

**THE ECONOMICS INSTRUCTION IN ACCELERATED
PROGRAM AT SMAN 3 MALANG**

THESIS

By:

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NIM 09130003



**INTERNATIONAL CLASS PROGRAM (ICP)
ECONOMIC STUDY
DEPARTMENT OF SOCIAL SCIENCE EDUCATION
FACULTY OF TARBIYAH
STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM
MALANG**

April, 2013

**THE ECONOMICS INSTRUCTION IN ACCELERATED
PROGRAM AT SMAN 3 MALANG**

*Submitted in Partial fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd) in Social Science Education Faculty of
Tarbiyah State Islamic University of Maulana Malik Ibrahim Malang*

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AT SMAN 3 MALANG**

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DEDICATION

With this simple work

I dedicate praise to the Lord of the world and to the Prophet
Muhammad SAW as a light bearer of truth, with all humility
I presented this work to the people who are very meaningful in my life
journey...

A pair of pearl hearts (my dad Murtaji, S.Pd and my mom
Siti Khomariyah Ningsih) who emit rays of love without ever finish in a pray
for, motivate, educate me. Their matchless affection until I cannot
reveal and I will always say in my praying ...
Hopefully their charitable blessed by Allah SWT.

My beloved (Rhandy Warnerin, S.T) and
my beloved sister (Dhek Ninis Sheptyan Uji Sari)
they have given a lot of encouragement in pursuing the path of
my life to achieve everything up until I reach the gate of a bright future.

My honorable teachers and lecturers
who have provided their knowledge to me, because of you,
I myself become self-guided and educated.

My big family of Gapika Kost (Dini, Mbak Pus, Soim,
Mbak Molik, Ndari, Ira, Ririn, Handri, Mbak Citra) and ICP Class
Thank you for your enthusiasm and motivation.

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

لَخَنَّ قَسَمًا بَيْنَهُمْ مَعِيشَتَهُمْ فِي الْحَيَاةِ الدُّنْيَا وَرَفَعْنَا بَعْضَهُمْ فَوْقَ بَعْضٍ دَرَجَاتٍ لِّيَتَّخِذَ

بَعْضُهُمْ بَعْضًا سُلَخِيًّا وَرَحِمْتُ رَبِّكَ خَيْرٌ مِّمَّا يَجْمَعُونَ ﴿٣٢﴾

Artinya: Kami telah menentukan antara mereka penghidupan mereka dalam kehidupan dunia, dan Kami telah meninggikan sebahagian mereka atas sebahagian yang lain beberapa derajat, agar sebahagian mereka dapat mempergunakan sebahagian yang lain. dan rahmat Tuhanmu lebih baik dari apa yang mereka kumpulkan. (Q. S. Az. Zukhruf: 32).¹

¹Al-qur'an and Translate, Departemen Agama RI, CV Penerbit Jumatul-Aliart. Bandung. 2005. Page: 492

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Appendixes: 4 (four) exemplar

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Assalamu'alaikum Wr. Wb

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As the advisor, we argue that this thesis has been proposed and tested decent. So, please tolerate presence.

Wassalamu'alaikum Wr. Wb

Advisor,

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DECLARATION OF AUTHORSHIP

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan (S.Pd) entitled The Economics Instruction in Accelerated Program at SMAN 3 Malang is truly my original work. It does not incorporate any materials previously written or published by another person, except those in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, April, 15th 2013

Gian Restin Dyah Ningrum

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All of praises deserve to be given for our Lord, Allah SWT who has given grace, His guidance and help so the write can finish this thesis with the title "The Economics Instruction in Accelerated Program at SMAN 3 Malang."

Sholawat and Salam always be given to my prophet Muhammad SAW, who had transformed the age civilization from the age jahiliyah (foolishness) to Islamic civilization namely Islam, and May we all get his intercession in the rest of the world later. Amen

The arranging of this thesis was conducted as one of the requirements in completing the Bachelor Degree Program (S1) in Department of Social and Science Education Faculty of Tarbiyah Islamic State University (UIN) Maulana Malik Ibrahim Malang.

A happiness and pride for the writer because she can finish this thesis. The author realizes that in writing thesis is beyond of the help and guidance of the various parties, without the assistance and guidance, the writing this thesis cannot be realized. Therefore, in this occasion the author would like to express great gratitude and highest appreciation to:

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With all humanity as ordinary human beings, researcher realizes of the weakness in arranging of this thesis. Criticism and constructive suggestion are always hoped by the researcher for future improvement. Hopefully the arranging thesis can provide benefits, especially for researcher herself and readers in general. Amen.

Malang, April, 15th 2013

The Writer

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ABSTRACT

Dyah Ningrum, Gian Restin. 2013. *The Economics Instruction In Accelerated Program at SMAN 3 Malang*. Thesis, Department of Social and Science Education, Faculty of Tarbiyah, Islamic State University Maulana Malik Ibrahim Malang. Advisor: Umi Julaihah, S.E., M.Si

Learners who have the intelligence potency and special talents need to get the services in accordance with their potency and talent. One of services to accommodate the learners is by providing acceleration-learning program from three years to two-years, which is called Accelerated Program. The Rules of the Republic of Indonesia Number 20 Year 2003 about National Education System, Article 5, Paragraph 4 of "Citizens who have the potential of intelligence and special talents deserve a special education", this means that government must provide special education for students who have exceptional and intelligence potency, so that the existed potency in the learners can develop optimally and it provides opportunities for learners can grow be a faithful and devoted man to God Almighty, good personality, knowledgeable, capable, creative, and independent. From the above explanation, the acceleration of the existing system in the accelerated program has two main tasks: First, carry out the learning process is fast and intensive with economic subjects taught in accordance with the standards of competence that is written in the course curriculum. Secondly, carry out the study subjects Economy aims to understand empirical economic phenomena that exist around the students, so that learners can record events that occur around the economy and benefit the environment for a better life. Thus, an economics teacher professional learning can perform well economically in the classroom, such as learning to master the material economy, able to present it well and be able to carry out the economic evaluation of learning well too.

From the mentioned phenomena above, the general issues that have been formulated are: (1) How is the planning of Economics instruction in accelerated program at SMAN 3 Malang? (2) How is the implementation of Economics instruction in accelerated program at SMAN 3 Malang? and (3) How are the results of Economics instruction in accelerated program at SMAN 3 Malang?

In this study, the research uses a descriptive qualitative research by using the techniques of data collection through: (1) observation, (2) interviews, (3) documentation. The used techniques of validity checking are (1) perseverance of observation, (2) triangulation, (3) peerderieng.

From results of reseach that has been implemented can be concluded that (1) planning of Economics instruction in an accelerated program at SMAN 3

Malang, include: prepare education calendar, annual program, semester program, syllabus and lesson plan. Accelerated program at SMAN 3 Malang using KTSP curriculum adopted and adapted from the Cambridge curriculum with material compaction and compression time is shorter than the regular program, as well as analysis of curriculum materials based on academic calendar in the accelerated program. (2) Implementation of Economics instruction in an accelerated program is divided into two learning strategies, namely 1) learning strategy implemented in the classroom dispose of material compaction. 2) learning outside the classroom with a self-learning method as enrichment with a special module materials economy accelerated program. (3) Assessment of Economics Instruction in Accelerated Program at SMAN 3 Malang is very good, average raport ood semester class-X accelerated program is 81 and highest score is 87. The evaluation system is in accelerated classes including formative evaluation or daily tests, summative evaluation or general tests and the National Final Objective. The material presented in class with teacher evaluation is synchronous.

Key words: Economics Instruction, Accelerated.

ABSTRAK

Dyah Ningrum, Gian Restin. 2013. *Pembelajaran Ekonomi Pada Program Akselerasi di SMAN 3 Malang*. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial (IPS), Fakultas Tarbiyah, Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang. Dosen Pembimbing: Umi Julaihah, S.E., M.Si

Peserta didik yang memiliki potensi kecerdasan dan bakat istimewa perlu mendapatkan layanan sesuai dengan potensi dan bakat mereka. Salah satu layanan untuk mengakomodasi peserta didik adalah dengan memberikan akselerasi-learning program dari tiga tahun menjadi dua tahun, yang disebut Program Accelerasi. Undang-Undang no.20/2003 tentang Sistem Pendidikan Nasional Pasal 5 ayat 4 bahwa "warga negara yang memiliki kecerdasan dan bakat istimewa berhak memperoleh pendidikan khusus", ini berarti bahwa pemerintah harus menyediakan pendidikan khusus bagi siswa yang memiliki potensi dan kecerdasan yang luar biasa, sehingga potensi yang ada dalam peserta didik dapat berkembang secara optimal dan memberikan kesempatan bagi peserta didik dapat tumbuh menjadi orang beriman dan bertaqwa kepada Tuhan Yang Maha Esa, kepribadian yang baik, berilmu, cakap, kreatif, dan mandiri. Dari penjelasan diatas, sistem percepatan yang ada dalam program akselerasi mempunyai dua tugas utama, yaitu: pertama, melaksanakan proses pembelajaran yang cepat dan padat dengan mengajarkan mata pelajaran Ekonomi sesuai dengan standar kompetensi yang tertulis dalam kurikulum saja; kedua, melaksanakan pembelajaran mata pelajaran Ekonomi yang bertujuan untuk memahami fenomena empirik ekonomi yang ada disekitar siswa, sehingga peserta didik dapat merekam peristiwa ekonomi yang terjadi disekitar lingkungannya dan mengambil manfaat untuk kehidupannya yang lebih baik. Dengan paparan dua tugas diatas, maka, pembelajaran Ekonomi dalam mencapai keberhasilan pembelajaran patut dipertanyakan.

Dari fenomena tersebut di atas, masalah yang telah dirumuskan adalah: (1) Bagaimanakah perencanaan pembelajaran Ekonomi pada program akselerasi di SMAN 3 Malang? (2) Bagaimanakah pelaksanaan pembelajaran Ekonomi pada program akselerasi di SMAN 3 Malang? dan (3) Bagaimanakah hasil dari pembelajaran Ekonomi pada program akselerasi di SMAN 3 Malang?

Dalam studi ini, penelitian menggunakan penelitian deskriptif kualitatif dengan menggunakan teknik pengumpulan data melalui: (1) observasi, (2) wawancara, (3) dokumentasi. Teknik yang digunakan adalah pemeriksaan keabsahan (1) ketekunan pengamatan, (2) triangulasi, (3) peerderieng.

Dari hasil penelitian yang telah dilaksanakan dapat disimpulkan bahwa (1) perencanaan pembelajaran Ekonomi pada program akselerasi di SMAN 3 Malang meliputi: menyiapkan kalender pendidikan, program tahunan, program semester, silabus dan rencana pelaksanaan pembelajaran (RPP). Program akselerasi di SMAN 3 Malang menggunakan kurikulum KTSP diadopsi dan diadaptasi dari

kurikulum Cambridge dengan pemadatan materi dan alokasi waktu lebih pendek dari program reguler, serta analisis materi kurikulum dengan kalender akademis yang dibuat khusus dalam program akselerasi. (2) Pelaksanaan pembelajaran Ekonomi pada program akselerasi dibagi menjadi dua strategi pembelajaran, yaitu 1) strategi pembelajaran dilaksanakan di kelas dengan pemadatan materi. 2) pembelajaran di luar kelas dengan metode belajar mandiri sebagai pengayaan dengan materi modul Ekonomi khusus program akselerasi. (3) Penilaian pembelajaran Ekonomi pada program akselerasi di SMAN 3 Malang sangat baik, rata-rata raport semester ganjil kelas X program akselerasi adalah 81 dan nilai tertinggi adalah 87. Sistem evaluasi dalam kelas akselerasi meliputi evaluasi formatif atau ulangan harian, evaluasi sumatif atau tes umum dan Ujian Akhir Nasional (UAN). Materi yang disampaikan guru di kelas dengan evaluasi adalah sinkron.

Kata Kunci: Pembelajaran Ekonomi, Akselerasi.

CHAPTER I

INTRODUCTION

A. Context of the Study

National education system as an organization must be dynamic, flexible, so it can absorb rapid changes such as the development of science and technology, changes in society toward a more democratic society and respect for human rights.¹ Then in improving the effectiveness of teaching and the advancement of science and technology as well as teachers are required to be able to master the science and knowledge.

According to H.A.R. Tilaar, a large country is a country that has qualified human resources.² Improving the service and the quality of education is the only step in the development of education; otherwise, Indonesia will be left behind in the global era.

The main problems of education in Indonesia at this time include the diversity education quality, particularly in respect to 1) the availability of teachers in quantity, quality, and welfare, 2) learning infrastructures that do not meet the requirements, if you are not yet optimally utilized, 3) inadequate education funding to support the quality of learning, 4) ineffective and inefficient learning process and schools that have not been evenly spread.³ These problems have

¹H.A.R. Tilaar, *Membenahi Pendidikan Nasional*. Jakarta, (Jakarta: Rineka Cipta, 2009), cetakan. 2, p. 6

²Jamal Ma'mur Asmani, *Tips Efektif Menjadi Sekolah Berstandar Nasional dan Internasional*, (Jogjakarta: Harmoni, 2011), p. 17

³*Ibid.*, p. 28

become worse if it is not supported by the major components of education such as curriculum, human resources quality of education, infrastructure, and financing.

For improving education quality, the establishment of a national standard schools and international standard schools as a breakthrough in advancing the government's progressive education in Indonesia is accelerating.⁴ International standard schools have been mandated in the Law on National Education System No.20 of 2003 Article 50, paragraph 3. Schools with such standards, stated to be qualified if the school has an active teaching-learning process, creative, effective, and fun, as well as the pro-change, namely the learning process that emphasizes the development of creativity, innovation, and experimentation to discover the possibilities or ideas-the new idea that has never existed.⁵ Thus, graduates have advantages as well as the quality of national and international, whether it involves cognitive, affective, and psychomotor.

Furthermore, the Law no.20/2003 on National Education System Article 5, paragraph 4 stated is that the citizens who have the intelligence and special talents are entitled to special education.⁶ The need for special attention to learners with special intelligences through special education is consistent with the primary function of education, namely to develop the full potential of learners and optimal.

Referring to the Strategic Plan, Ministry of National Education declares on how to improve the quality, especially the rights to develop talents and interests,

⁴*Ibid.*, p. 34

⁵Jamal Ma'mur Asmani, *Op. cit.*, p. 170

⁶Anwar Arifin, *Memahami Paradigma Baru Pendidikan Nasional Dalam Undang-Undang Sistem Pendidikan Nasional*, (Jakarta: Direktur Jenderal Kelembagaan Agama Islam Departemen Agama, 2003), p. 38

then the accelerated classes and international classes in public schools, for example, does not occur classify children according to social status in the learning process.

According to the National Education Minister Bambang Sudibyo in the Strategic Plan, Ministry of National Education in 2005-2009, and international program accelerated classes held in schools 'excellent' in Indonesia obtain input from the students the best of the talents and Economics students who have received through the NEM, but it also pursued scholastic aptitude and motivation into this program. Acceleration of gifted makes students in the class can complete studies more quickly and can choose to study in favorite college.⁷ For International class held in the public schools, although not yet fully adopted the Association of International Curriculum but have used the introduction of English in Teaching and Learning, and students have a sense of confidence in the international arena.

While the process of accelerated learning in the classroom that still oriented towards theory and rote mastery in all fields of study leading to an advanced student learning is inhibited. Teaching methods are too oriented, and teachers tend to ignore the rights and needs, as well as the growth and development of learners; so that the learning process fun, exciting, and educating the school was less than optimal.

⁷Iif Khoiru Ahmadi, Hendro Ari Setyono, Sofan Amri; *Pembelajaran Akselerasi Analisis Teori Dan Praktik Serta Pengaruhnya Terhadap Mekanisme Pembelajaran Dalam Kelas Akselerasi*, (Jakarta: PT. Prestasi Pustakaraya, 2011), p. 28

The implementation of an accelerated program of learning activities for teachers bring consequences to modify the pattern of learning activities demand learning activities that higher-order thinking patterns. Learning patterns such extensive coverage is certainly not sufficient dimensions using *one-way traffic* pattern, this pattern such as Problem-Based Learning (PBL) and give priority to projects more widely used. Learning was no longer a single source but from multiple sources.

Accelerated classes are an organization of special education for those who have the potential and advantages in skill, intelligence, interests, and talents. Privileges program acceleration cannot be underestimated. One of the outstanding educational programs of children who have an IQ above 125.⁸ Intelligence is related to intellectual ability, while according Moegiadi extraordinary abilities are not limited to intellectual abilities, including the education (1) general intellectual and specific academic, (2) Thinking creatively productive, (3) Psychosocial / leadership, (4) Art / kinesthetic, and (5) Psychomotor. While the gifted are those identified by professionally qualified people based on extraordinary ability is capable of high performance.⁹ High intelligence alone is not sufficient to determine capability and exceptional intelligence; as well, creativity without binding themselves to the task does not necessarily guarantee superior performance. Therefore, the interaction between these characteristics is an

⁸Iif Khoiru Ahmadi, Hendro Ari Setyono, Sofan Amri; *Op. cit.*, p. 63

⁹*Ibid.*, p. 92

essential element and equally important in determining the ability and intelligence of someone extraordinary.

Conceptually defined accelerated program as a shorter study period. Thus, in this program is for students who are learning accelerated in accordance with the level of understanding the material so that students can take their study time more quickly than the time specified in the regular classroom. Accelerated learning is not the same, as the jump in the accelerated learning class for each student still must learn all the material that should be studied. Acceleration can be done with the help of a module or worksheet provided school. Through accelerated learning of highly capable students can learn all the lessons with faster material than other students¹⁰ and not least in the teaching of subjects in Economics.

