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The Analysis of Independent Learning Activities Unit-Based Learning on Senior High School Students

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Abstract

This study aimed at assessing the implementation of Independent Learning Activities Unit-based learning. This study used a descriptive qualitative method with a phenomenological approach. Selection of research subjects using purposive sampling method. Data collection uses two techniques, including: in-depth interviews and observation. The results of this study include: (1) The teacher has carried out several activities that can encourage student activeness but some activities in learning have not been carried out in accordance with the principles of Independent Learning Activities Unit, these activities include: in encouraging student participation, the teacher has not emphasized participation in thinking, test formative is done by students in groups which should be done independently and the teacher does not use the results of the formative test to determine whether these students can continue to the next Independent Learning Activities Unit or not. (2) students in the fast learner category have used Independent Learning Activities Unit according to the principle of student active and complete learning, while for students who are medium and slow learners have not fully used Independent Learning Activities Unit according to the principles of student active and complete learning.

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INTRODUCTION

Education plays an important role in preparing and improving the quality of human resources in a country since human resources are one important contributing factor to the development of country. To achieve better quality of human resources, it requires proper implementation of education. In the context of Indonesia, the implementation of education is based on the Law No. 20 of 2003. The law regulates that national education must be adhered to Pancasila Values and Philosophy as well as the 1945 Constitution of Indonesia which strongly uphold religious values and Indonesian national culture and philosophy. The implementation of the education system also needs to be adjusted to the conditions of the times because if the implementation of the education system does not keep up with the changing times, the education will fail to produce outstanding human resources which further increase the progress of the country's development. The curriculum is a program that is planned to regulate how the components in applied learning activities should be. Hence, the curriculum applied in the education system should genuinely be designed to achieve educational goals in accordance with the circumstances of the times.

To keep up with the recent progress, these days Indonesia applies the 2013 curriculum. The 2013 Curriculum is applied to prepare students to be able to deal with external challenges related to globalization and various issues related to environmental issues, advances in science and technology, and developments in international education. In the 2013 curriculum, students are required to be more active in understanding the lesson content by looking for various information from diverse accurate sources not only from the teacher's explanation. Besides, what is prioritized in the 2013 Curriculum is to respect the differences that exist in students. The 2013 Curriculum sees that every single student has different learning capacity and pace to understand lesson contents. Thus, this curriculum allows students to take time to learn based on their capacity. Therefore, the 2013 Curriculum adapts Semester Credit System.

Semester Credit System (SKS) is a form of implementing an education system where in its implementation students agree on the amount of study load to be taken. In other words, in each semester students take the amount of lesson based on their learning strategy, talents and abilities, interests, and learning pace to keep up with the learning process. Therefore, the Ministry of Education and Culture applies and use Independent Learning Activity Unit called Independent Learning Activities Unit teaching materials to implement the 2013 Curriculum concept. Independent Learning Activities Unit is a small unit of study arranged from the easiest to the most difficult lesson. The content of Independent Learning Activities Unit offers students a learning stimulus to further foster and encourage their independence and improve their experience to be actively involved in learning process. Furthermore, Independent Learning Activities Unit offers students an opportunity to develop their high order thinking skills (HOTS) through students-centered learning approaches. In addition, Independent Learning Activities Unit allows students to develop 21st century life skills such as critical thinking, creative thinking, collaboration skill, communication skills, and literacy empowerment. The development of High Order Thinking Skills in the application Independent Learning Activities Unit cannot be separated from the development of Low Order

Thinking Skills (LOTS). Therefore, the thinking process in Independent Learning Activities Unit is developed in a whole psychological-pedagogical process. Based on this explanation, the application of Independent Learning Activities Unit aims to increase student activeness in the learning process, where students in the learning process must dig up information about the material independently from various sources.

