NE in Indonesia and the quality improvement of education, schools, teachers, parents, and students. Wulan (2011) conducted a study on student learning difficulties in the secondary schools having averagely medium and low scores on the NE in economics subject. The results showed that most students had learning difficulties in most essential materials and competencies. Learning difficulties experienced by the students resulted in student difficulties in achieving the Graduation Standards (Standar Kompetensi Lulusan, SKL) on the National Examination. The study also revealed that the non-optimal learning process, assessment, and remedial teaching in the schools resulted in many students with learning difficulties. Beside, the research results of the Center for Educational

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Assessment (2014) indicated that the learning process in some schools/education units for the NE had not been optimal.

According to Ekowati (2008), the characteristics of economics subject are: Economics starts from real economic facts or symptoms. The facts show that human needs are unlimited, while economic resources as a means to meet the needs are limited. Economics develops theories to explain the facts rationally. To enable people to study and explain the economic symptoms systematically, the economics concepts and theories are designed into economics. Besides having systematic requirements, economics also meets the scientific requirements i.e. being objective and has a clear purpose.

Understanding the characteristics of economics for economics teachers or teacher candidates will help them to organize their teaching optimally. Organizing the abilities (especially pedagogical competence and professional competence) raises clear connection and identification between the teaching materials and the learning designs to make the materials learnable and effective for achieving objectives.

Each subject has its objectives mainly determined by its characteristics. Economics is the science of human behavior and actions to meet the various life needs and to progress with existing resources through production, consumption, and distribution activities. Economics is a subject that must be taken by students majoring in social studies in high school and one of the subjects tested in the National Examination in Indonesia. Criteria of mastery learning for each indicator has been set in a basic competence, ranging from 0%-100%. Ideal criteria for each indicator are greater than 75%. Determination is adapted to the conditions of the school, such as the ability of students and teachers, as well as the availability of infrastructure and facilities. Empirical data shows that the effort to improve the quality of learning in schools has been done, but still there are more than 30% of basic competence was incomplete from the results of economics in the national examination for public high schools in District Meranti Islands during the last 3 years, and the incomplete competencies ware homogeneous.

Therefore, it is necessary to conduct this research to identify the reasons for the low student competencies on the NE in economics subject. It is hoped that some solutions to overcome the problems in improving success in economics learning could be found. Based on the above background, the research objectives are to (1) Analyze the economics basic competencies difficult to be mastered by the students, (2) Investigate the factors causing the low student competencies on the NE in economics subject for the related basic competencies and find the solution to overcome the problems, and (3) Formulate the appropriate model to improve success in economics learning. The results of this research are expected to (1) be an input for schools in general and teachers in particular to improve success in economics learning, (2) be a reference to improve education quality and to diagnose problems occurred in education, especially related to the improvement of success in economics learning in schools.

Several studies related to the factors that determine the success of students in learning have been done, including research of Böhlmark et al. (2016) found that if school management is good, then student success in learning is also good. School management is the process of utilization of resources for the organizers of the school effectively. The findings of Moradi et al. (2016), developed countries such as Britain, Mexico, Australia and the United States have improved the quality of their school management by involving all the main elements of school in decision making. Supports from principals will have an impact on improving the abilities of teachers to increase student learning performance and student productivity. Therefore, school management is the whole process of utilizing all personnel and available resources to effectively and efficiently achieve the objectives of the school that has been assigned.

Every teacher has a responsibility towards the success of learning (Caska, 2015; Indrawati, 2015). Authorities and responsibilities of teachers are to guide and nurture students, either individually or classically, at school or out of school. In general, supportive teaching style was found to be positively linked to student achievements and student satisfaction (Puklek & Župančič, 2009; Wong, 2017).

Learning motivation also has an impact on improving the effectiveness of learning (Omar et al., 2013; Lazowski & Hulleman, 2016). Motivation is one of the several things which determine the
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