Economics subjects are given on the level of secondary education as a separate subject. Economics is the science of human behavior and actions to meet the needs of a varied life, and developing existing resources through the choices of production, consumption, and / or distribution. The extent of Economics sciences and the limited time available to make the standard of competence and basic competences are limited and focused on empirical Economics phenomena that exist around the learner.¹¹

From the above explanation, the acceleration of the existing system in the accelerated program has two main tasks: *First*, carry out the learning process is fast and intensive with Economics subjects taught in accordance with the

¹⁰Lif Khoiru Ahmadi, Hendro Ari Setyono, Sofan Amri; *Op. cit.*, p. 22

¹¹Wahidmurni, *Pengembangan Kurikulum Ilmu Pengetahuan Sosial (IPS) & Ekonomi di Sekolah / Madrasah*, (Malang: UIN-MALIKI Press, 2010), p. 72

standards of competence that is written in the course curriculum. *Secondly*, carry out the study subjects Economy aims to understand empirical Economics phenomena that exist around the students, so that learners can record events that occur around the economy and benefit the environment for a better life. Thus, an Economics teacher professional learning can perform well Economicsally in the classroom, such as learning to master the material economy, able to present it well and be able to carry out the Economics evaluation of learning well too. Research conducted by Suyanto year 1999 revealed that the Economics Instruction found there are some problems, namely: (1) There are teachers who complained in teaching Economics in school because they perceive that Economics subjects are less interesting and boring for the students he teaches, (2) Myth Economics students that teachers are less authoritative when compared to teachers of mathematics, science and English, because according to the students' lack of Economics subjects to continue to support the science high school that felt less important, (3) the Economics subject that are considered difficult by students due to lack of empirical certainty easily seen in everyday life. With exposure to the above two tasks, then, Economics instruction is questionable.

Since 2002, SMAN 3 Malang has the Accelerated Program. The program is intended to generate a special education services for students who have special talents and extraordinary intelligence. To provide the acceleration educational the curriculum used in this Education is Unit a Level Curriculum that is also referred to the Cambridge curriculum adaptation, with a 2-year study period. Acceleration current class has entered into force-10. Students applying acceleration are students

who have formally accepted as a freshman in class X SMAN 3 Malang and must undergo a Psychological Test.

Based on these explanations, the researcher would like to conduct research in (SMAN 3 Malang) with the title "**The Economics Instruction in Accelerated Program at SMAN 3 Malang.**"

B. Focus of the Study

Based on the background, several problems can be formulated as follows:

1. How is the planning of Economics instruction in accelerated program at SMAN 3 Malang?
2. How is the implementation of Economics instruction in accelerated program at SMAN 3 Malang?
3. How are the results of Economics instruction in accelerated program at SMAN 3 Malang?

C. Objectives of the Study

This research aims to:

1. To find out the planning of Economics instruction in accelerated program at SMAN 3 Malang.
2. To find out the implementation of Economics instruction in accelerated program at SMAN 3 Malang.
3. To find out the results of Economics instruction in accelerated program at SMAN 3 Malang.

D. Significances of the Study

The significances of this study are expected to provide information on the Economics instruction in Accelerated program at SMAN 3 Malang. The usefulness of these includes details for:

1. Educational institutions (schools).

The study is expected to be a positive contribution and evaluation of materials in the role, performance and function in increasing the Economics instruction in Accelerated program at SMAN 3 Malang.

2. For Teachers.

It can be used as an aid to maximize and streamline the learning economy.

3. Scientific Development.

It can contribute to education managers, school/madrasah as an important component in education; can provide information about the Economics instruction in the accelerated program and can be used as a reference for further research.

4. Department of Science and Social Education, Faculty of Tarbiyah, Islamic State University Maulana Malik Ibrahim Malang.

The findings of this study are expected to be used as a reference material in the student Tarbiyah Faculty, Social Science and Education Department, Islamic State University Maulana Malik Ibrahim Malang and to increase the repertoire of existing science at the Islamic State University Maulana Malik Ibrahim Malang.

5. For researchers.

Providing additional vocabulary related to the effectiveness of the new thinking the Economics instruction in Accelerated program at SMAN 3 Malang.

E. Limitations of the Study

Issues to be discussed in this research are limited to:

1. The planning of Economics instruction in accelerated program at SMAN 3 Malang, include: The learning to be prepared master of Economics (Education calendar, the annual program, the semester program, syllabus and lesson plan), the guidelines writing syllabus and lesson plan of the school curriculum
2. The implementation of Economics instruction in accelerated program at SMAN 3 Malang.
3. The results of Economics instruction in accelerated program at SMAN 3 Malang.

F. Terms Used in the Study

Definitions of terms used to describe the terms or concepts that exist in the title of a study using a qualitative approach. The term or concept described is a term or concept that is felt will provide different interpretations of the readers. Therefore, an explanation or definitions of the concept or the term given by the researchers themselves are not the result of a quote from an expert or experts.

From the above, the definition of the term given by the researchers of the field research with a qualitative approach called the Economics instruction in Accelerated Program at SMAN 3 Malang. Among other research suggests the definition of the term as follows:

1. Instruction

The process of two-way communication, do educators teach while learning undertaken by learners.

2. Economics Subject

Economics subject is science that questioned the need and satisfying human needs that are not limited by the scarcity of satisfying human needs.

3. Economics instruction

A study of how people make decisions in order to utilize the resources are limited aims to facilitate students to be able to make rational choices and enables students to use the concepts in Economics to analyze Economics problems of personal and social.

4. Accelerated Program

The program accelerated learners who have a level of intelligence or in other words to advance the program of study for students who have a high level of intelligence that are eligible for special talents.

G. Previous Studies

Originality of this study presents a field study of the differences and similarities between the researchers examined the previous researchers. It is

intended to avoid any repetition of the study of the same things. Thus, the sides will know what the difference between the study investigators with previous studies.

Maritoni S. Guajardo, Ed. D. *Journal of Accelerated Learning and Teaching*. Vol. 27 (1-4) 2004. "Success for Low-Performing English Language Learners in an Accelerated Learning Program." The results are reported as 3 categories: 1) Students in special education mainstreamed with inclusion services, 2) Students in special education receiving resource services, and 3) Regular education students at-risk for dropping out.

I Wayan Wisardja. *Jurnal Pendidikan dan Pengajaran UNDIKSHA*, No.2, April 2007. "Peningkatan Efektivitas Belajar dengan Pengembangan Pembelajaran Partisipatif dalam mata kuliah Statistika Ekonomi Jurusan Pendidikan Ekonomi." Increase learning participation, an increase in the absorption study, an increase in the effectiveness of learning and improvement Students Active Learning Method boosted the effectiveness of student learning.

T. Rusman Nulhakim. *Jurnal Pendidikan dan Kebudayaan*, No.073. Tahun ke-14, Juli 2008. "Program Akselerasi Bagi Siswa Berbakat Akademik." The results showed that the special education services to students of academic talent and extraordinary berkecerdasan needed by people with some increase in service to take place in an optimal "superior" and an asset to the nation's future expectations.

Siti Da'i Khurinayah. 2009. With the title research "Pendidikan Agama Islam Program Akselerasi Dalam Pembinaan Moral Siswa Pada MTsN Malang III Gondanglegi Kabupaten Malang." The results of research by the author suggest

that education religion as a controlling moral, religious education as a helper in difficulties, as well as religious education to provide guidance in life.

Binti Roikhatul Jannah. 2010. "Implementasi Manajemen Pembelajaran Program Akselerasi di Madrasah Aliyah Negeri 3 Malang." The results showed that MAN 3 Malang has implemented a learning management with good.

In this case, it would be easier to understand, if researchers are presenting it in table or matrix compared to the present in the form of exposure that is the description.¹² In this study also reflect on some previous studies but still keep originality in the study.

No	The researcher's name, year and title research	Purpose of Study	Method	Result
1.	Maritoni S. Guajardo, Ed. D. Journal of Accelerated Learning and Teaching. Vol. 27 (1-4) 2004. "Success for Low-	The purpose of this study was to document academic achievement progress for Hispanic at-risk English Language	Literature study	The results are reported as 3 categories: 1. Students in special education mainstreamed with inclusion services,

¹²Wahidmurni, *Cara Mudah Menulis Proposal dan Laporan Penelitian Lapangan Pendekatan Kualitatif dan Kuantitatif; Skripsi, Tesis, Dan Disertasi*, (Malang: UM Press, 2008), p. 23-24

	Performing English Language Learners in an Accelerated Learning Program." ¹³	Learners in a rural south Texas Middle school who completed two years of an Accelerated Learning Program.		2. Students in special education receiving resource services, and 3. Regular education students at-risk for dropping out.
2.	I Wayan Wisardja. Jurnal Pendidikan dan Pengajaran UNDIKSHA, No.2, April 2007. "Peningkatan Efektivitas Belajar dengan Pengembangan Pembelajaran Partisipasif dalam mata kuliah	To determine the objective conditions of student knowledge before treatment participatory learning, aware of any changes in the effectiveness of student learning with the	Classroom action research	Increase learning participation, an increase in the absorption study, an increase in the effectiveness of learning and improvement Students Active Learning Method boosted the effectiveness of

¹³Maritoni S. Guajardo, Ed. D. 2004. *"Success for Low-Performing English Language Learners in an Acceleration Learning Program."* Curriculum & Instruction Department Bilingual Education University of Texas Pan American.

	Statistika Ekonomi Jurusan Pendidikan Ekonomi." ¹⁴	application of participatory learning, and the response of students on the application of participatory learning.		student learning.
3.	T. Rusman Nulhakim. Jurnal Pendidikan dan Kebudayaan, No.073. Tahun ke- 14, Juli 2008. "Program Akselerasi Bagi Siswa Berbakat Akademik." ¹⁵	To describe the performance of the service proram acceleration affecting the effectiveness of the program leading to the improvement of educational	Literature study	The results showed that the special education services to students of academic talent and extraordinary berkecerdasan needed by people with some increase in service to take place in an optimal

¹⁴I Wayan Wisardja. 2007. *"Peningkatan Efektivitas Belajar dengan Pengembangan Pembelajaran Partisipasif dalam mata kuliah Statistika Ekonomi Jurusan Pendidikan Ekonomi."* Economics of Education Department. Science and Social Education, University of Ganesha Education.

¹⁵T. Rusman Nulhakim. 2008. *"Program Akselerasi Bagi Siswa Berbakat Akademik."* Teacher of Senior High School 63 Jakarta.

		services for students who are gifted and privileged to have exceptional intelligence.		"superior" and an asset to the nation's future expectations.
4.	Siti Da'i Khurinayah. 2009. With the title research "Pendidikan Agama Islam Program Akselerasi Dalam Pembinaan Moral Siswa Pada MTsN Malang III Gondanglegi Kabupaten Malang." ¹⁶	To know the learning system of Islamic education in the program acceleration and to determine students' moral accelerated program.	Qualitative research	The results of research by the author suggest that education religion as a controlling moral, religious education as a helper in difficulties, as well as religious education to provide guidance in life.
5.	Binti Roikhatul	To determine the	Qualitative	The results showed

¹⁶Siti Da'i Khurinayah. 2009. *Pendidikan Agama Islam Program Akselerasi Dalam Pembinaan Moral Siswa Pada MTsN Malang III Gondanglegi Kabupaten Malang*. Thesis Department of Islamic Education Program Islamic Religious Education S1 Islamic State University Maulana Malik Ibrahim Malang.

	Jannah. 2010. "Implementasi Manajemen Pembelajaran Program Akselerasi di Madrasah Aliyah Negeri 3 Malang." ¹⁷	implementation of accelerated learning program.	research	that MAN 3 Malang has implemented a learning management program with good acceleration.
6.	Ivana Kun Octarina. 2011. "Pengaruh Profesionalisme Guru Mata Pelajaran Ilmu Pengetahuan Sosial Terhadap Prestasi Belajar Siswa Kelas VII Rintisan Madrasah Bertaraf Internasional dan	To know there is or do not it influence of professionalism of teacher subject of IPS to achievement learn class student of VII RMBI and of acceleration MTsN Malang III, and to know	Descriptive quantitative approach	The results stated that for class VII RMBI Professionalism of teachers can affect student achievement by only 9.9%, and for class VII Acceleration Professionalism of teachers can affect

¹⁷Binti Roikhatul Jannah. 2010. *Implementasi Manajemen Pembelajaran Program Akselerasi di Madrasah Aliyah Negeri 3 Malang*. Thesis Department of Islamic Religious Education Program Islamic Religious Education S1 Islamic State University Maulana Malik Ibrahim Malang.

	Akselerasi di Madrasah Tsanawiyah Negeri Malang III." ¹⁸	how big influence of professionalism of teacher subject of IPS to achievement learn class Student of VII RMBI and of acceleration MTsN Malang III.	student achievement by 19.3%. While the views are overall professionalism of teachers can affect student achievement class VII RMBI and acceleration of 13.7%.
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In general, results from exposure to the above, the purpose of this study was to determine the planning, implementation, results, and effectiveness of learning Accelerated Program in Economics in SMAN 3 Malang. This research uses descriptive qualitative research approach. The uniqueness of this study is SMAN 3 Malang has 10 years of implementing an accelerated program and difference with the other school SMAN 3 Malang uses the Cambridge curriculum adopted in Cambridge University.

¹⁸Ivana Kun Octarina. 2011. *Pengaruh Profesionalisme Guru Mata Pelajaran Ilmu Pengetahuan Sosial Terhadap Prestasi Belajar Siswa Kelas VII Rintisan Madrasah Bertaraf Internasional dan Akselerasi di Madrasah Tsanawiyah Negeri Malang III*. Thesis Department of Education Social Science Education Program for Social Sciences S1 Islamic State University Maulana Malik Ibrahim Malang.

CHAPTER II

LITERATURES REVIEW

A. Economics Instruction

1. The Instruction

a) Definition of Instruction

Instruction is a set of external events that are designed to support multiple learning processes that are internal.¹⁹ According to Gagne, teaching is part of the learning (instruction), in which the teacher's role is concerned with how to design or arranges a variety of sources and facilities available for use or used students in learning something. More complete Gagne stated:

"why do we speak of instruction rather than teaching? It is because we wish to describe all of the events that may have a direct effect on the learning of a human being, not just set in motion by those generated by a page of print, by a picture, by a television program, or by combination of physical objects, among other Things. Of course, a teacher may play an essential role in the arrangement of any of these events."²⁰

The term "Instruction" is more influenced by the results of technological developments that can be used for private study; students learn a subject is positioned as the main role, so that in setting the

¹⁹Gagne, Robert M and Leslie J. Briggs, and Walter W Warge, *Principles of Instructional Design*, (4thed) Fort Worth, (Tx: Hobcourt Brance Ivanovich, 1992), p. 3

²⁰*Ibid.*

learning process students are required to fully active even individual lessons to learn the material.

In addition, Gagne and Briggs also stated that:

"instruction or learning is a system that aims to assist student learning, which contains a series of events designed, structured in such a way as to influence and support the students' learning processes that are internal."²¹

Instruction is an accumulation of the concept of teaching and concept learning. The emphasis lies in the combination of the two, the growth activity of the subject students.²² As Davis revealed that:

"learning system menyangkut pengorganisasian dari perpaduan antara manusia, pengalaman belajar, fasilitas, pemeliharaan atau pengontrolan, dan prosedur yang mengatur interaksi perilaku pembelajaran untuk mencapai tujuan. Kenyataan bahwa dalam proses pembelajaran terjadi pengorganisasian, pengelolaan, dan transformasi informasi oleh dan dari guru kepada siswa."

According to Saiful:

"pembelajaran adalah suatu proses dimana lingkungan seseorang secara disengaja dikelola untuk memungkinkan ia ikut serta dalam tingkah laku dalam kondisi khusus atau menghasilkan respon terhadap situasi tertentu."²³

Besides, according to Corey:

"Instruction is a process where by a person is intentionally managed environment to allow him to participate in behavior in particular conditions or response to a particular situation."

²¹Gagne, Robert M and Leslie J. Briggs, and Walter W Warge, *Principles of Instructional Design, (4thed)* Fort Worth, (Tx: Hobcourt Brance Ivanovich, 1992), p. 3

²²E. Mulyasa. *Implementasi Kurikulum 2004 Panduan Pembelajaran KBK*. (Bandung: Remaja Rosdakarya, 2004), p. 128

²³Syaiful Sagala. *Konsep Dan Makna Pembelajaran: Untuk Membantu Memecahkan Problem Belajar Mengajar*. (Bandung: Alfabeta, 2009), p. 64-65

Moreover, according to Omar Hamalik definitions cited by the journal History of learning are:²⁴

- a. the effort to organize the environment to create learning conditions for students;
- b. learning is an effort to prepare students to be good citizens;
- c. learning is a process of helping students deal with people every day. On the other hand, learning have a similar understanding of teaching, but it actually has a different connotation.

In the context of education, teachers teach so that learners can learn and master the content objective to achieve something specified (cognitive aspect), then Affect a change in attitude (affective aspect) and skills (psychomotor aspects) one of the students, but the teaching process is giving the impression of only as the work of one hand, the work of teachers only. While learning implies the interaction between teachers with students.