The application of Independent Learning Activities Unit as teaching material is expected to increase student activity in learning process thus, it should be designed in an interesting, dynamic, stimulating, encouraging, and convincing manner. Sari (2018) explains that the application of Independent Learning Activities Unit is able to increase students' knowledge and understanding since it is designed attractively and based on the real context. Independent Learning Activities Unit has been implemented in several schools in Malang. One of the schools that implements Independent Learning Activities Unit is SMAN 6 Malang. SMAN 6 Malang applies Independent Learning Activities Unit to realize the implementation of the 2013 Curriculum. Within the learning process through Independent Learning Activities Unit, it is able to foster joyful and contended learning activities which allows students to be more active and directly involved in learning process. Consequently, it creates an effective process of knowledge transfer between teacher and students. Furthermore, students acquire direct experiences from what have been studied. Mulyasa (2013) argues that Independent Learning Activities Unit-based learning also pays attention to the time spent by the students to complete certain lesson. Thus, all students regardless of their capacity could complete the lesson.

However, based on the observation conducted by the researchers in SMAN 6 Malang, some students were still difficult to understand lesson content. Some students explained that they could not complete some assignments and looked for the answer from internet. Thus, what have been answered by students were not exclusively students' thought. Thus, this research was conducted to examine the process of Economics lesson by using Independent Learning Activities Unit in the tenth graders of SMAN 6 Malang.

METHOD

This research employed qualitative design by using phenomenological research approach. This research aimed at discovering and examining the implementation of Independent Learning Activities Unit-based Economic learning. The subjects of this study were Economics teachers and tenth grade students of Social Sciences students at SMAN 6 Malang. The research subjects were determined based on purposive sampling. The sample was selected based on predetermined criteria specifically, fast learner (students with fast learning pace); medium learner (students with moderate learning pace); slow learner (students with slow learning pace).

The techniques used in data collection in this study consisted of three techniques, specifically: (1) observation techniques, (2) interview techniques, and (3) documentation techniques. The data that has been collected were then analyzed qualitatively to draw a conclusion. The data analysis technique in this study consists of the stages of research data analysis which include (1) data reduction, (2) data display, and (3) verification and drawing conclusions. To determine the validity of

the data in this study, researchers used the triangulation method of data sources and the triangulation of techniques

RESULTS AND DISCUSSION

This research involved Economics subject teachers and tenth graders of Social Studies class in SMAN 6 Malang as the parties directly related to learning process. In addition, the Economics subject for tenth graders in SMAN 6 Malang has implemented Independent Learning Activities Unit as its primary teaching materials. The subjects in this research were determined by using purposive sampling technique based on predetermined criteria explained in the section beforehand. It classified the subjects into three categories: fast, medium, and slow learners. The learning process examined in this study focuses on teacher activities and student activities in applying Independent Learning Activities Unit principles in economic learning activities

Teacher Activities in Independent Learning Activities Unit-Based Economic Learning

In Independent Learning Activities Unit-based learning, the teacher has implemented several activities which were carried out based on the principles of Independent Learning Activities Unit. However, there are some activities that have not been carried out yet and have been carried out but are not in accordance with the principles

a. The teacher's efforts to encourage student activity that have been done include: providing motivation and attracting student attention, providing stimulus to students in the form of problems, providing instructions and providing feedback in the form of providing comments on student work results and answers to student questions.
b. The teacher conveys learning objectives and learning competencies that must be acquired by students during learning activities.
c. The teacher has encouraged students to take part in learning activities. However, student participation has not been emphasized on mental forms of participation, but only physical forms such as bringing a printed paper as asked by teacher. This has not in accordance with the Independent Learning Activities Unit principle in terms of student active principle involvement. Within Independent Learning Activities Unit-based learning process students must demonstrate both mental and physical participation.
d. The teacher has provided the students a formative test. However, the implementation of the formative test was not in accordance with the objectives of the formative test itself. Where the purpose of the formative test is to determine the ability of students individually. However, in Economics subject learning, the formative test was not carried out individually and the students are allowed to work together.
e. The teacher did not pay attention to student development by using the formative test. Because the teacher did not use a formative test to determine whether the student can continue to the next lesson topic/unit or not. Instead, the teacher determined that the student could continue the lesson topic or unit later if the student had taken the formative test

Student activities in Independent Learning Activities Unit-based economic learning