Quality of learning depends on learner motivation and creativity of teachers. Learning supported by highly motivated teachers who are able to facilitate motivation will lead to the successful achievement of learning targets. Learning targets can be measured through changes in attitudes and abilities of students through the learning process. Good instructional design, supported available facilities, coupled with the creativity of the teacher to make students learn more easily achieve the target.²⁵

²⁴Oemar Hamalik. *Proses Belajar Mengajar*. (Jakarta: PT Bumi Aksara, 2001), p. 57

²⁵*Ibid.*, p. 57

b) Principles of Instruction

The task of teaching teachers to better manage, effective, dynamic, efficient, characterized by the active involvement of learners, experienced, and obtain changes in teaching. There are several teaching principles cited Attubani are:²⁶

a. Principle Activities

Good learning experience can only be gained if students want to activate themselves by reacting to the environment. Successful must learn through a variety of activities, both physical activity and mental activity.

b. Principles of Motivation

Motivation comes word that means-motivation motive impulse or desire, whether it comes from inside or push from outside oneself. Motif or usually called impulse or necessity, is a force that is on the individual or the student, which prompted him to do in achieving a goal.

c. Principle of Individuality (Individual Differences)

Every human being is an individual who has a personality and psychological characteristics. Psychologically, the difference principle is individuality is very important because:

- 1) Every child has the traits, talents, and abilities;
- 2) Every individual is different ways of learning;

²⁶Syaiful Sagala, *Op. cit.*, p. 64-65

- 3) Each individual has a different special interests;
- 4) Each individual has a different background;
- 5) Any individual requiring special assistance in receiving teacher taught according to individual differences;
- 6) Every individual has a rhythm of growth and development are different. The purpose of the rhythm of growth and development that is different is that students learn in the classroom in the developmental age. Individual student progress is not the same, some are fast some are slow then the teacher must be patient in learning ministry students.

d. Environmental Principles

The environment is something that is beyond the individual self. Learning environment is everything that supports the learning itself can function as a source of learning or learning resources. Among them; teachers, books, and learning materials are a source of learning.

e. Principle of Concentration

Concentration is focusing fully on something that is being done or the occurrence of an event. Concentration is very important in all the activities, especially the teaching and learning activities.

f. Principles of Freedom

The principle of freedom in question is the teaching of democratic freedoms, the freedom given to students in certain rules and

discipline. Moreover, discipline is a dimension of freedom in the creative process of learning situations. A teacher tried trying how to implement a method of teaching that can develop dimensions freedom self-direction, self-discipline, and self-control.

g. Principle Demonstration

Sensing devices is the gate of knowledge. Demonstration is using senses to observe, examine, and understand something. Deeper understanding of the birth of a comprehensive analysis to produce a complete picture of something. So that students can recall, recount, and implement a lesson once observed, received, or suffered in the classroom, it is necessary to show (medium of instruction) that can concrete.

h. Principles of Cooperation and Competition

Cooperation and competition are two different things. However, in the world of education (learning principles) can both be positive for well managed. Competition is not a competition to bring down each other and humiliated, but the competition in question is the competition in the study group in order to achieve higher yields without dropping people or other students.

i. Principle Apperception

Apperception derived from the word "Apperception" means integrating and assimilating an observation that has been owned by the experience or consciousness of a person to associate with old

impressions that have been held to be coupled with the processing of a broad impression. The impression of the old material called apperception. Apperception is linking learning old lessons with new lessons, as a springboard extent protégé mastering old lessons so easily absorb new lessons.

j. Correlation Principle

Correlation with life lessons that connect with children or other subjects so that learning is meaningful to him. Correlations and associations will bear apperception to arouse students' interest in the subject presented.

k. Principles of Efficiency and Effectiveness

Principles of efficiency and effectiveness point is how the teacher presents a lesson on time, accurately, and optimal. Time allocation has been designed not wasted away, like too many jokes, give advice, and so on. So all aspects of instruction (teachers and students) realize that learning in the curriculum has benefits for students in the future.

l. The principle of global

The principle of global or overall integrity is the starting point of learning. Starting the subject matter of the general to the specific. From the introduction of the system elements. This opinion is famous Gestalt psychology that the totality more valuable contribution to make in learning.

m. Principle Games and Entertainment

Any individual or learners are desperate need of games and entertainment especially after the learning process. If all students in a class filled with silence, quiet, and serious, will make learners get tired, tired, needs rest, recreation, and the like. So it is suggested that teachers provide opportunities for students to play, entertain ourselves, moving, running around, and the like to relax her brain.

c) Instruction as A System

As a learning system, have several components, as revealed by the Development Team MKDP Curriculum and Instruction component in learning, namely:

- a. Purpose: the purpose of instruction is a target to be achieved by learning activities. The purpose of instruction is the goal in order to achieve other goals of higher levels, the purpose of education and national development goals.
- b. Learning Materials: essentially the "content" of the curriculum, which is a field of study subjects or topics / sub-topics and details.
- c. Learning Strategies: is one of the components in the learning system that cannot be separated from the other components that are influenced by such factors, among others: objectives, materials, students, facilities, time, and teacher. Types of learning strategies

include expository classical, heuristics, learning groups and individual learning.

- d. Media for Learning: the tools and materials that can be used for the sake of learning in order to improve learning outcomes.
- e. Evaluation of Learning: learning is a comprehensive evaluation in which includes assessment and measurement.

Teachers have an important role in the instruction process; the success of a lesson depends on the role of teachers themselves. Teachers will be dealing directly with students in the learning process, therefore the teacher is expected to continue to actively, and creative that learning objectives are achieved. As said Barlow an expert in educational psychology:

"behind the relationship arising between teachers and students in the teaching-learning process called instead of learning-teaching process."²⁷

While Learners are community members who are trying to develop our potential through the process of learning into education both formal and non-formal education, educational levels and certain types of education.

Learners or students have a variety of characteristics, both in learning and in capturing the subject matter presented, that's back to the teachers and learning strategies are used so that learners get more leverage

²⁷Sujana Nana. *Dasar- dasar Proses Belajar Mengajar*. (Bandung: Sinar Baru Algensindo, 2000), p. 54

in the process of learning, and more optimal in capturing learning materials.

Task and Role of Teachers in the Instruction²⁸

- a. The role of the teacher in the instruction process, the teacher is not only to appear again as a teacher, as a prominent function for this, but the switch as a coach, mentor, and manager of learning. This is in accordance with the functions of the future role of the teacher.
- b. The presence of the teacher in the learning process, it still plays an important role. Machines, radios, tape recorders or the most modern computers cannot replace the role of the teacher in the learning process. There are still too many human elements such as attitudes, systems, values, feelings, motivations, habits and other Iain is expected to be the result of a learning process, cannot be achieved through such tools. This is where human excess in this case the teacher of the tools or technology to assist and simplify their lives. Teachers have a very important role in the learning process because of the success of instruction occurs depends on the role of teachers themselves. As for some of the teacher's role in history (2008) which is as follows:
- c. The role of a teacher is very significant in the learning process. The role of the teacher in the learning process involves many things such

²⁸*Ibid.*, p. 56

as teachers, classroom manager, supervisor, motivator, consular, explorers, etc. Which will be presented here is considered the most dominant role and classification of teachers as:

1) Demonstrator

Through its role as a demonstrator, lecturer, or teacher, the teacher should always master the material or subject matter to be taught, and continue to develop it in the sense of increasing capabilities in terms of the knowledge, as this will greatly determine the learning outcomes achieved by students.

2) The manager / manager class

Teaching successfully means there must be an active student engagement in learning. Both go hand in hand; no one precedes the teaching and learning because each has a role that gives effect to each other. The success / success is determined by the teacher to teach the students in learning activities, as well as student success in learning is also determined by the teacher's role in teaching.

3) The mediator / facilitator

As a mediator, teachers should have sufficient knowledge and understanding of media education because education is a means of communication media in order to further streamline the process of teaching and learning.

4) Evaluator

In the world of education, any kind of education or any education at certain times during the study period of evaluation will take place, which means that at certain times during the study period was the always conduct an assessment of the results achieved by both the educated and the educators. With regard to the interest of evaluating the performance of teachers.

Georgia Department of Education has developed a teacher performance assessment instrument that is then modified by the Ministry of Education to *Alat Penilaian Kemampuan Guru (APKG)*. Teacher assessment tool capabilities, including: (a) lesson plans (teaching plans and materials) or called RPP, (b) the procedure of learning (classroom procedure), and (c) interpersonal relationships (interpersonal skills).

Indicators for evaluating the performance of teachers carried out on three learning activities in class are:

a. Planning learning activities

The planning stage is the stage in the learning activities related to the ability of teachers to master materials. The ability of the teacher can be seen from the manner or process of preparing program of learning activities undertaken by teachers.

b. Implementation of the learning activities

Directorate of Personnel argued that:

"kegiatan pembelajaran di kelas adalah inti penyelenggaraan pendidikan yang ditandai oleh adanya kegiatan pengelolaan

kelas, penggunaan media dan sumber belajar, dan penggunaan metode serta strategi pembelajaran."

All tasks shall be the duty and responsibility of teachers that are optimal in its implementation requires the ability of teachers.

1) Management of the class

The ability to create a conducive atmosphere in the classroom in order to create a fun learning process is the requirement for a teacher in classroom management. The ability of teachers to foster student collaboration and discipline can be known through the exercise of picket cleanliness, punctuality in and out of the classroom, doing attendance each will begin the process of learning, and conduct student seating arrangements. Other skills in classroom management is the setting of the room / setting the seating students made the turn, the purpose equally provide learning opportunities to students.

2) The use of media and learning resources

Other capability in the implementation of learning that needs to be dominated classroom teachers in addition to the management is to use media and learning resources. Directorate of Personnel put forward the concept of media:

"media adalah segala sesuatu yang dapat digunakan untuk menyalurkan pesan (materi pembelajaran), merangsang pikiran, perasaan, perhatian dan kemampuan siswa, sehingga dapat mendorong proses pembelajaran."

The ability to master learning resources in addition to understand and comprehend textbooks, a teacher should also try to find and read other relevant books/ sources to increase capacity primarily for the expansion and deepening of the material and enrichment in the learning process.

The ability to use media and learning resources not only to use the already available medium such as print, audio, visual and audio media. But ability of teachers here with more emphasis on the use of real objects that surround the school. In fact in the field of teachers can utilize existing media (by utilization) as globes, maps, drawings, etc., or the teacher can design media for the sake of learning (by design) as make media images, movies, computer-based learning, and so on.

3) The use of learning methods

The next ability is the use of learning methods. Teachers are expected to select and use learning methods in accordance with the material to be delivered. According to the Directorate of Personnel

"setiap metode pembelajaran memiliki kelebihan dan kelemahan dilihat dari berbagai sudut, namun yang penting bagi guru metode manapun yang digunakan harus jelas tujuan yang akan dicapai."

Students have a very heterogeneous interests ideally teachers should use multiple methods, which use varying

teaching methods in the classroom as a lecture combined with question and answer discussion with the assignment or the method of administration tasks and so on. It is intended to bridge the needs of students, and to avoid burnout experienced by students.

4) The evaluation or assessment of learning

Assessment of learning outcomes is an activity or a way intended to determine whether or not achieve the learning objectives and learning process that has been done. At this stage, teachers are required to have the ability to determine the approach and ways in evaluation, preparation of evaluation tools, processing, and use of evaluation results.

d) The Component of Instruction

Teaching is a system, it means a whole that consists of components that interact with each other, and with them to achieve the overall goal of teaching that has been set.²⁹

The components include:

1. The purpose of education and teaching,
2. Learner or student,
3. Educational personnel, especially teachers,
4. Planning of teaching as a segment of the curriculum,

²⁹Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2001), p. 7

5. Learning strategies,
6. Medium of instruction,
7. Evaluation of teaching.

The teaching process is characterized by the interaction between the components.

e) The Objectives of Instruction

The purpose of instruction is the learning goals for student's views and the formulation of teachers. Important instruction goals for teachers and students themselves. In the design instructional teachers formulate specific instructional objectives which are also called student learning objectives, because the formulation of these objectives are oriented to the interest of students. Instructional specific purpose or goal into account students' prior knowledge and learning needs of students.³⁰

2. The Economics Subject

a) Definition of Economics Subject

Economics Subject is a subject that examines human behavior and actions to fulfill the necessities of life are many, varied, and expanding

³⁰Dimiyati dan Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: PT Rineka Cipta, 2006), cetakan. III, p. 20-23

existing resources through the choices of production, consumption, and / or distribution.³¹

b) The Functions Economics Subject

Economics subjects function in SMA and MA are to develop students' ability to economy, known by a variety of Economics facts and events, understand the concepts and theory as well as practice in solving the Economics problems that occurred in the community.³²

c) The Purpose of Economics Subject

- a. Provide students a number of Economics concepts to know and understand the events and Economics problems in everyday life, especially going on the individual level / household, community and state.
- b. Provide students a number of Economics concepts needed to explore the science of Economics at the next level.
- c. Equip student's ethical values and the economy has an entrepreneurial spirit.
- d. Improving the ability of competent and working with diverse communities, both nationally and internationally.³³

Hal. 5 ³¹Departemen Pendidikan Nasional, (Jakarta: Pusat Kurikulum, Balitbang Depdiknas, 2003)

³²*Ibid.*, p. 6

³³*Ibid.*, p. 6

d) Characteristics of Economics Subject

Each subject has a unique characteristic. Similarly, subjects Economics. The Economics characteristics of the subjects are as follows:³⁴

- a. Economics subjects from the fact that real Economics or symptoms. The fact is that human needs are endless, while Economics resources as a means of meeting the needs of a limited number. Economics can explain these symptoms, because Economics is built from the real world.
- b. Economics subjects developed theories to explain the facts in a rational way. To be human is able to read and explain Economics phenomena systematically, then formulated the concept and the structure of Economics theory Economics. Besides Economics is objective and has a clear purpose.
- c. Generally, the analysis used in Economics is solving the problem. Problem-solving method suitable for use in the Economics analysis because the object of Economics is the basic Economics problem, which is the goods what to produce, how to produce, and for whom goods are produced.
- d. The essence of Economics is to choose the best alternative. To achieve prosperity, people have many options of activities.

³⁴Nanang Fattah, *Ekonomi dan Pembiayaan Pendidikan*, (Bandung: PT Remaja RosdaKarya, 2006), p. 11

However, of the many choices of activities can be analyzed in the economy so that it can be determined which alternatives are most optimal.

- e. The birth of Economics because of the scarcity of satisfying human needs.

e) Scope of Economics Subject

The scope of Economics subjects in SMA and MA starting Economics problems that occurred in the life that is closest to the farthest neighborhood. The scope of Economics class in high school and the MA is Economics behavior and welfare in detail covering the following aspects:³⁵

1. Economy.
2. Dependence.
3. Specialization and division of labor.
4. Cooperatives.
5. Entrepreneurship.
6. Financial management of the company.³⁶

³⁵Departemen Pendidikan Nasional, (Jakarta: Pusat Kurikulum, Balitbang Depdiknas, 2003)
Hal. 7

³⁶Departemen Pendidikan Nasional, (Jakarta: Pusat Kurikulum, Balitbang Depdiknas, 2003)
Hal. 7

f) Competency Economics Subject

Competency standards for students who have mastered the subjects according to the Ministry of Economics (2003:7) as follows:³⁷

- a) Analyzing the behavior of Economics agents in relation to scarcity, allocation of resources and goods, through market mechanisms.
- b) Describe the concept of social economy and government policy in the field of Economics.
- c) Analyzing International economy, Indonesia's Economics system, management, Economics development, entrepreneurship, and Economics problem-solving model.

g) Approach and Organizational Economics Subject

Learning Economics in high school using a problem-solving approach in which students can solve the Economics problems in the community, especially in the search for alternative solutions. In order for the learning more meaningful presentation of the material on everything from identifying facts about events and Economics problems, the understanding of some basic Economics concepts and knowledge, seek alternative solutions to Economics problems and to assess the good and bad government policy in dealing with Economics problems.³⁸

³⁷*Ibid.*, p.7

³⁸*Ibid.*, p.8

h) Principles of Economics subject

With reference to the characteristics of Economics and Economics learning competency standards in secondary schools, the learning principles in Economics cannot be separated from both. Specifically related to KTSP, the process of Economics learning pedagogy implemented using a strategy or method of teaching. The success rate of learners learning achieved can be seen in the results of learning, including exams, assignments, and observations. Wilson (2001) pointed this out:

"competency-based education paradigm includes curriculum, pedagogic, and the emphasis on standardized assessments or results. The curriculum contains teaching materials provided to the students through the learning process. "

In order to study the economy in accordance with the demands of the KTSP, then developed using the following principles:³⁹

1. The principle of relevance.

That there is a correlation between what is learned in the classroom with what is happening at school and in the community.

2. The principle of harmonization

Learning materials were developed based on a synthesis between the needs of the field and the educational principles that are believed to correspond to the purpose of education and the principles of education in Indonesia.

3. The principle of interaction

³⁹Nanang Fattah, *Ekonomi dan Pembiayaan Pendidikan*, (Bandung: PT Remaja RosdaKarya, 2006), p. 17

Relation materials used to develop the knowledge, understanding, attitudes and skills among professionals in the Economics field with a theoretical requirement is interactive.

4. Principles of professionalization

Experience teaching and learning models were developed based on professional teacher education. Economics teacher must relate to all aspects of professional a teacher and not on a case-by-case basis. Economics teacher develops learning skills and academic Economics profession has.

5. The principle of evaluative

Evaluation of learning outcomes based on the Economics activity and the success of teachers master the steps in the learning economy. Therefore Economics teacher should be able to select the tool and form of evaluation appropriate to their competence and indicators of learning any Economics activity.

6. Principles of systematic

Learning materials are organized in a structure, starting from apperception, pretest, and the delivery of the subject matter to conclusion and evaluation. Learning Economics should be designed systematically, starting from the basic concepts and simple to the concept of a more extensive and complex, presented a systematic approach is also in accordance with the measures of good teaching.

7. The principle of proportionality

The existence of a close link between development and proportionate cognitive, affective, and psychomotor related dimensions that are required to be developed and achieved in the learning economy. Learning the economy in both the KBK and KTSP no longer emphasize the cognitive aspects, but must be balanced between the three aspects of learning objectives. Every Economics teaching materials have different proportionality levels for all three aspects, namely cognitive, affective, and psychomotor.

3. The Economics instruction

a) Definition of Economics Instruction

The Economics is the science of human behavior and actions to meet the needs of a varied life and developing existing resources through the choices of production, consumption, and / or distribution.⁴⁰

Economics instruction is the most important part of the knowledge economy is not separate from the Economics of human resources for national development. As the conceptual foundation of the science of Economics education following definitions outlined proposed by Elchanan Cohn (1979) as follows:⁴¹

"pembelajaran Ekonomi adalah suatu studi tentang bagaimana manusia, baik secara perorangan maupun didalam kelompok masyarakatnya membuat keputusan dalam rangka mendayagunakan sumber-sumber daya yang terbatas agar dapat menghasilkan

⁴⁰Wahidmurni, *Op. cit.*, p. 73

⁴¹Nanang Fattah, *Op. cit.*, p. 15

berbagai bentuk pendidikan dan latihan, pengembangan ilmu pengetahuan dan keterampilan, pendapat, sikap dan nilai-nilai khususnya melalui pendidikan formal, serta bagaimana mendiskusikannya secara merata (*equal*) dan adil (*equality*) diantara berbagai kelompok masyarakat."

Economics instruction to grow and develop the human capital investment perspective, productivities concept of work and Economics growth. Human capital theory assumes that labor is capital holders reflected the skills, knowledge, and work productivity. If labor is a holder of capital, people can invest for themselves in order to choose a profession or a job that can enhance the welfare of his life.

Investment as a general concept can be interpreted as an effort to increase the benefit of goods or services in the future at the expense of current value of consumption.⁴² Investment in Human Resources has a principle that is not unlike the concept of human investment can also be considered as an entity whose value can be developed at a later date through a process of the development of value such as improved attitudes.

The subjects of the conception of human resources include behavior, insight, expertise, and skills, with these values. Human resource development can be done through education and training at various levels and pathways. Human resources is worth if abilities, skills and

⁴²Elchanan Cohn, *The Economics of Education: An Introduction*. (Massachusetts: Ballinger Publishing Company, 1979), p. 9

knowledge in accordance with the necessities of life and the development sector that benefits both to individuals and to society.⁴³

The focus of fundamental Economics concepts is on how to allocate limited resources to achieve the goal of diverse innumerable possible. Economics considerations are based on the ability of the budget. However, the scales of priorities are Economics growth and fairness, which is usually the highest priority, especially in developing countries. Since the World Bank since the 1960's four criteria for determining human resources investment in giving aid to third world countries in Asia, Africa, and Latin America. In the development of human resources, namely (1) need for skilled manpower in the field vocational and technology, (2) the expansion of basic education and is considered to have the level of return (rate of return) is higher with respect to the low cost, (3) development of the rural sector that shows the role of mass education to enhance the productivity of the rural sector, and (4) justice and equity which shows the importance of the distribution of educational opportunities and other forms of resource development, whether geographically, socially and Economicsally. (Wadirman Djojonegoro, Ace Suryadi, 1995).⁴⁴

⁴³Harbison F. and Meyers C, *Education, Main Power and Economics Growth*, (New York: McGraw-Hill Book Company, 1964), p. 23

⁴⁴World Bank, *Primary Education: A World Bank Policy Paper*. Washington DC, 1990, p.

According to the 2006 curriculum, Economics have aims the following capabilities:

- a. Understanding a number of Economics concepts to relate the events and the Economics problems of everyday life, especially occurring in the environment of individuals, households, communities and nations.
- b. Displaying curiosity of a number of Economics concepts needed to explore the science of Economics.
- c. Forming attitude wise, rational, and responsible to have the knowledge and skills in Economics, management, and accounting for the benefit of themselves, households, communities and nations.
- d. Developing responsible decisions about social and Economics values in a pluralistic society, both nationally and internationally. Economics learning is learning that includes Economics behavior and well-being related to the Economics problems that occur in the nearest neighborhood-to-neighborhood life farthest, covering the following aspects: (1) economy, (2) reliance, (3) specialization and division of labor, (4) entrepreneurship, and (5) Accounting and Management.⁴⁵

b) The Economics instruction

Learning model should be developed by teachers of Economics subjects are presented in a separate model of learning with other

⁴⁵Wahidmurni, *Op. cit.*, p. 73

subjects.⁴⁶

Teachers of Economics subjects take the stages are as follows:

1. The planning stages of learning

Every teacher of any subject, prior to implementing the learning program, is obliged to make the program planning of the syllabus and learning implementation plan. Technically making the syllabus and lesson plans can be made by the teachers as individuals and form teams making up the syllabus and lesson plans; it is thus very dependent on the readiness of the education unit. However, every teacher should have the ability or competence in this field.

This work at least starts from reviewing the appendix script Economics curriculum subjects as appendix minister of national education regulations number 22 year 2006 about Content Standards for Elementary and Secondary Education Unit. Manuscript is based on curriculum, then teachers assess and map the different standards of competence and basic competences are to be used as reference in making syllabus and lesson plans.

2. The implementation phase of learning

Some of the competencies relating to the implementation phase of the learning activities are often expressed and questioned the ability or competence of teachers in the classroom. Clarity delivery material and

⁴⁶*Ibid*, p. 115

answers to student questions in class, the ability to use media and technology learning, as well as other abilities. To answer such questions, a teacher is required to master the learning methodology both conceptual mastery, mastery of the more practical concerns. Therefore, the environment of the school / madrasah, teachers is practitioners who are most responsible for the success of the program of learning. Teachers are the spearhead or have a central role in learning activities outside the classroom or the classroom. As a practitioner dealing with students direct day-to-day, a teacher must face problems related to his work. As an educator wants of what is being taught or discussed with students can be understood or absorbed by the students as optimal as possible, or in other words he wanted most out of learning achievement; but reality often does not match what he expected.

At this time, most of the strategies used by teachers in traditional classes generally include the use of lectures, Tanay said, explanations, illustrations provision, demonstrating, or lead the student directly to the source of information during the learning takes place, or use a textbook for the provision of duty home tasks. All were designed and are often run by teachers. Teachers often run experimental activities, while students only see.

This kind of learning situation is almost no chance for students to express their creativity (sense, creativity, initiative) in order to

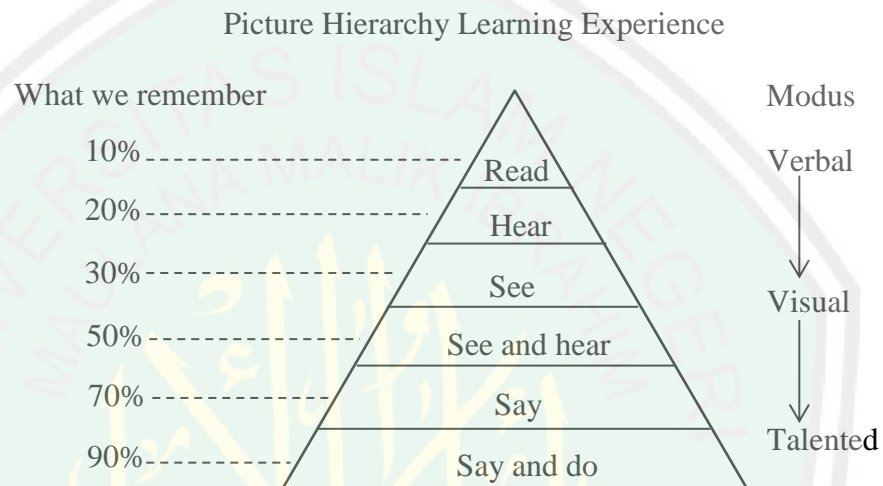
actualize their potential to innovate, or to share themselves (sharing) as early as possible to optimize the ability to identify, define, diagnose, and solve problems as much as possible (problem solving).

Similarly, the teachers less, or even almost do not equipped with a various methodology for learning subject matter in an innovative and active learning. The minds of the teachers are always satisfied with the effort to teach what is in the curriculum and as far as possible to reach targets that have been formulated in the curriculum. They almost do not think it would be an attempt to convince students to learn in the classroom and outside the classroom. That have relevance to social change conditions that surround his life, a real condition that they will soon encounter after completing his studies.

Learning model as it has failed to achieve the learning objectives to the maximum so that when a lot of learning a few concepts that were introduced to boost the deterioration of the quality of learning. Some of the concepts of learning are active learning, learning and teaching quantum contextual teaching learning. For this purpose, the teacher should have the courage to carry out tests on a variety of teaching methods, making a cheap media, or the application of specific teaching strategies that are theoretically accountable to solve learning problems.

In this case the most important is "how far the learning models are capable of facilitating the students to gain learning experiences that

reflect mastery of the competencies required by the curriculum?" In order to obtain an effective learning model in implementing the curriculum-based pay attention anyway core competencies, necessary learning experience Peter Sheal expressed as follows,



Based on the above picture can be said that if teachers are teaching with lectures, student will remember, only 20% because of students or the students just listen. Conversely, if the teacher asks students to do something and report it then they will remember as much as 90%. This is something to do with the opinions of Confucius that stated what I hear, I forget; what I see, I remember, and what I do, I understand.

Thus, for students to achieve optimal learning outcomes competences, it must choose strategies, methods, and techniques of learning that actively allows the involvement of students in thinking and interacting with a source of learning.

3. Assessment Phase of Learning

As with other learning assessment phase, at this stage also requires teachers of Economics subjects to conduct thorough assessment of the learning program. Both the assessment of the learning process and student learning outcomes assessment will be.

Assessment of the learning process should be carefully assessed in accordance of students' attitudes toward learning, student activity in discussion or other attitude indicators. In this stage should be the instruments (guidelines of observation) that are used have included various indicators of student performance to be measured.

While to assess learning outcomes, it is commonly used test instruments. There are several factors must consider in the preparation of test items include: (1) make sure that the indicators have been developed truly reflects the basic competencies in the curriculum, and (2) make sure that measured the cognitive levels (knowledge, comprehension, application, analysis, synthesis, evaluation). In ensure these factors; the ability of teachers to describe the basic competence in learning outcomes is an absolute indicator. Mastery of operational employment of the word, i.e. a verb that can be measured achievement (an indicator of the verb learning outcomes) of each level in the cognitive (thinking ability of students) are the basis of ability and basic skills of teachers in developing grains of about.

B. Accelerated Program

1. Definition of Accelerated Program

The accelerated according to Indonesian dictionary means:⁴⁷

- 1) Acceleration
- 2) The increase in speed
- 3) The rate of change of velocity

Meanwhile, Oemar Hamalik emphasizes that acceleration means giving opportunity to the student in question to move up to the next grade level faster one or two at a time. This of course cannot fulfill for all students who are capable of learning and for an opportunity to accelerate his studies at the school to shorten his studies at the school to shorten the time of his studies.⁴⁸ Accelerated program so that the acceleration is defined as the class shorter study period.⁴⁹

Accelerated program is accelerated learning lesson for intelligent learners. That transcends age and should be developed in Indonesia. *First example*, should a student get a lesson at an older age but with a certain intelligence through their exams and accelerated educational process is considered capable of completing the lessons that should be given to children how many years older than him. *Second example* the third grade elementary school children after going through an accelerated program or the fifth or sixth grade elementary school.

⁴⁷Oemar Hamalik, *Op. cit.*, p. 186

⁴⁸*Ibid.*

⁴⁹*Ibid.*

2. Factors Affecting Learning Accelerated Program

Several factors influence before a student can achieve the goal of learning, achievement.

According Slameto influential factor in students' learning process is divided into two, namely:

1) Internal factors (physical factor) consists of:⁵⁰

a) Health factors

Healthy means the whole body in good condition. The learning process will be disrupted if a person's health is not good. In order to make the person can learn it well, then he must try to keep his health is guaranteed.

b) Disability

Disability is a physical factor is less than perfect circumstances. This situation affects the process is studied.

c) Psychological factors

This factor is more psychological in someone who is doing the learning process, including: a) intelligence, b) Attention, c) interest, d) Talent, e) Motivation, f) Readiness.

d) Fatigue factor

Fatigue greatly affects the learning process as this may affect the individual concentrations that have cultivated a healthy condition.

⁵⁰*Ibid.*, p. 78

2) External factors

a) Family factors

The way parents educate children in a family environment will greatly affect students' learning process, besides the relationship between children and parents, as well as the conditions and atmosphere of the household and the family's Economics situation.

b) School factors

The factors that are influenced school such as methods of teaching and student learning, curriculum, teacher relationships with students, school discipline, learning standards, state building, and housework.

c) Community factors

The factor include: a) the activities of students in the community, b) the public media, c) friends hanging out and d) forms of community life.

3. Factors in the Implementation Program Acceleration

Widyatono stated there are eight factors to consider in the implementation of an accelerated program,⁵¹ which are: (1) input (intake), (2) curriculum, (3) personnel, (4) infrastructure, (5) funds, (6) management, (7) environment, (8) teaching-learning process, which can be systematically

⁵¹Iif Khoiru Ahmadi, Hendro Ari Setyono, and Sofan Amri, *Op. cit.*, p. 20

described as below:⁵²

- 1) Input (intake) students are strictly selected using specific criteria and procedures that can be accounted for. The criteria used were:
 - a. Achievement learn, with indicator figures rapport, NEM, and / or the results of achievement tests academic, located 2 standard deviation of above Mean student population;
 - b. Psychological test scores includes: Intelligence Quotient (IQ) of at least 125, creativity, responsibility for the task (test commitment), and Emotional Quotient (EQ) is 2 standard deviations above the mean population of students;
 - c. Health, and make inquiries bodily, if necessary.
- 2) The curriculum used is a standard national curriculum, but do improvisation in accordance with the demands of the time allocation study of students who have the speed of learning and higher motivation to learn, compared to the speed of learning and motivation to study for his age. In this case, for example, high schools, which usually take over three years, consisting of 6 semesters, two semesters each year; womanly accelerated during the second year, every year over three semesters.
- 3) Labor education, because students have the intelligence extraordinary ability, the educational staff who handle consists of a superior

⁵²Hery Widyastono, *Kinerja Guru Sekolah Dasar: Studi Korelasional antara Bakat Skolastik, Kreativitas, dan Motivasi Berprestasi, dengan Kinerja Guru Sekolah Dasar dalam mengajar Ilmu Pengetahuan Alam*, (Jakarta: Jurnal Pendidikan dan kebudayaan Tahun ke-5, No.020, December 1999)

educational staff, both in terms of mastery of subject matter, mastery of teaching methods, and commitment in carrying out the task.

- 4) Facilities and infrastructure that support can be tailored to students' abilities and intelligence. It can be used to meet the learning needs and delivering skills and intelligence, including talents and interests, both in curricular and extra-curricular activities.
- 5) Fund, to support the achievement of established goals, it is necessary to provide adequate financial support, including the need for additional incentives for educational personnel in the form of money or other compensation.
- 6) Management, to do with the strategy and implementation of all existing resources in the school system to achieve its intended purpose. Therefore, the form of management at the school with the class system acceleration, must have a high degree of flexibility, realistic, and oriented to the future. Thus, management based on commitment, perseverance, common understanding, shared between all parties involved in this activity.
- 7) Conducive the learning environment will support the development of the potential advantages into real advantages, both in terms of the physical environment and socio-psychological in school, in society and at home.
- 8) The quality of teaching and learning and the results are always accountable to students, parents, institutions, and society.

According Soemetri, for gifted students with the intellectual capacity above average, this accelerated program provides several advantages, among others:⁵³

- a. Fulfillment of cognitive needs of students will be more challenging lessons. Improve the efficiency and effectiveness in teaching students.
- b. Provides an opportunity to have an "intellectual peers" (friend brainstorming).
- c. Adding to the confidence and increase motivation the students.
- d. Gives the opportunity to save time in taking education, leaving more time to develop interests, specialties, and career.

The teacher is a factor that has an important role in accelerated classes successfully. In acceleration class called facilitators, which indicates that the final responsibility in a child learning to actualize his potential.⁵⁴

4. Benefits and Objectives of Accelerated Program

1) The Benefit of Accelerated Program

The benefits of accelerated learning are described as follows:⁵⁵

1. Improve learning in the era of fast technological
2. Development of effective learning communities
3. Accelerate the design process
4. Improve memory and learning outcomes

⁵³Lif Khoiru Ahmadi, Hendro Ari Setyono, and Sofan Amri, *Op. cit.*, p. 21

⁵⁴*Ibid.*

⁵⁵*Ibid.*, p. 219

5. Accelerate and improve learning
6. Creating a healthy learning environment
7. Invites students look full
8. Develop students' creative imagination

Furthermore, it is important that the child ever existed in accelerated classes are as follows:⁵⁶

1. Tend to be stronger and mature patterns of thought, because his mental forged with many tasks and repeat-repeat the hectic schedule.
2. More confident, because at least he can do things that not many other people do.
3. High competitiveness, and always knew that he must have a target while the target is not always achieved.
4. Have pride, which I think is important in the future when he should jump on the competition in the community. So at least he already has high targets and counts the high value in itself, so that the child will have a target of the progress that tends to be higher than others are.
5. Accustomed to failure, and continue to try to achieve better. Not easy to be disappointed if it failed because it has always been high on the scope of the competition, this allows children to be successful and often failed.