Based on the data obtained from the observation about students' activities in Independent Learning Activities Unit-based learning, it can be concluded that two students with fast learning pace as the subjects have completely applied the Independent Learning Activities Unit principles. However, the two other students with fast learning pace have not applied the Independent Learning Activities Unit principles. Therefore, based on the observation, not all of the subjects have applied the Independent Learning Activities Unit principles in economic learning. The complete description of students' activities are presented as follows:

a. During the implementation of Independent Learning Activities Unit-based learning, two students with fast learning pace have implemented learning process based on Independent Learning Activities Unit principles and it is according to the given instructions. In addition, one student with moderate learning pace did not completely or partially carry out learning activities based on the Independent Learning Activities Unit principles. The one student with moderate learning pace encountered issue related to learning resources when applying Independent Learning Activities Unit-based learning process. Also, three students with moderate learning pace and two students with slow learning pace did not implement Independent Learning Activities Unit-based learning and did not follow the given instructions. The students only completed the exercise given.
b. Students have not fully implemented complete learning, two informants in the fast learner student category use Independent Learning Activities Unit according to the principle of complete learning where students can continue to the next activity if they really understand the previous activity. While informant 3 (medium learner), informant 4 (medium learner), and informant 5 (slow learner) understand some of the material and will continue to the next activity even though there is material that he does not understand because it is difficult. And informant 6 (slow learner) only did the practice questions contained in Independent Learning Activities Unit without understanding the material.
c. When carrying out learning activities and practices in Independent Learning Activities Unit-based learning process, two students with fast learning pace understand the lesson contents they studied, whether the contents are easy to understand or difficult. In addition, the students were also able to answer questions based on their own thoughts. Meanwhile, two students with moderate learning pace were only able to answer the questions that were easy to understand. When dealing with the difficult questions, the students asked the answer from their classmates. In addition, the two students with slow learning pace searched for answers from the textbooks and/or asked their classmates.
d. In understanding the lesson contents, two fast learner informants try to understand all the lesson contents contained in the Independent Learning Activities Unit, two moderate learners only understand the lesson contents that are easy for them to understand, whereas if there is lesson content that is difficult they will leave, while the two slow learner informants were not

able to understand the material contained in the Independent Learning Activities Unit.

e. In completing self-reflection table to assess and evaluate students' abilities independently, two students with fast learning pace filled the table based on the instructions of Independent Learning Activities Unit. Meanwhile, two moderate students were taking relatively slow time to complete the self-reflection table. They re-read the instructions to understand the contents that they need to answer. Even worse, two slow learners were unable to complete the self-reflection table since they did not understand the contents.
f. During the learning process, two students with fast learning pace were able to answer questions quickly and correctly. It indicated that two students with fast learning pace understand the lesson contents. While two students with moderate learning pace were only able to answer easy questions. When dealing with difficult questions, two students with moderate learning pace were unable to answers the questions. Furthermore, two students with slow learning pace were unable to comprehend the lesson contents in the Independent Learning Activities Unit-based learning and were unable to deal with the problems given.
g. The six informants did not train themselves to solve similar problems. however, two informants trained themselves by doing the practice questions contained in Independent Learning Activities Unit seriously.

Teacher Activities in Learning Economy Based on Independent Learning Activities Unit

During leaning process, the Economics teachers carry out learning activities based on the Independent Learning Activities Unit principles. In this approach, students are encouraged to actively participate and complete lessons based on their capabilities. In this context, teachers' role in promoting students' active participation plays an essential role. The following explanation discusses the activities carried out by teachers based on the Independent Learning Activities Unit principles.

One important factor that influences learning process of students is motivation. Motivation plays a role as a contributing factor in students' participation. Thus, it is important for teachers to promote student motivation. In learning process, the teacher has made efforts to arouse motivation and attract student attention. This effort is made to be one reason to encourage students to be enthusiastic in the learning process or to achieve the desired learning outcomes. In line with Santi's (2018) research results that learning motivation has a positive effect on student learning activity, which means that if learning motivation is high, student learning activity is high.