⁵⁶Iif Khoiru Ahmadi, Hendro Ari Setyono, and Sofan Amri, *Op. cit.*, p. 219

6. Having goals and a clear picture of her image, and capable of deciding which path will they take. While it is sometimes difficult not to intervene in accordance ideals with desire and I have to keep trying to pull away from choice of intervention.
7. Stay focused on the acquisition of high value to achieve them is the result of a process they have done. Because they know that this learning should be a main stay. So if the value is not reached then they still try for the next period.

2) The Objectives of Accelerated Program

There are two the purposes of development accelerated learning program for students who have the potential of intelligence and special talents:⁵⁷

a) Common goal

- (1) Meet the needs of learners who have specific characteristics in terms of cognitive development and their affective.
- (2) Meet the rights of learners in accordance with the needs of education for them.
- (3) Meeting the intellectual interests and perspectives of future learners.
- (4) Meet the needs of the actualization of the learner.
- (5) Considering the role of learners as community assets and needs of the community to fill the role.
- (6) Setting up of students as future leaders.

⁵⁷Iif Khoiru Ahmadi, Hendro Ari Setyono, and Sofan Amri, *Op. cit.*, p. 220

b) Special Purpose

- (1) Giving the award to be able to complete the educational program more quickly in accordance with its potential.
- (2) Improve the efficiency and effectiveness of the learning process of learners.
- (3) Prevent boring sense of classroom climate less supportive of the development of the potential benefits of an optimal learner.
- (4) Encourage students to increase the quality of spiritual, intellectual, and emotional in a balanced way.

5. Form Implementation of Accelerated Program

Accelerated learning programs can be held within three forms of options such as regular classes, where students who have the potential of intelligence and special talents to learn together with other students in regular classes (model integrated / inclusive). Form of organization in the regular classroom can be done with the following models:⁵⁸

a) *Regular classes with the group*

The student has the potential of intelligence and special talents with students studying other (normal) in the regular classroom with special groups.

b) *Regular classroom with pull out*

⁵⁸Iif Khoiru Ahmadi, Hendro Ari Setyono, and Sofan Amri, *Op. cit.*, p. 220

Students who have the potential of intelligence and special talents with students studying other (normal) in the regular classroom but within a certain time be withdrawn from regular classes. They for self-study, study groups, and / or study with a special tutor in special room.

- 1) **Special class**, where the students which has the potential of intelligence and special talents in special classes;
- 2) **Special schools**, where all students studying in this school are students who have the potential of intelligence and special talents.

Requirements Program Acceleration of Students

The students who want to complete the Accelerated Program must meet requirements.⁵⁹

1. Academic requirements, which is obtained from an average score of the Report Card, The National Examination, and Academic Ability Test with score at least 8.00.
2. Psychological requirements, obtained from the results of psychological examinations including tests of intellectual ability generally, creativity tests, and attachment on duty. Participants who pass the psychological tests of general intellectual ability are those with the category of intelligent (IQ \geq 125) is supported by the creativity and attachment on duty in the categories above average.

⁵⁹*Ibid.*

3. Subjective data information, which is obtained from the self-nomination, peers-nomination, parent nomination, and the teacher nomination as a result of observations from a number of characteristics of giftedness.
4. Physical health, as indicated by a health certificate from a doctor.
5. Willingness Prospective Students and Parents Agreement.

C. The Economics instruction in Accelerated Program

Having described the learning economy and Accelerated Program, here will elaborate on the Economics instruction in an accelerated program. As it is known that, an activity can be effective if it has been achieved in accordance with the objectives that have been determined.

The Economics instruction in an accelerated program, there are three phases that should really be considered by an educator, among them are:

1. The Planning of Economics Instruction in Accelerated Program

Planning is a process of arrangement to implement and to achieve the intended purpose. Implementation of those plans based on the needs of a particular period in accordance with the wishes of the planning maker. But more important is that planning should be carried out easily and can be targeted. Moreover, in planning for student learning economy consists of students who have the characteristics of gifted children.

The gifted children have differentiated curriculum. Learning should be focused on the economy of empirical Economics phenomena that surround

the learner, so learners can record event briefly unsettled Economics environment and benefit around for a better life.

Economics learning is an integral part of the Social Sciences and it should be pursued through the planning of learning a good economy in order to influence the selection, decisions, and the development of student life. Therefore, a teacher should possess the ability to develop Economics methods of professional learning.⁶⁰

As a planner should be able to diagnose the needs of students related to subjects of study, set goals and establish learning activities teaching strategy adopted to realize the objectives that have been formulated.

Unlike the regular program teachers as mentioned above, the teacher who taught in an accelerated program must able to adjust to the characteristics of learners who on an accelerated program.⁶¹

2. The Implementation of Economics Instruction in Accelerated Program

Learning activities program directed acceleration approach to the establishment of the learning process, complete (Mastery Learning). Learning strategies learning program aims at developing science and technology and Economics issues linked to the events and everyday life, especially those that occur in the environment of individuals, households, communities and nations.⁶²

⁶⁰Muhaimin dkk, *Paradigma Pendidikan Agama Islam Upaya Mengefektifkan Pendidikan Agama Islam. Bandung*, (Surabaya: Karya Anak Bangsa, 1996), p.185

⁶¹Direktorat Pembinaan Sekolah Luar Biasa, *Pedoman Penyelenggaraan Pendidikan Untuk Peserta Didik Cerdas Istimewa*, (Jakarta: Departemen Pendidikan Nasional, 2009), p. 80

⁶²Wahidmurni, *Op. cit.*, p. 73

This stage is the implementation phase or design phase of the planning application has been made of teachers, the nature of the implementation phase is the operational activity of learning itself.

For these purposes, the process of learning implementation economy should be tailored to the characteristics of gifted children. The most appropriate teaching methods according Akbar is learning-oriented methods in inductive thinking, divergent, and evaluative. Rote in the accelerated program should be prevented by giving emphasis on discovery-oriented techniques and inductive approach.⁶³

Corresponding acceleration characteristics of students, learning methods on student acceleration Economics teachers must use methods that provide opportunities for students so that they can think, can find problems, and solve them, through effective and efficient learning.

3. The Assessment of Economics Instruction in Accelerated Program

In the accelerated program of continuous assessment and ongoing to obtain information about students' progress and success. At each stage of evaluation of learning. This evaluation is intended to obtain information about student achievement and progress. At each stage or unit of learning that success is based on certain criteria (completeness level learning), the results of this evaluation is used as a basis for pushing students to determine

⁶³Reni Akbar-Hawadi (Ed), *Akselerasi: A-Z Informasi Program Percepatan Belajar*, (Jakarta: Grasindo Widiararana Inonesia, 2004), p. 126

who should proceed to the next matter and students who have not reached the thoroughness get repairs (remedial).⁶⁴

Remedial is teaching and learning activities that are intended to help students understand study materials or subjects to achieve a specified minimum level of mastery.⁶⁵ After remedial implemented, carried out a re-evaluation of the results can be used to determine whether the student in question has managed to achieve the required level of mastery to be able to continue the matter further. If the evaluation results after remedial not always in accordance with the requirements specified for most subjects, it is necessary to consider the possibility to return to the regular program.

Broadly speaking, the evaluation results can be used to determine the grade increases, program development and refinement of service learning activities and other services such as activities outside class useful for aligning and develop maturity of the students.⁶⁶

Basically the program evaluations used in the evaluation of acceleration equal to the regular program, which is to measure the achievement of (absorption) material. In the accelerated learning program should be studied thoroughly in line with the principle. The evaluation system is in accelerated classes including formative evaluation or daily tests, summative evaluation or general tests and the National Final Objective.

⁶⁴Utami Munandar, *Mengembangkan bakat dan Kreativitas Anak Sekolah Penuntun Bagi Guru dan Orang Tua*, (Jakarta: Gramedia, 1992), p. 4

⁶⁵Keputusan Menteri Pendidikan dan Kebudayaan No. 061U/1993. *Tentang Sekolah Menengah Umum*. Jakarta: Y TNI dan Dharmabhakti.

⁶⁶Utami Munandar, *op.cit.*,

CHAPTER III

RESEARCH METHODS

A. Approach and Type of the Research

The research is using descriptive qualitative research methods. Kirk and Miller define qualitative research as a particular tradition in social science that fundamentally depends on the observations in humans both in the region and in the terminology.⁶⁷

Qualitative research methods are often called naturalistic research methods for research conducted in natural conditions.⁶⁸ This suggests that the implementation of this research was to occur naturally, as it is, in normal situations that are not manipulated circumstances and conditions, emphasizing the natural description.⁶⁹ Bogdan and Taylor define qualitative methodology as a research procedure that produces descriptive data in the form of words written or spoken of the people and behaviors that can be observed.⁷⁰ Based on the description, this research is qualitative research that is descriptive.

Descriptive research is research that attempted to describe and interpret existing data, in addition to the limited descriptive research effort revealed a

⁶⁷Lexy J. Moleong, *Metodologi Penelitian Kualitatif: Edisi Revisi* (Jakarta: PT Remaja Rosdakarya, 2005), matter. XXI, p. 4

⁶⁸Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Jakarta: Alfabeta, 2008), matter. IV, p. 14

⁶⁹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), matter. XIII, p. 12

⁷⁰Lexy J. Moleong, *Op .cit.*, p. 448

problem / situation or event as it is so is simply expressing / exposing the facts. Thus, this research will reveal / presented data have been obtained by researchers associated with the Economics instruction in Accelerated Program at SMAN 3 Malang.

Furthermore in this study, will disclose in detail about the learning process from how do the planning, implementation and results of Economics instruction in accelerated program at SMAN 3 Malang.

B. Site of the Research

This research will be conducted at SMAN 3 Malang is located at North Sultan street no. 7, District Klojen, Malang. Telephone 0341-324768. The school is located within a complex known as Monument High School together with Senior High School 1 and 4 Malang.

C. Sources of the Data

According to Lexy J. Moleong the data is real information or materials that can be used as the basis of the study (analysis or conclusions). The data collected may include:

1. Primary data is data obtained directly from the source, in this case, the primary data is obtained and the data collected directly from the informal through observation, field notes and interviews from:
 - a. Chairman in accelerated program at SMAN 3 Malang.

- b. School representatives of curriculum in accelerated program at SMAN 3 Malang.
- c. Economics teacher in accelerated program at SMAN 3 Malang.
- d. Most of the students in accelerated program at SMAN 3 Malang.

2. Secondary data is data obtained from the information that has been processed by the other party⁷¹ that is reference to the data source, from which the research data was obtained. Data can be derived from the people and not people. It is necessary to mention the identity of the informant, the identity of the social sites to data obtained through observation, and identity documents for the data obtained through the documentation guidelines.⁷² According to the Lord and Lofland, as quoted by Lexy J. Moleong,

"sumber data pertama dalam penelitian kualitatif adalah kata-kata, dan tindakan, selebihnya adalah data tambahan seperti dokumen dan lain-lain."⁷³

Secondary data can be obtained from:

- a. History of accelerated program at SMAN 3 Malang.
- b. Vision, Mission and Goals of accelerated program at SMAN 3 Malang.

⁷¹Wahidmurni, *Op. cit.*, p. 41

⁷²*Ibid.*, p. 42

⁷³Lexy J. Moleong, *Op. cit.*, p. 157

- c. Organizational Structure of in accelerated program at SMAN 3 Malang.
- d. Teacher and Employee in accelerated program at SMAN 3 Malang.
- e. Students in accelerated program at SMAN 3 Malang.

Based on the descriptions above, it is the source of the data in this study is the subject of research where the data is obtained from which to obtain the good results of the study course required accurate data in accordance with what is desired and always research data by researchers dug up from sources related to or involved in this study.

D. Data Collection and Instrument

The field study is the technique / method of research where the researcher directly jumps into the field to obtain the primary data is needed.

The procedure of collecting the data obtained in this research field studies is conducted in several ways.

Techniques / methods of data collection are as follows:

1. Method of Observation

According to the observation Marzuki is a technique / method of data collection by means of systematic observation and recording of activities directly on the object of research. If the recording done with the help of

tools such as cameras, voice recorders, recording speed, and so on, then the observations so-called mechanical observation.⁷⁴

In this case the researchers observed:

- a. Teaching and learning activities in the accelerated program.
- b. Activities undertaken by the students in the classroom.
- c. Attitudes of teachers and how teachers relate theory to the phenomenon is happening now.

It aims to determine the passage of teaching and learning activities in the accelerated program SMAN 3 Malang, with teaching and learning activities to follow the subjects of Economics for several weeks in the accelerated program SMAN 3 Malang.

2. Methods Interview

Guba and Lincoln define interview is a conversation with a purpose. The conversation was conducted by two parties, namely the interviewer who asked the question and interview who gives an answer to that question.

Guba and Lincoln share a variety of interview, as quoted by Lexy J. Moleong, namely:⁷⁵

- a. Interview by Tim Or Panel

⁷⁴Marzuki, *Metodologi Riset*, (Yogyakarta: BPFE – UII, 1989), matter. IV, p. 59

⁷⁵Lexy J. Moleong, *Op .cit.*, p. 188-191

Interview means an interview conducted by a team not just by one person, but by two or more of the person interviewed.

b. Closed and open interview

In the interview the interviewee is closed usually does not know and did not realize that they were interviewed. They do not know the purpose of the interview. In this way not in accordance with the qualitative research that is usually open-minded. So, in this study used qualitative interviews should be open to the subjects knew that they were being interviewed and also know what the intent and purpose of the interview.

c. The Oral History Interview

These types are interviewing people who had made history, or that makes the work of great scientific, social, development, peace, and so forth. The purpose of this interview is to reveal the history of life, his job, his pleasures, his diligence, interaction, and others. Such interviews, carried out in such a way that interview speak continuously, while the interviewer sits listening well interspersed with the occasional question.

d. Structured Interview

Structured interview the interviewer is interviewing its own set of problems and questions to be asked. Researchers who use this type of interview aim to find a working hypothesis.

This study employs open interview techniques. Researchers asked a few questions related to on how the school agency efforts to streamline the Economics instruction in Accelerated Program at SMAN 3 Malang.

The interview method is conducted in order to obtain data relating to:

- a) Knowing Learning Plan prepared by the educational staff in the accelerated program. Start of the annual program, the semester program, syllabus until learning implementation plans made by the teacher.
- b) The results of student learning obtained from different tests given by the subject teachers of Economics.
- c) Looking at the process of economy instruction are felt by the students to see the path from planning, execution, until the assessment of learning that set an indicator of success with the implementation of learning and learning outcomes. As well as looking at the relevance of the learning plan with the goal of education.

3. Method of Documentation

In addition to the methods of observation and interview methods (interview), this study also used documentation method. Documentation is to complete the observations and interviews.

Then the author can draw the conclusion that the documentation that I use is to take a data set of student learning outcomes at the office of SMAN 3 Malang. The form of books and report cards of students, who

obtained the list of assignments, quizzes and test students in the accelerated program at SMAN 3 Malang.

E. Data Analysis

According Marzuki data analysis is the process of systematically searching and preparing the data obtained from interviews, field notes, and other materials, so it can be easily understood, and its findings can inform others. Data analysis was performed by organizing and translate it into units, synthesize, organize into a pattern, choose what is important and that will be studied, and make conclusions that can be shared with others. Data is a raw data collected from field researchers who examined, is also a specific ingredient, which is the field in the analysis. The main data sources in the study were the words, actions, while the rest is data such as documents and others.⁷⁶ As for collecting data that is empirical (field research) adhered to the entire study, the data obtained will allow it to be in the situation, and the type of data collection for research and prevention in accepting the concept of a dense and varied.

The final step of the method of this study is analyzing the data. The data has been collected through various methods above is still the raw data that needs to be managed and analyzed. In this study, the research approach is qualitative, so that in analyzing the data obtained from the qualitative data using only a descriptive analysis.

⁷⁶Sugiyono, *Op. cit.*, p. 334

According Neong Muhajir, descriptive analysis attempt to collect and compile the data, then conducted an analysis of the data. Opinion was reinforced by stated then Lexy J. Moleong, that the analysis of a descriptive data is collected in the form of words and picture books that not in the form of numbers. This is caused by the application of qualitative methods, but it is all collected is likely to be the key to what has been studied.⁷⁷ In this study, data analysis performed since data collection as a whole, and checked again, repeatedly researchers matched the data obtained, in a systematic logically interpreted by the validity and credibility of data obtained from field research.

Phase analysis of the data is divided into three phases. *First, preliminary stage or processing of data* (completeness of the data obtained, the limitations of writing, clarity of meaning and appropriateness of the data with other data). *Second*, the stage of organizing data that is at the core of the data analysis. *Third*, the discovery phase, the data analysis phase starts from the initial data obtained by researchers for researchers plunged into the study site. The results then corrected in order to gain legitimacy and credibility of data obtained by investigators.

F. Validity of the Data

To establish the validity of the data necessary examination techniques, implementation of inspection techniques based on a number of specific

⁷⁷Moh. Nasir, *Metode Penelitian*. (Jakarta: Ghalia Indonesia, 1998), p. 112

criteria. There are four criteria used, namely the degree of confidence, change position, dependency, and certainty.⁷⁸ Each of these criteria using different examination techniques.

1. Perseverance observation

It is a continuous observation provisioning the object of research in order to understand symptomatic of the ongoing activities of research location. Perseverance observations were made by observing and carefully read the source data so that data necessary research can be identified. Further descriptions can be obtained accurate results in the details and conclusions.

2. Triangulation

According to Lexy J. Moleong, Triangulation is a technique that utilizes a data validity checking something else. Beyond the data for checking or for comparison against the data. Triangulation techniques most widely used is to check through other sources.⁷⁹ Triangulation with the means to compare and check the source behind the degree of confidence any information obtained through time and different tools in qualitative research. This can be achieved by: *first*, comparing the observations with data from interviews. *Secondly*, to compare what people say in public what he said personally. *Third*, to compare what people say about the situation of research in what he says all the time.

⁷⁸Lexy J. Moleong, *Op. cit.*, p. 324

⁷⁹*Ibid.*, p. 330

Fourth, comparing the situation and the perspective of someone with different opinions and views of people like the common people, the educated middle-or high, people are the government. *Fifth*, compare the results of interviews with the contents of a document related.⁸⁰ In the process of checking the data in this study, researchers prefer to use the source. Namely by analyzing and linking data that is obtained either through observation, interviews, and documentation. Checking of this data when the research was conducted by researchers obtain the necessary data.

3. Peerderieng (peer examination by discussion)

It is an examination of the technical peers through discussion by way of exporting the interim results and final results obtained in the form of analytical discussion with peers.

G. Stages of the Research

In this study, there are several stages of research:

1. Pre-field phase

- a) Selecting the field, considering that SMAN 3 Malang is one of the leading high schools that implement an accelerated program of learning in Economics.

⁸⁰*Ibid.*, *Metodologi Penelitian Kualitatif Edisi Revisi*, p. 331

- b) Administering licensing, either formally to the school, as well as the National Education Malang.
- c) Conduct a field assessment, in order to adjust to different classes in an accelerated program as an object of research at SMAN 3 Malang.

2. Phase of field work

- a) Direct observations to conduct classes in an accelerated program at SMAN 3 Malang on the planning, implementation, and outcomes by involving multiple informants Economics obtain data.
- b) Entered the field, with experienced various phenomena of learning processes and interviews with some of the parties concerned.
- c) Participate while collecting data.
- d) Preparation of research reports, based on data obtained.

CHAPTER IV

RESEARCH FINDINGS

A. Background of Object Research

1. History of SMAN 3 Malang

As one of the schools *RSBI (Rintisan Sekolah Bertaraf Internasional)* in Malang, SMAN 3 Malang has a long history of community service in education. SMAN 3 Malang has produced graduates and many of them even managed to occupy strategic positions even top leaders in government, state, military, private companies, ministries, bureaucrats, rector, banking and insurance leaders, entrepreneurs, legal consultants, artists, etc. They managed to occupy positions of strategic importance because it has a quality education in SMAN 3 Malang with the level of competition among students is quite high. Competition and culture of shame to get a lower value than his friend in SMAN 3 Malang is very high.

Historically SMAN 3 Malang established on August, 8th 1952 by decree of the Minister of PP and K of the Republic of Indonesia, number 3418/B dated August, 8th 1952 under the name B II State High School. The first head of school was moment Mr. R. Koeswandono. School Agenda Book cites the academic year 2002/2003, the history of SMAN 3 Malang in chronological order can be explained as follows:

- After the turmoil of independence, precisely on December, 27th 1949, in Malang stand 2 pieces of SMA, the SMA federal and

SMA Republic of Indonesia. The fighters TRIP, TP, TGP and other student-fighters after a period as a battle to be re-housed in one school and high school were later incorporated into the Transitional Federal SMA.

- On August, 8th 1952, Subject B (Science/Natural) Republic of Indonesia SMA and SMA Transition combined into one school and given a new name, namely: B II High School District, by decree of the Minister of PP and K of the Republic of Indonesia, number 3418 / B dated August, 8th 1952.
- To address the confusion name a few schools that exist at that time, finally held the name change schools in order of high school age, i.e.: SMA A/C to SMA IA/C, SMA IB to SMA IIB, and SMA IIB to SMA IIIB.
- Then, as the emergence of a new style of high school had an influence abolition additional names A, B, C in the schools so that then becomes: SMA I, SMA II, SMA III, SMA IV.
- On March, 7th 1997, by Decree of Minister of Education. RI number: 035/0/1997 designation changed to High School Senior Secondary School, so the SMAN 3 Malang turned into SMUN 3 Malang. Nevertheless, in mid-2003, the title was returned to the High School and Senior High School 3 Malang should be renamed back to SMAN 3 Malang today.

- Then, based on the Decree of the Director of High School Ditjend.Mandikdasmen.RI number: 564.a/C4/MN/2007 dated June, 15th 2007, SMAN 3 Malang along with 98 other high school in Indonesia designated as *Sekolah Program Rintisan SMA Bertaraf Internasional (SMA BI)* in 2006.

The Head of School SMAN 3 Malang since its establishment until today in a row can be seen in the following table:⁸¹

Table1. Headmaster of SMAN 3 Malang

No.	Name of Head School	Years Served
1.	R. Koeswandono	1952 up to 1962
2.	Soeroto	1962 up to 1968
3.	Drs. H. Soedarminto	1968 up to 1978
4.	Drs. Bambang Poerwono	1978 up to 1986
5.	Drs. H. Harun Soemawinata	1986 up to 1986
6.	Drs. H. Abdullah Uki	1989 up to 1993
7.	Drs. H. Djohan Arifin	1993 up to 1998
8.	Drs. H. Moh. Saleh	1998 up to 2005
9.	Drs. H. Tri Suharno	2005 up to 2009
10.	Ninik Kristiani, S.Pd.	Feb 2009 up to Oct 2009
11.	Dra. Hj. Rr. Dwi Retno Ujianingsih, M.Pd.	Oct 2009 up to Mar 2011
12.	Drs. H. Moh. Sulthon, M.Pd.	Mar 2011 up to now

⁸¹Data SMAN 3 Malang academic year 2012-2013

2. Motto and Logo SMAN 3 Malang



SMAN 3 Malang has a motto in Sanskrit, namely: BHAKTYA-WIDAGDA-KARYA-SUDIRA later shortened and more popularly known as BHAWIKARSU. At first, the original motto reads PIOUS-WORK-STUDY-STRIVE and is the work of students of SMAN 3 Malang during the race hygiene in July 1967. To be more popular and have a motto Mr. Rahardjo (lecturer in Indonesian) then composes aesthetic value in Sanskrit, which means: Bhaktya = devotion / devoted, knowledgeable Widagda = knowledge / learning / handy, Karya = work, Sudhira = bold / fight. In Addition, with the approval of the board of teachers and staff, and administrators KPSMAN 3 Malang, the motto was later officially adopted as the motto of SMAN 3 Malang on the 17th Anniversary SMAN 3 Malang in 1969.



In addition to the above motto, SMAN 3 Malang also has a symbol that was created by Mr. S. Tijoso Kartosentono (Art Teacher) on July 1, 1967 and officially adopted since August 8, 1967. While Mars song SMAN 3

Malang created by Alm. Widya Cahyono Sasmoko Adi (alumni) in 1971.⁸²

3. Vision, Mission, Goals, and Values developed at SMAN 3 Malang

Vision School

Achieving a school with the international standards which has superior achievement based on the strong faith and belief.⁸³

Indicators Vision

1. The growing appreciation and practice of the teachings of religion and culture in real life.
2. The development of existing and SKL adopted from Cambridge.
3. The development of an international curriculum, especially for subjects Mathematics, Social Studies and English.
4. The development of Teaching and Learning with various learning strategies that are relevant and innovative.
5. Increased competence and ability to speak English for Teachers and Education Personnel Labor
6. Complete leading educational facilities at international standards.
7. Professional development of school management and lead management of international standard.

⁸²Data SMAN 3 Malang academic year 2012-2013

⁸³*Ibid.*,

8. SBI realization of funds for financing by involving the school committee, Parliament Bappeda Tk. I and Tk. II, and the Provincial Education Department, Directorate of SMA and other relevant parties.
9. The development of ICT-based assessment system in accordance with the demands of the international curriculum.

Mission SMAN 3 Malang are:

1. Fostering both the understanding and the practicing of the religious values as well as the national cultures applied in daily life
2. Fostering glory spirit toward all of the members of the big family of State Senior High School 3 Malang
3. Fostering the rigorous long life education toward the entire members of the big family of State Senior High School 3 Malang
4. Administering either teaching or learning activities program both effectively and efficiently
5. Fostering well rounded independence personals and strong responsibility in conducting any single task
6. Fostering the spirit of cultural, physical, and social environment care ness
7. Developing either the potential or creativity toward the entire members of the big family of State Senior High School 3 Malang so they are capable enough to compete in all kinds of level: regional, national, and international

8. Fostering the habit of reading, writing, and creating;
9. Applying the information and communication technology (ICT) in the process on both teaching and learning activities and school administration
10. Supplying international standardized facilities
11. applying participative management in managing the school by involving the entire members of the big family of State Senior High School 3 Malang and interrelated institutions.⁸⁴

Objectives to be achieved

1. KTSP implementation and achievement of competency-based assessment system.
2. The achievement of the implementation of KTSP were adapted to the international curriculum (Cambridge) for Mathematics subject, Social Studies and English.
3. Achieving improved outdoor learning model.
4. Achieving an increase in average class grades X, XI, and XII.
5. Achieving an increase in the average value of acquisition of National Exam.
6. The achievement of an increasing number of graduates are accepted at state universities.

⁸⁴Data SMAN 3 Malang academic year 2012-2013

7. Achieving an increase in the number of graduates accepted to college abroad.
8. Implementation of active learning, innovative, creative, effective, fun and meaningful.
9. The achievement of improved service Accelerated Program
10. Achieving an increase in foreign language communication skills (English).
11. Achieving improved media skills using Information and Communication Technology (ICT)
12. The achievement of improved skills using laboratory equipment.
13. Achievement of improvements in teachers' ability to formulate syllabus and assessment tools.
14. The achievement of improved student discipline and order in achieving preparedness program.
15. Achieving cultural internalization manners to residents especially school students.
16. The achievement of the development of students' creativity and quality of scientific research in the field of youth, maple Mathematics and Social Studies Olympiad, the arts, sports, social and religious.
17. Realization of high-IMTAQ graduates, master of science and technology, to compete in the global era.
18. The formation of the development of students' leadership potential.

19. Achieving an increase in the quantity and quality of the facility / facilities in the international schools.
20. Realization of school management participatory, transparent and accountable and lead to quality management that have been standardized in ISO 9001:2000, 9001:2008
21. The achievement of increased cooperation with parents, the community, and other institutions.
22. The achievement of increased activity (security, order, discipline, family, shade, beauty, and health)
23. The realization of a culture of learning, reading, and writing.
24. The realization of a culture of honesty, sincerity, greet, smile and polite.
25. A culture of discipline, democratic and a high work ethic.
26. Realization of increased balance SQ, IQ, EQ, and the Social Question.
27. The realization of inner and outer well-being for the citizens of the school.
28. To realize a harmonious relationship between BHAWIKARSU minded school.
29. The realization of prompt, appropriate and satisfactory society.
30. The realization of mutually beneficial cooperation with other agencies.
31. Achieving adequate school health services.
32. Emergence sister school, both domestically and abroad.

33. Emergence of student exchange, both schools in the country and abroad⁸⁵

The values developed in SMAN 3 Malang are:

1. Achievement
2. Honesty
3. Responsibility
4. Religion
5. Cooperation
6. Creativity
7. Great taste
8. Friendship
9. Wisdom
10. A balanced life
11. Success

4. Organizational Structure and Plan SMAN 3 Malang

The Organizational Structure and Plan SMAN 3 Malang, as can be seen picture in the appendix.⁸⁶

⁸⁵Data SMAN 3 Malang academic year 2012-2013

⁸⁶*Ibid.*,

5. Teachers Condition of Accelerated Program in SMAN 3 Malang

- a. Teachers Accelerated Program SMAN 3 Malang in the school year 2012-2013 are as follows:

Labor Educator total 82 people, consisting of:

- Labor Educator Permanent = 56 People
- Labor Educator Variable = 27 People
- With 35% + certified educators S2

- b. Power Administration/administration were 30 people, consisting of:

- Power Administration/Administration Fixed = 3 people
- Power Administration/Administration Variable = 27 people, including security forces

In an effort to serve students with the best possible teachers accelerated program at SMAN 3 Malang has had professionalism feasibility and adequate according to the subject area responsibilities. The strengths of teachers are:

- 1) Sufficient in academic qualification
- 2) Background of study is suitable with subject that taught
- 3) Standard teaching time
- 4) Certified
- 5) Have willing to improve the competency continually
- 6) Have high morale of work both individual and team implement
ate ICT based learning; and have TOEFL more than 400; and
- 7) Have high awareness to guide students.

The list of teachers of SMAN 3 Malang accelerated program is as appendix.⁸⁷

6. Students Condition of Accelerated Program in SMAN 3 Malang

Meanwhile, number of students of SMAN 3 Malang Accelerated Program in Academic Year 2012/2013 was 42 students.

a. Data selection Accelerated Program Class X school year 2011-2012.

From the admissions selection Accelerated Program with the following conditions:

- 1) Junior high school report cards, the average value of the subjects Mathematics, English, science and social studies is not less than 8.0
- 2) Value junior diploma with an average of at least 8.0
- 3) Psychological tests which include: Test IQ \geq 130, Task Commitment (TC) and Creativity Questions (CQ) above average.
- 4) Academic Tests and FGD (Focus Group Discussion)
- 5) Interviews with participants and parents of participants.

Enrolled 22 students of SMAN 3 Malang through Admission (PSB) on line and Independent/Achievement earned in accelerated programs.

b. Data class XI student achievement in 2010-2012 as appendix.

⁸⁷Data SMAN 3 Malang academic year 2012-2013

- c. Data class XII student achievement in the academic year 2010-2011 as follows:

Highest average value of National Examination (UN) Pure IPA program was 9,89 and was 9,77 IPS program of 6 subjects

Average Test Scores school science program is 9,44 and the IPS program is 9,18.

Grade students received an accelerated program at public universities (PTN) before the test SNMPTN 5 people, and 7 received through tests SNMPTN as appendix.⁸⁸

7. Infrastructure Accelerated Program SMAN 3 Malang

Infrastructure is the equipment and supplies that are directly used to support the educational process, including school facilities. Facility in question is anything in the form of facilities/infrastructure or tools that support the implementation of the learning process in the classroom-accelerated program.

The facilities are: Space theory/classroom as many as 28 rooms equipped with a sound system room, LAN/Internet Network schools, LCD/Projector and screen, and the desktop computer Core Duo/as many as 16 units and a desktop computer Pentium 3 total 32 units, 1 (one) space laboratory chemistry, physics, biology, and language, 2 (two) computer

⁸⁸Data SMAN 3 Malang academic year 2012-2013

labs, 2 (two) cooperative, a library, a multimedia library, a learning resource center, multipurpose room/hall, UKS, BP/LB room, the principal's office and 5 (five) chamber vice principal, staff room, administration room, council chamber, 2 (two) prayer room, multimedia room, Teacher Resource Research Centre (TRRC).⁸⁹

B. Exposure Data and Data Analysis

Once the data is collected with use traditional methods of observation, interviews and documentations, researchers can analyze the results of a descriptive qualitative research techniques, meaning that researchers will describe, and interpret the data that has been collected thus obtain a general and comprehensive.

Based on the results of research by the author in SMAN 3 Malang "The Economics instruction in Accelerated Program at SMAN 3 Malang," obtained the following data:

1. The Planning of Economics Instruction in Accelerated Program at SMAN 3 Malang

Planning is the process of preparing something that will be implemented to achieve the objectives that have been defined learning plan, which must be in accordance with the target education planning. Curriculum and teacher as the subject in making learning plan should be

⁸⁹Data SMAN 3 Malang academic year 2012-2013

able to develop various teaching programs according to the material to be delivered.

Planning accelerated learning program has the distinction of regular programs, both in the aspect of the curriculum and the educational process. Accelerated program has students who have high intellectual, to be designed and tailored to the ability of learners.

Interview with the head of an accelerated program, Ms. Any Herawati as follows:

"setelah siswa yang diterima baik melalui jalur online maupun mandiri, anak yang berminat masuk ke dalam program akselerasi itu ada tes tersendiri tes akademik ada tes IQ, dan ada wawancara baik orang tua maupun siswanya"⁹⁰

"yang mendasari karena program akselerasi kan khusus untuk siswa yang cerdas istimewa dengan kriteria-kriteria yang seperti di rekrutmen itu, ya kita mewadahi untuk siswa tersebut, anggapannya secara logika kan anak-anak mampu dari belajar tiga tahun menjadi dua tahun, terus bedanya kalau di reguler kan KKM 75 kalau di akselerasi 80."⁹¹

Associated with accelerated learning in the classroom, Ms. Any Herawati chairman in an accelerated program and one faculty member in SMAN 3 Malang said, that the actual curriculum used in the program is almost the same as the regular acceleration, but the difference if there is compression of the accelerated program (compacting material) the utility of using the KTSP that has been adopted from Cambridge, while in regular no compression (compacting material).