Then, in learning process, the teacher has not explained the learning objectives to students. Merger (in Greder, 1991) explains that there are three main reasons why goals are important, one of the reasons is to provide clear directions for students. The explanation of the learning objectives carried out by the teacher to students aims at encouraging students' learning goal. It aims at making the students understand that in each learning process students must accomplish certain objectives. This goals and objectives will make students able to direct their learning

strategies in order to achieve the goals. As stated above, teachers in economic learning have not provided an explanation of the learning objectives so that in the beginning of learning activities students cannot clearly know what topics will be studied.

In every learning process, students are expected to accomplish certain achievements as a result of learning outcomes. The achievement that must be accomplished by students needs to meet the criteria that have been determined in the curriculum applied by the school. To direct students to accomplish the learning achievement, teachers must pay attention to the learning competence that must be achieved by students. Teacher may remind students what competences that must be accomplished in each learning activity. In line with Kusumaningsih (2010), learning outcomes are a form of self-potential or the capacity a person has after carrying out the learning process. Mastery of learning outcomes can be seen from their behavior, both behavior in the form of mastery of knowledge, thinking skills and motor skills. Therefore, by reminding students of the learning competencies that must be achieved, it is expected that students can seriously learn to achieve these competencies. In learning process, the teacher has not reminded the learning competences but the teacher only explains the contents or topics that must be understood by students.

In addition, when involving in learning activities, students need to be stimulated to activate effective learning process. Teacher must be able to give a stimulus to encourage students to learn. According to the behavioristic theory, learning activities occur because of an external stimulus received by students. In the learning context, teacher is a primary source of stimulus to encourage students to be actively engaged in learning activities.

Not only stimulus to encourage students 'involvement in learning activities, an instruction to engage in learning activities is prominently essential. It is undeniable that in student-centered learning, teacher only plays a role as a facilitator. However, this learning does not mean that teacher's function in instructing the students is eliminated. Instruction plays a role as a fundamental direction of student in carrying out learning activities. Instruction, furthermore, is important to make students understand the learning goals and how to achieve them. Sardiman (2011) explains that as a facilitator in learning, the teacher must be able to guide and direct student learning activities according to the goals to be achieved. In learning, the teacher has provided instructions to students either because of their own initiative or because there are students who ask questions.

Effective and excellent learning activities is defined by having sufficient student participation. Thus, raising student participation is one of the key aspects to achieve effective learning activities. According to Suryosubrot (2009), participation is mental or emotional participation in a group by developing thinking to achieve goals that have been formulated responsibly. The teacher has encouraged participatory activities in learning process such as taking part in being responsible for completing group assignments, but the teacher has not focused on participation in the form of mental or emotional inclusion but participation in completing group assignments that do not involve thinking capabilities development. Consequently, in group activities, not all students' assignments that involve thinking processes.

In terms of providing feedback, the teacher has provided feedback in the form of scores, comments, and suggestions to students' work. Feedback essentially

aims at monitoring students' abilities. As explained by Arikunto (2009), feedback is all information concerning both the results and the change process. In other words, feedback is the process of providing useful information for students to identify abilities related to their performance and to monitor their own learning progress. According to Cole and Chan (1987), feedback can be given in the form of scores from an exam result, comments on assignments, and answers to questions.

During the implementation of Independent Learning Activities Unit-based learning, students are given a formative assessment. According to Sleeter (2005), formative assessment is an instrument of assessment to provide students with feedback and to evaluate how an instruction is comprehended by students during learning process. In the Indonesian context, formative assessment is frequently used as an instrument to provide students with feedbacks related to learning process they conducted. Furthermore, Sudjana (2009) argues that Formative assessment is an assessment carried out at the end of the teaching-learning program to see the success rate of the teaching-learning process itself. Formative assessment is oriented to the teaching and learning process. In formative assessment, besides having a feedback function, there is also a diagnostic function to find out the weaknesses of students, thus, improvements can be made in learning Through formative tests, information about the level of absorption of each student will be obtained. With this information, an assessment is carried out to determine the level of mastery of learning for each student. Hence, the formative test in Independent Learning Activities Unit-based learning is carried out after students have completed one Independent Learning Activities Unit unit according to the speed of learning. The teacher has given a formative test bill to students, but the implementation of the test is not in accordance with the principle of complete learning because the test is carried out together in one class and students are allowed to work in groups while in complete learning formative tests are carried out to measure completeness individually thus, students should do the test independently.