⁹⁰Interview with Ms. Any Herawati S.Pd (head of an accelerated program SMAN 3 Malang) on November 12, 2012. 12.10 WIB

⁹¹Interview with Ms. Any Herawati S.Pd (head of an accelerated program SMAN 3 Malang) on November 12, 2012. 12.10 WIB

In addition, differences in the accelerated program and the regular program, Mr. Budi Nurani as vice chairman of the curriculum SMAN 3 Malang also explained as follows:

"ya secara input sudah beda, karena masuk akselerasi itu ada syarat tambahan yang tidak dimiliki oleh siswa kelas reguler. Syarat tambahannya yang pertama Intelegennya IQ minimal 130, kurang dari 130 tidak bisa masuk aksel. Kalau reguler kan bisa. Bukan berarti yang reguler dibawah 130 semua ya kan tidak. Karena disamping itu ada syarat kedua harus punya motivasi punya minat yang kuat ya untuk masuk di kelas aksel. IQ nya diatas 130 tapi kalau motivasi minatnya di aksel tidak ada, ya kita tidak menerima. Kemudian yang ketiga, dukungan dari orang tua jadi dari orang tua itu harus didukung penuh ya. Sehingga nanti kita lebih gampang untuk melacak atau memantau keadaan anak baik di sekolah maupun di rumah. Tapi itu sebenarnya dari tahun ke tahun itu anak aksel itu sudah memposisikan diri sebagai anak aksel rata-rata seperti itu. Jadi meskipun kita tidak menyuruh dia eksklusif juga ya. Secara kuantitatif tidak berbeda, jadi kalau secara kualitatif yang berbeda. Anak-anak yang akselerasi harus memiliki kemampuan penerimaan yang jauh lebih cepat dibanding dengan reguler."⁹²

The statement was justified also by students class X of Accelerated Program with the results of her interview as follows:

"tes, pertama tes akademik, tes psikolog, sama wawancara waktu itu. Jadi tes akademik itu tes MIPA jadi mirip kayak sama seperti tesnya anak-anak yang ikut mandiri, itu tesnya MIPA dan Bahasa Inggris."⁹³

"selain yang dijelaskan Ela, nilai rata-rata raport dan nilai hasil USN itu harus diatas 85 Tes Psikolog itu rata-ratanya harus diatas 130 tapi sebagian dari kami ada yang tidak memenuhi itu tapi kita diambil yang terbaik. Terus ada wawancara itu mungkin salah satu yang jadi masukan oleh para pemimpinnya. Jadi diambil yang paling berkonsekuensi dan lebih bertanggung jawab ya. Ada

⁹²Interview with Mr. Budi Nurani M.Pd (vice chairman of the curriculum SMAN 3 Malang) on November 20, 2012. 09.45 WIB

⁹³ Interview with Gabriela Hendra Fiorentina (students accelerated program class X) on November 12, 2012. 15.20 WIB

sebagian di kelas itu yang sebagian dipaksa sama orang tua, jadi itu menjadi salah satu yang dipertimbangkan."⁹⁴

So if viewed from an accelerated program entry requirements are different from the regular program admission requirements, there are three conditions, students can enter the accelerated program, the first IQ>130, both have the interest and motivation and the third entry accelerated program has the support of the parents. So the curriculum is in contrast to the regular acceleration.

Mr. Budi Nurani explain differences Accelerated Program curriculum with the regular program as follows:

"Akselerasi tidak hanya mengadopsi kurikulum dari Cambridge tapi juga adaptasi, yang paling banyak itu adaptasi kalau adopsi itu mengambil seluruhnya. Kita lebih condong ke adaptasi meskipun ada yang adopsi. Beberapa adopsi tatapi lebih banyak ke adaptasi. Itu tidak hanya akselerasi ya tapi reguler juga. Jadi kurikulum kita itu sudah Kurikulum KTSP bagaimana kita tahu. Itu tentunya eksklusif ya, lain dari sekolah lain. Karena kita memang ada semangat KTSP disamping itu juga ada semangat RSBI.

Disatu sisi kita KTSP jadi harus unik juga ya tergantung dari satu pendidikan, disisi lain kita juga ada RSBI, RSBI itu syaratnya keatas kebawah ya. Ke atas itu harus melihat global berarti kita harus menjajarkan diri dengan sekolah-sekolah yang bertaraf Internasional baik di dalam dan di luar negeri. Caranya bagaimana? Mengadaptasi dan mengadopsi. Kemudian yang kedua juga harus kebawah, kebawah itu, ada istilahnya itu PBKL ya Pembelajaran Berbasis Kebudayaan Lokal itu, kita bagaimana mengangkat kebudayaan-kebudayaan lokal agar menjadi atau dikenal untuk skala Internasional. Itu semua kita masukkan dan ikutkan dalam suatu kurikulum. Nah, nanti dalam pelaksanaannya ya awal kita harus melakukan yang namanya Mapping Kurikulum ya. Pemetaan, jadi dipetakan. Oooo.. kurikulum ini sudah sesuai baik kebawah atau ke atas. O ini kurang karena kurang maka harus diadaptasi atau ditambah. Kurang itu kan bisa keluasaannya bisa kedalamannya.

⁹⁴Interview with Salma Labita Zenritami (students accelerated program class X) on November 12, 2012. 15.20 WIB

Bukan itu saja kita punya kurikulum bab nya sama tapi yang dicakup hanya 1 2 padahal secara Internasional yang umum itu 1 2 3 4, jadi kurang luas ya diperluas dan ada yang sama 12 ini hanya permukaannya saja padahal tuntutan global kita harus mempelajari sampai mendalam jadi ya diperdalam. Itu namanya adaptasi. Ada yang tidak ada sama sekali. Padahal butuh ya secara kebutuhan global butuh kita ambil itu namanya adopsi. Baik adopsi maupun adaptasi kita lakukan. Sehingga kurikulum SMAN 3 Malang cakupannya juga jauh lebih banyak. Kalau yang nasional ada kurikulum Cambridge tidak ada kita pakai kurikulum nasional. Kurikulum nasional tidak ada kurikulum Cambridge ada maka kita adopsi. Jadi makanya logikanya ya lebih banyak kan ya. Makanya jam mengajarnya pengaruh itu. Sampai 10 jam saya ya."⁹⁵

Explanation of Mr. Budi Nurani above that the curriculum is an accelerated program curriculum in place for educational unit concerned is KTSP to adopt and adapt the Cambridge curriculum. Not only the program but also the program accelerated regular use KTSP curriculum adopted and adapted from the Cambridge curriculum.

Adopting have a sense of taking all the materials in the Cambridge curriculum, while adapting it means taking some material suitable/compatible with the material in SMAN 3 Malang then studied in depth.

Besides that KTSP SMAN 3 Malang use also uniquely different of other schools because of SMAN 3 Malang is a prerequisite RSBI schools up and down.

The point above is seen globally, SMAN 3 Malang should align themselves with the schools international standard way by adapting and adopting the Cambridge curriculum.

⁹⁵Interview with Mr. Budi Nurani M.Pd (vice chairman of the curriculum SMAN 3 Malang) on November 20, 2012. 09.45 WIB

Then what is the down is known as *PBKL (Pembelajaran Berbasis Kebudayaan Lokal)*, how to raise the local cultures in order to become known to the international scale of everything was included and included in the curriculum.

Therefore, before implementing the learning process that must be done is mapping curriculum first.

In planning the study, many aspects of the curriculum that is being discussed to describe the planning process is designed to present the entire educational component for effective learning. These aspects includes: Week effectively, Annual Program, Semester Program, syllabus, and RPP (Lesson Plan). As explained by Mr. Budi Nurani following:

"pekan efektif jadi gini, kalau akselerasi dengan reguler itu kurang lebih secara kuantitas, materi pembelajarannya sama iya kan, jadi secara kuantitatif sama. Cuma kalau kuantitatif waktunya yang berbeda, jadi hitungannya kan kalau akselerasi kan 2/3 dari reguler, ya dalam menyiasati untuk perhitungan pekan efektif itu akselerasi ya 2/3 dari reguler. Kemudian untuk masalah materinya, materinya sama tapi waktu penyampaianya akselerasi 2/3. Sehingga cara menyiasatinya yang selama ini kita gunakan adalah kita harus memanfaatkan media yang ada. Wajib sifatnya sehingga anak-anak tidak murni mengandalkan tatap muka di kelas. Tetapi juga lebih banyak dituntut untuk belajar mandiri itu."⁹⁶

That is start learning programming activities, teachers need an accelerated program to make analysis effective day for one semester. From the analysis, effective today will know the number of days effectively accelerated program and a holiday every week or every month to facilitate

⁹⁶Interview with Mr. Budi Nurani M.Pd (vice chairman of the curriculum SMAN 3 Malang) on November 20, 2012. 09.45 WIB

arranging learning program for one semester-accelerated program. Thus effectively quantitatively week accelerated program is 2/3 of the regular program so that in learning to use the media and claimed to be able to learn independently.

To maximize the effective week specified as above, Mr. Budi Nurani explained as follows:

"caranya ya itu tadi salah satunya kita memanfaatkan media pembelajaran secara efektif dan efisien, kemudian tetuntunya juga untuk penentuan baik guru atau pengajar ya, dengan bimbingan konseling itu memang benar-benar, ya terus terang kita tidak membuat/ menganggap bahwa semua guru itu sama tidak. Jadi kita tetap milih, jadi gurunya ya guru yang harus kita pilih untuk menangani kelas akselerasi termasuk BK, BK nya juga kita pilih. Nah, disana aturannya sudah jelas bahwa yang menjadi wali kelas untuk kelas akselerasi itu kan adalah guru BK. Tujuannya apa? Ya biar nanti secara efektif dia bisa memberi motivasi, dorongan anak-anak untuk tentunya belajar ya lebih dari anak-anak yang di reguler. Itulah mengapa kita pilih guru BK."⁹⁷

From the description of Mr. Budi Nurani for teachers who teach in a teacher's choice of an accelerated program, which has a high commitment and can provide motivation, encouragement accelerated program students to learn, so teachers BK (Guidance and Counseling) is selected to be accelerated program homeroom.

Additionally Ms. Any Herawati also added that:

"sementara ini karena di sekolah ada korma masing-masing Koordinator Mata Pelajaran (Korma) itu mengusulkan siapa yang mau menjadi guru di program akselerasi. Jadi pembagian jam mengajar semuanya diserahkan ke Korma, baru Korma ke

⁹⁷Interview with Mr. Budi Nurani M.Pd (vice chairman of the curriculum SMAN 3 Malang) on November 20, 2012. 09.45 WIB

kurikulum, kurikulum yang menyetujui siapa-siapa yang mengajar di program akselerasi."⁹⁸

So the teacher's explanation of the curriculum and the head acceleration Vice chairman can be concluded that teachers who teach in an accelerated teacher selection, teacher proposed by the Coordinator of the Lesson and then submitted to the curriculum and the curriculum will be selected and approved by the teacher who will be teaching in the accelerated program.

Researchers also conducted interviews with the Vice Chairman of the curriculum related to learning an instrument made by the respective subject teachers, and the results are as follows:

"ya, intinya 2/3 tadi. Kita merancanganya sebenarnya bersama dengan yang reguler, jadi nanti dihitung contoh misalnya kalau kelas reguler itu pekan efektif dalam satu semester misalnya 63, jadi ya tinggal dihitung saja nanti untuk kelas reguler itu jumlah pekan efektif dalam satu semester ya 2/3 dari jumlah satu semester itu dibagi nanti ketemu berapa. Ooo... berarti nanti UTS, jadwal UTS jadwal UAS untuk kelas akselerasi sekitar bulan apa. Kalau Juli berarti sekitar bulan November. Aksel sudah UAS. Kemudian termasuk nanti dalam perhitungannya kan kita mesti memiliki 2 kelas paralel kan. Jadi yang pertama itu kelas X kemudian yang kedua kelas XI. Ya ini nanti akhirnya kita harus hitung gini, pada awal tahun kita punya kelas X semester gasal kelas XI semester genap biasanya begitu. Kemudian, setengah tahun kedua itu kita sudah beda ya, kelas X nya itu semester genap kelas XI nya naik ke kelas XII. Jadi selalu berbeda begitu. Tapi tetap saja nanti kalau masalah penjadwalan itu dihitung dengan jadwal reguler. Iya kan, sudah dipasang sejak awal, ooo... berarti yang mengajar kelas XII aksel itu siapa. Jadi awalnya pada semester awal itu, ya yang ngajar kelas XII itu ya terpaksa nganggur ini. Tidak mengajar, jadi

⁹⁸Interview with Ms. Any Herawati S.Pd (head of an accelerated program SMAN 3 Malang) on November 12, 2012. 12.10 WIB

menunggu, jadi harus disiati seperti itu, secara teknis memang harus seperti itu."⁹⁹

"program tahunan itu dilihat dari kalender pendidikan akselerasi, berapa hari efektif lalu dicocokkan dengan silabus yang ada dibuat program tahunan baru setelah itu dibuat program semester."¹⁰⁰

From the interview above was shown that the learning economy in SMAN 3 Malang all teachers will teach accelerated program when accelerated classes such as planning the annual program and semester programs in accordance with the allocation of time acceleration. Teachers choose what material will be presented in class and material that can be achieved through a task or enrichment outside the classroom and in accordance with the curriculum used, the compaction of teachers learning to use special program modules acceleration. So later on, what would be the purpose of learning can be achieved.

As soon as the last effective, the annual program, the semester program revealed vice chairman curriculum Mr. Budi Nurani and Ms. Sri Wahyuni as a teacher of Economics accelerated program are as follows:

"program semester dihitung dalam silabus itu kan ada ya semester 1 semester 2 nah karena aksel itu semesternya hanya empat bulan maka ada materi yang disesuaikan dengan waktu itu, jadi waktu kita misalnya di reguler kan bisa 18 tatap muka atau 20 kalau diaksel itu hanya 12 kadang 10 itupun sudah termasuk ulangan-ulangan harian ya makanya ditata jadi dalam satu materi pokok kalau di reguler itu bisa tiga pertemuan diaksel dua pertemuan lebih

⁹⁹Interview with Mr. Budi Nurani M.Pd (vice chairman of the curriculum SMAN 3 Malang) on November 20, 2012. 09.45 WIB

¹⁰⁰Interview with Mr. Budi Nurani M.Pd (vice chairman of the curriculum SMAN 3 Malang) on November 20, 2012. 09.45 WIB

singkat, yang kita memampatkan bukan materinya tetapi waktunya."¹⁰¹

Just as described by Vice chairman Curriculum and Chairman of acceleration above that in determining the semester program accelerated program over a shorter set time should be 18-20 meetings in an accelerated program only 10-12 meetings but for the same material with the regular program.

In the discussion of the syllabus and RPP (Lesson Plan), researchers are trying to figure out how to manufacture the syllabus and RPP (Lesson Plan) prepared by the Economics teacher on an accelerated program is described as follows:

"silabus sama ya, saya rasa reguler sama aksel sama. Bedanya kalau aksel itu mulai C3. C3 itu aplikasi ya jadi lebih banyak ke applied nya ya anak-anak aksel itu. Sama ya dengan anak reguler cuna lebih banyak aplikasinya di aksel. Sehingga karena kita punya waktu pendek silabusnya itu sama dengan reguler, sehingga diaksel kita hanya memainkan waktunya saja, jadi kalau materi sama hanya pertama lebih ke C3 yang kedua hanya memainkan waktu saja."¹⁰²

"mengacu dari jumlah pekan efektif itu kan ada jam berapa tatap muka nah itu dibagi misalnya dalam prota itu 10 pertemuan ya sudah kita bikin materi sesuai dengan jumlah pertemuan itu biasanya itu saya pakai modul, kalau tidak ada modul tidak terarah ya."¹⁰³

Essentially students on an accelerated program to apply his theory more, while the regular students only until the restriction was not able to

¹⁰¹Interview with Mr. Budi Nurani M.Pd (vice chairman of the curriculum SMAN 3 Malang) on November 20, 2012. 09.45 WIB

¹⁰²Interview with Ms. Dra. Sri Wahyuni (Economics teacher an accelerated program SMAN 3 Malang) on November 12, 2012. 11.30 WIB

¹⁰³Interview with Ms. Dra. Sri Wahyuni (Economics teacher an accelerated program SMAN 3 Malang) on November 12, 2012. 11.30 WIB

get to the application. Forms syllabus and lesson plans made by teachers in the economy as the learning annex.

2. The Implementation of Economics Instruction in Accelerated Program at SMAN 3 Malang

The learning process in the economy always pay attention to individual learners and their freedom of expression and thought in the establishment define, so that students learning is fun and encourages a personality develop optimally. Therefore, the teacher must be able to optimize the learning economy.

Economics associated with learning in accelerated classes described above by Mr. Budi Nurani, that the general Economics implementation of learning in accelerated classes is the same as the implementation of learning in the regular classroom economy. The difference is only in terms of time is shortened, and the quality of different students. Basically acceleration children have a standard of quality (high intelligence) over regular kid, among others, such as: speed in capturing lessons, active in the teaching-learning process, have a good response to lessons learned and have high morale and tend to be more creative.

The method used by Ms. Sri Wahyuni which is a Class X Economics teacher accelerated program SMAN 3 Malang in the learning process in the classroom is very varied, and supported by the use of learning modules as appendix Economics and instructional materials that

have been advanced as the Internet. This is consistent with the results of the interview are as follows:

"kita lebih ke arah diskusi kemudian problem solving ya, materi kalau gitu kan banyak maka anak-anak saya beri modul harus mencari sendiri, banyak materi yang kita liat dari sumber lain dari internet misalnya. Mereka harus Searching, katakanlah Setiap buku kan ada materi yang sudah harus up-date, ya kita suruh cari di internet anak-anak belajar dari situ selain dari modul."¹⁰⁴

On November 12, 2012, the researchers to observe the learning process in the economy accelerated program, and the results were similar to those described by Ms. Sri Wahyuni above. Ms. Sri Wahyuni more use of the method of discussion and problem solving, the process of learning the subject matter of micro and macro Economics students accelerated program *role-play*. But before Ms. Sri Wahyuni give a problem that happens is about the rally employees around 800 employees on strike cigarette factory, they stood in front of the factory and do not want to work as usual. Some of them were carrying a banner that contains two claims, the first to ask a daily wage has been very low away from MSEs, and they asked the employment insurance.