Within Independent Learning Activities Unit-based learning process, it is also important to pay attention to the development of each student. Majid and Rochman (2014) state that a complete learning process is a set of learning activities which allows students to completely master and acquire all core and basic competencies. Complete learning process does not merely require major changes. However, what is important to change is teacher's strategy, particularly related to time. In this context, what is meant by time is not a time spend and take by teacher to teach, but the time spend and take by students to acquire. Therefore, in paying attention to student development, the teacher can use a formative test to assess students' learning completeness and if the student has not mastered the test, the teacher will provide additional time for students to study further or it is commonly called as remedial learning. In economic learning, the teacher has provided a formative test, but the teacher does not pay attention to the development of each student by using the formative test. Because, after students take the formative test, the teacher does not see the test results to determine whether students can continue to the next lesson or not. However, after completing the formative test students are immediately directed to the next lesson.

Student Activities in Independent Learning Activities Unit-Based Economic Learning

Independent Learning Activities Unit is a teaching material that is designed and arranged from an easy content to the difficult one (Kemendikbud, 2017). Independent Learning Activities Unit is a teaching material that aims at making students easier to learn and understand lesson content in certain subject. Within Independent Learning Activities Unit, the instructions are given to meet students' needs of learning. It allows students to grasp a more accessible opportunity to understand the contents provided. Students are expected to learn gradually in Independent Learning Activities Unit-based learning process. However, based on the observation conducted in the tenth graders of Social Science, not all students implement gradual learning process. Two students with fast learning pace implemented Independent Learning Activities Unit-based learning process gradually in accordance with the given instructions. While as for students with moderate and slow learning pace did not implement Independent Learning Activities Unit-based learning process in accordance with the given instruction. They only worked on the given problems. Most of the students perceived that they were difficult to obtain proper learning resources to support their learning process.

In addition, Independent Learning Activities Unit-based learning process aims at facilitating student learning process based on each student learning pace. In other words, Independent Learning Activities Unit-based learning process prioritizes the principle of individual learning completeness. According to Majid & Rochman (2014), students are required to completely acquire and master the entire basic and core competencies according to the level of learning pace. There are two assumptions that underlie the principle of complete learning: the first is that if students are given the same time and teaching and the learning outcomes are measured, students who have talent (high learning pace) will obtain outstanding grades. Second, if in understanding the lesson content, students are given different learning times according to the needs of students, all students will acquire and master the lesson content equally. In economic learning, not all students implemented Independent Learning Activities Unit-based learning according to their learning pace. Students with fast learning pace implemented Independent Learning Activities Unit-based learning according to the principle of complete learning because they continue to the next content if they really understand the previous lesson content. Meanwhile, students with moderate learning pace did not implement Independent Learning Activities Unit0-based learning process in accordance with the principle of complete learning because they only understood some lesson contents and will continue to the next content even though they did not understand the previous content. Students with slow learning pace did not apply the principle of complete learning because they only worked on the problems and questions provided in Independent Learning Activities Unit-based learning without studying the lesson content.

During the implementation of Independent Learning Activities Unit-based learning process, students' participation is essential. Based on the observation, not all students demonstrated proper and good participation during the lesson process. Students with fast learning pace have demonstrated proper and good participation. When answering the questions and problems give, they were able to engage since they understood the contents. When the students were unable to answer the

questions, they looked for the answers from another learning resources or asked to the teacher. This is in accordance with the constructivism theory which is the basis for the application of the principle of active student learning in the 2013 curriculum where optimal learning outcomes can be achieved by students if the learning process fully involves students (Kemendikbud, 2013). Students with the moderate and slow learning pace have not participated well in learning process. When answering the questions, the students did not employ their own thoughts. They also chose to work on easy problems and left the difficult one. Sometimes, they asked the answers from their classmates when dealing with difficult problems.

When dealing with problems in Independent Learning Activities Unit-based learning process, it is important to promote students' ability in discovering related information which is required to work on problems. In Independent Learning Activities Unit-based learning process, it provides students with less and minimum explanations of lesson contents. Therefore, students are required to find independently a supporting learning resource. The students were only provided a textbook as its primary learning resource (Kemendikbud, 2017). Based on the observation, it indicated that students with fast learning pace were able to find other supporting learning materials and resources to support their learning process in addition to the provided textbook and student's worksheet. The students with fast learning pace utilized internet to support their learning process, for instance, when they found it difficult to understand certain topic, they searched it for other explanations in internet. Differently, students with moderate and slow learning pace were not able to use other available resources to support their learning process. They were reliant to the provided textbook and student's worksheet. In some extent, they used internet, but not to support their learning process. Instead, they looked for an answer of the difficult problem.

In addition, when the students encountered a difficulty in understanding the lesson content, the students are encouraged to ask questions to the teacher and/or discuss with their classmates. Within the principle of student active learning, students are also required to actively ask questions from both teacher and classmates. Based on the observation, it indicates that not all students were actively involved in the discussion process. Two students with fast learning pace actively asked questions to teacher if they did not understand the lesson contents. As well, they discussed with their classmates when encountering difficulties. On the contrary, students with moderate and slow learning pace did not actively involve in the discussion. They were not encouraged to ask questions to teacher or discuss with their classmates when encountering difficulties. If they did not understand, they tended to skip it and left it unanswered.

Furthermore, in Independent Learning Activities Unit-based learning, it assesses a self-efficacy with self-reflection table. In student-centered learning, students have greater responsibility towards their own learning. It further means that student-centered learning allows students to independently and responsibly design how to learn based on their capacity to meet the objectives of learning. The idea of student-centered learning comprises of how students find another supporting learning resources and how students evaluate their achievement in learning independently. Hence, students are provided self-reflection table. Self-reflection table allows students to identify the lesson contents that have not yet been mastered

and the appropriate approach to achieve. However, based on the observation conducted, not all students have implemented the self-reflection in accordance with the instructions and guidelines independently. In particular, students with moderate learning pace filled the self-reflection table not based on the actual acquisition of knowledge. They perceived that they could understand the entire lesson contents without actually measuring the degree of their understanding. Students with slow learning pace also did not complete the self-reflection table in accordance with the instructions. They only filled the self-reflection table related to the lesson content they understood. If they did not understand the content, they left it unanswered.

Last but not least, at the end of learning process students are expected to be able to apply their knowledge and use it for problem-solving activities. In applying the material knowledge that has been studied to the problems faced, some students have applied the material they have learned to the problems they face because they answer all the questions with the material they have understood in the activity. Some other students did not work on the questions with the material they had understood because there were still some questions that they did not answer from understanding the material that had been studied because in learning activities there were still material that they did not understand. In terms of training themselves by working on similar problems all students do not do it.

CONCLUSION

Based on the results and discussion, this research concluded that During leaning process, the Economics teachers carry out learning activities based on the Independent Learning Activities Unit principles. In this approach, students are encouraged to actively participate and complete lessons based on their capabilities. In this context, teachers' role in promoting students' active participation plays an essential role. Within Independent Learning Activities Unit, the instructions are given to meet students' needs of learning. It allows students to grasp a more accessible opportunity to understand the contents provided. Students are expected to learn gradually in Independent Learning Activities Unit-based learning process. However, based on the observation conducted in the tenth graders of Social Science, not all students implement gradual learning process. Two students with fast learning pace implemented Independent Learning Activities Unit-based learning process gradually in accordance with the given instructions. While as for students with moderate and slow learning pace did not implement Independent Learning Activities Unit-based learning process in accordance with the given instruction. They only worked on the given problems. Most of the students perceived that they were difficult to obtain proper learning resources to support their learning process

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