Students are asked to identify the micro-Economics issues including macroEconomics issues or problems discussed above and teachers told the students how to resolve the issue.

¹⁰⁴Interview with Ms. Dra. Sri Wahyuni (Economics teacher an accelerated program SMAN 3 Malang) on November 12, 2012. 11.30 WIB

After that, there are students who acted as manager of the company and were acting as an employee of the company. Each asked for discussion to be agreed without protest and strike again.

In addition, having students actively discuss and successfully resolve the issue, Ms. Sri Wahyuni to clarify and review of the results of student discussion. So that students understand and be able to distinguish what is included microEconomics and macroEconomics.

Economics Studies is a series of study subjects whose economy has been empirically proven to provide an effective learning outcome to achieve the stated goals, the preparation of teachers to teach Economics.

With regard to the implementation of this study researcher, conducted observations and documentation of the learning economy class X in an accelerated program, by comparing with the lesson plans created by teachers Economics Accelerated Program with the learning process.

This is done for several times face-to-face in order to monitor the implementation of accelerated learning programs in Economics in SMAN 3 Malang and the results are as follows:

1. Students were so enthusiastic in participating in the learning process.
2. The material presented is very short and requires a deeper understanding beyond the classroom.
3. Teachers prepare the material according to the discussion by way of compacting material.

4. The learning process in accordance with the grooves made by the teachers in lesson plans.
5. Each activity in the classroom still run according to the methods used by teachers in each meeting.
6. Active students in the class almost entirely, because it has a relatively equal intellectual ability.
7. Teachers not only concerned with the understanding of the students in understanding the lesson. But it is also very concerned about the ability of students to express their opinions.

This is consistent with the results of interviews with three students accelerated program results are as follows:

"mbaknya bisa dilihat tadi dikelas, pembelajaran Ekonomi ya seperti itu setiap harinya menyenangkan."¹⁰⁵

"menurut saya pembelajarannya itu ayik ya, jadi tidak monoton kan ada guru yang selalu berpegang pada modul tau teori saja, tapi kalau Bu Yuni itu kayak sambil praktek, jadi pelajaran itu menurut saya tidak membosankan. Jadi sambil dipraktekkan, sambil guyon dikit, jadi fun."¹⁰⁶

"ya menurut saya Bu Yuni itu gurunya pintar membaca situasi, jadi kalau pelajaran itu bukan cuma teori sama nilai tapi lebih ke prakteknya dalam kehidupan sehari-hari."¹⁰⁷

From the results of the accelerated program student's explanations above, it can be concluded that the learning economy class X SMAN 3

¹⁰⁵Interview with Gabriela Hendra Fiorentina (students accelerated program class X) on November 12, 2012. 15.20 WIB

¹⁰⁶Interview with Salma Labita Zenritami (students accelerated program class X) on November 12, 2012. 15.20 WIB

¹⁰⁷Interview with Gilang Rizal Afdholy (students accelerated program class X) on November 12, 2012. 15.20 WIB

Malang accelerated program and using a variety of learning strategies is not monotonous, so students can learn with an active, enthusiastic, happy, and excited.

So that students can play an active role in the learning process of Economy, the teacher gives his students the freedom to use literature to support their learning. In addition, teachers also take any learning resources that can be used for learning resource that can contribute significantly to the development of learning experiences for students. Particularly in the study of Economics.

In addition to supporting the economy by exercising learning curriculum vice chairman Mr Budi Nurani is as follows:

"dilihat pada sarana prasarana di SMA kami mungkin ini masih dalam proses kita buat Lab, jadi Laboratorium perbankan itu dalam rangka untuk mendukung anak-anak dalam pembelajaran Ekonomi, itu sarana dan prasarana. Kemudian juga *Outdoor Learning* ya jadi anak-anak beberapa kali diajak secara langsung ya, jadi melihat secara langsung kegiatan Ekonomi di masyarakat. Fungsinya agar lebih memotivasi anak itu yang sudah kami lakukan ya, kalau perbankan masih dalam proses, itu dalam rangka untuk mengaktifkan siswa terutama dalam hal sarana dan prasarana dalam pelajaran secara umum IPS ya tapi yang khusus adalah Ekonomi Akuntansi."¹⁰⁸

So the learning process not only in the classroom but also outside the classroom (outdoor learning) see firsthand the Economics activities in society. Its function is to make students more motivated in learning activities economy.

¹⁰⁸Interview with Mr. Budi Nurani M.Pd (vice chairman of the curriculum SMAN 3 Malang) on November 20, 2012. 09.45 WIB

3. The Assessment of Economics Instruction in Accelerated Program at SMAN 3 Malang

Regarding the evaluation of teaching Economics in SMAN 3 Malang accelerated program, the researchers conducted interviews and documentation Economics teachers of class X Accelerated Program.

The results of the interview are as follows:

"kalau ulangan harian sama, hanya tingkat kesulitannya beda kan tadi aksel C3 kan, kalau UTS biasanya kan waktunya pendek kendalanya waktu UTS itu biasanya UTS mandiri, jadi ada pekan UTS yang diserahkan guru-gurunya tapi waktunya yang menentukan pengelolaan. Kalau Ulangan Akhir Semester (UAS) saya rasa sama ya, sama hanya mungkin pelaksanaannya disaat reguler UTS aksel UAS."¹⁰⁹

This means that depending on the evaluation of the curriculum used, and who has the right in Economics teacher assessment is concerned.

So is the evaluation system, are generally the same, consisting of daily tests (summative), replicates the general (formative) and others. In addition, if there are students who do not meet the minimum criteria for completeness will take remedial or enrichment Economics teacher.

In this case, the researchers also conducted interviews with students about the synchronization between the material presented by the teacher in class acceleration and evaluation of results are as follows:

"nyambung, nyambung banget."¹¹⁰

¹⁰⁹Interview with Ms. Dra. Sri Wahyuni (Economics teacher an accelerated program SMAN 3 Malang) on November 12, 2012. 11.30 WIB

¹¹⁰Interview with Gabriela Hendra Fiorentina (students accelerated program class X) on November 12, 2012. 15.20 WIB

"tapi kan ada soal yang kita harus pakai analisa, soal gini kita harus bagaimana, tapi bu Yuni itu enakanya tidak melenceng dari modul jadi kita cuma belajar modul dan apa yang beliau katakan."¹¹¹
 "iya sama, nyambung ya dan kadang perlu sedikit analisa."¹¹²

Synchronization teacher evaluation program in Economics lesson acceleration equal to what is taught in the classroom. I.e. material specified in the standards of competence can certainly go out on a test and School Final Examination semester.

In facilitating teachers to assess the learning process, it needed fixing minimum completeness criteria, and through interviews with teachers economy accelerated program, the size of KKM in SMAN 3 Malang accelerated program is 80.

In conducting the evaluation, conducted through the measurement of the questions to determine the extent of students' understanding of what has been done, and to see the personality of the students in their daily life.

By looking at the assessment of learning programs, accelerated learning in SMAN 3 Malang KKM class X is defined above, although there is not yet complete. With the economy, so learning on the accelerated program can be effective.

In this case, researchers to document the grades in class X can be seen in the table below, as in the appendix.¹¹³

¹¹¹Interview with Salma Labita Zenritami (students accelerated program class X) on November 12, 2012. 15.20 WIB

¹¹²Interview with Gilang Rizal Afdholy (students accelerated program class X) on November 12, 2012. 15.20 WIB

¹¹³Data SMAN 3 Malang academic year 2012-2013

CHAPTER V

DISCUSSION

From the research that has been conducted by Researchers with the title "The Economics instruction in Accelerated Program at SMAN 3 Malang." Based on research of data obtained through observation, interviews, and documentation. Then the existing Researchers will analyze the findings and modify existing theories then build new theories and explain the implications of the research.

From the description of the data analysis in this study, researchers used a qualitative descriptive analysis and data obtained either through observation, interviews, documentation from the parties who know about the data that researchers need. The data will be presented and analyzed by the researchers according to the formula above research. For more details, researchers will discuss.

A. The Planning of Economics Instruction in Accelerated Program at SMAN 3 Malang

According to the National Education Minister Bambang Sudibyo in the Strategic Plan, Ministry of National Education in 2005-2009, and international program accelerated classes held in schools 'excellent' in Indonesia obtain input from the students the best of the talents and Economics students who have received through the NEM, but it also pursued scholastic aptitude and motivation into this program. Acceleration of gifted makes

students in the class can complete studies more quickly and can choose to study in favorite college.¹¹⁴

Meanwhile, Oemar Hamalik emphasizes that acceleration means giving opportunity to the student in question to move up to the next grade level faster one or two at a time. This of course cannot be met for all students who are capable of learning and for an opportunity to accelerate his studies at the school to shorten his studies at the school to shorten the time of his studies.¹¹⁵ Accelerated program so that the acceleration is defined as the class shorter study period.¹¹⁶

Many things support the least successful of this program that the infrastructure includes teachers and books. In this class the teacher must have the qualifications and special skills, qualified, experienced, trained and always ready to adjust to their students. In addition, the book used in class are taken from various sources, not just based on the book including the internet, it could be used as a source reference of information. The parents whose students accepted accelerated classes are generally very supportive and enthusiastic. This is evidenced by the ability to pay tuition fees greater than the students. Some of the money is used to pay the additional salaries of the teachers who teach in the accelerated classes.

¹¹⁴Iif Khoiru Ahmadi, Hendro Ari Setyono, Sofan Amri; *Pembelajaran Akselerasi Analisis Teori Dan Praktik Serta Pengaruhnya Terhadap Mekanisme Pembelajaran Dalam Kelas Akselerasi*, (Jakarta: PT. Prestasi Pustakaraya, 2011), p. 28

¹¹⁵Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: Bumi Aksara, 2001), p. 186

¹¹⁶*Ibid.*

Economics Subject is a subject that examines human behavior and actions to fulfill the necessities of life are many, varied, and expanding existing resources through the choices of production, consumption, and / or distribution.¹¹⁷ Research conducted by Suyanto year 1999 revealed that the Economics Instruction found there are some problems, namely: (1) There are teachers who complained in teaching Economics in school because they perceive that Economics subjects are less interesting and boring for the students he teaches, (2) Myth Economics students that teachers are less authoritative when compared to teachers of mathematics, science and English, because according to the students' lack of Economics subjects to continue to support the science high school that felt less important, (3) the Economics subject that are considered difficult by students due to lack of empirical certainty easily seen in everyday life.

Planning is a process of arrangement to implement and to achieve the intended purpose. Implementation of those plans based on the needs of a particular period in accordance with the wishes of the planning maker. But more important is that planning should be carried out easily and can be targeted. Moreover, in planning for student learning economy consists of students who have the characteristics of gifted children.

Economics Instruction is an integral part of the Social Sciences and it should be pursued through the planning of learning a good economy in order

¹¹⁷Departemen Pendidikan Nasional, (Jakarta: Pusat Kurikulum, Balitbang Depdiknas, 2003) Hal. 5

to influence the selection, decisions, and the development of student life. Therefore, a teacher should possess the ability to develop Economics methods of professional learning.¹¹⁸

Research conducted by Mabruroh year 2011 revealed that the load of the Accelerated Program curriculum materials uses the same curriculum as like in regular, but having differences with the accelerated program, the difference lies in the rearrangement structural of the teaching program in a shorter time allocation. This accelerated program will make a standard curriculum that is usually taken by high school students in three years to two years. In the first year, students will study the entire material of class 1 plus a half of material of class 2. In the second year, they will teach the material class 2 remaining and the whole matter of class 3. It is adjusted to the characteristics and needs of the students who have exceptional intelligence and talent.¹¹⁹

The rearrangement of the standard curriculum learning program that is usually given to the allocation of nine cawu into six cawu is done without reducing the content curriculum. The key is located on an analysis of curriculum materials with tailor-made academic calendar. As is known, for highly talented students who are not all standard curriculum materials need to be delivered by face to face, but they can learn it themselves, therefore any teacher who teaches in acceleration class is necessary to first analyze the

¹¹⁸Muhaimin dkk, *Paradigma Pendidikan Agama Islam Upaya Mengefektifkan Pendidikan Agama Islam*. Bandung, (Surabaya: Karya Anak Bangsa, 1996), p.185

¹¹⁹Mabruroh. 2011. *The Management of the Accelerated Program at State Islamic Senior High School of Malang 1*. Thesis Department of Islamic Education Program Islamic Religious Education S1 Islamic State University Maulana Malik Ibrahim Malang. p. 106

subject matter to determine the material properties and non-essential and essential.¹²⁰

In addition, Research conducted by Nur Azizatul Fitriyah year 2011 revealed that Islamic religious education lesson plan on an accelerated program SMA Negeri 1 Malang, overall almost the same but has many differences with the teaching of Islamic Education in the regular program, and the difference is a curriculum developed by the differentiation of the compacting materials deemed essential. Re setting the standard curriculum learning programs that are usually given to the allocation of nine quarterly to six cawu done without reducing the content of the curriculum. The key lies in the analysis of curriculum materials with tailor-made academic calendar.¹²¹

Almost the same as previous studies, from the data obtained in the field, planning of Economics instruction in Accelerated Programs at SMAN 3 Malang, overall almost the same but have different learning on the economy in the regular program, the difference is the presence of compacting material with compression / allocating less time. If in regular courses in one semester there 18-20 meetings but in the accelerated program only 10-12 meeting, or about four months of the rose is included daily repetition.

In Economics lesson planning in an accelerated program all set up with maximum learning device, such as an effective weekend, the annual program,

¹²⁰*Ibid.*, p.107

¹²¹Nur Azizatul Fitriyah. 2011. *Efektifitas Pembelajaran Pendidikan Agama Islam Pada Program Akselerasi SMA Negeri 1 Malang*. Thesis Department of Islamic Education Program Islamic Religious Education S1 Islamic State University Maulana Malik Ibrahim Malang. p. 122

the semester program, syllabus and lesson plans. In determining, the effective acceleration week's teachers will be guided by the calendar made vice education curricula continue to make an annual program and the program semester.

So overall curriculum used in the accelerated program is not much different from the curriculum used in the regular program. This requires careful planning and design in modifying variables in the learning economy accelerated classes, in order to achieve high quality output in accordance with the desired goals.

B. The Implementation of Economics Instruction in Accelerated Program at SMAN 3 Malang

Learning activities program directed acceleration approach to the establishment of the learning process, complete (Mastery Learning). Learning strategies learning program aims at developing science and technology and Economics issues linked to the events and everyday life, especially those that occur in the environment of individuals, households, communities and nations.¹²²

This stage is the implementation phase or design phase of the planning application has been made of teachers, the nature of the implementation phase is the operational activity of learning itself.

¹²²Wahidmurni, *Pengembangan Kurikulum Ilmu Pengetahuan Sosial (IPS) & Ekonomi di Sekolah / Madrasah*, (Malang: UIN-MALIKI Press, 2010), p. 73

For these purposes, the process of learning implementation economy should be tailored to the characteristics of gifted children. The most appropriate teaching methods according Akbar is learning-oriented methods in inductive thinking, divergent, and evaluative. Rote in the accelerated program should be prevented by giving emphasis on discovery-oriented techniques and inductive approach.¹²³

Corresponding acceleration characteristics of students, learning methods on student acceleration Economics teachers must use methods that provide opportunities for students so that they can think, can find problems, and solve them, through effective and efficient learning.

Research conducted by Mabruroh year 2011 revealed that in the implementation of teaching and learning activities (KBM), it is a core activity in education. In MAN Malang 1, in general there is no difference between teaching and learning in regular classes with the accelerated program, but if there is further seen the differences. Based on the observations and observations conducted by researchers in acceleration class, one thing that is different from the regular classroom is an accelerated program number of learners who participated in this program no more than 20 (twenty) participants in one class. With a small number of learners possible learning conditions and atmosphere more conducive to the realization of the learning

¹²³Reni Akbar-Hawadi (Ed), *Akselerasi: A-Z Informasi Program Percepatan Belajar*, (Jakarta: Grasindo Widiararana Inonesia, 2004), p. 126

process is complete, comfortable and allows students more flexibility to master the subject matter.¹²⁴

Method of learning in the Accelerated Learning recognizes that each individual has a personal way of learning options that fit with the character himself. Therefore, when a person learns to use the techniques to suit his personal learning style, it means he has studied with the most natural way for them. Because, who naturally becomes easier and easier to be faster, that's why Colin Rose and Malcolm J. Nicholl called the way of faster learning that suits the theory of Colin Rose, MAN Malang 1 in determining the method of learning more emphasizing directed at the student center on tailored to the characteristics of the student acceleration.¹²⁵

Several approaches were developed in the teaching and learning activities in accelerated classes in Malang MAN 1 are as follows: (1) Face-to-face learning activities are conducted through face to face directly between teachers and students both inside and outside class, discuss the materials widely depth. (2) Module other than through face-to-face learning activities are also conducted through the module, namely by providing study materials essential to the curriculum subject compiled detailed and systematic with the examples and an evaluation sheet that is done independently by students. In this strategy, teachers only act as an evaluator and facilitator. (3) Tutorial learning activities that focus the discussion of the subject matter has not been

¹²⁴Mabrurroh, *Op. cit.*, p. 107

¹²⁵Rose, Colin dan Nicholl, Malcolm J. 2002. *Accelerated Learning For The 21st Century: Cara Belajar Cepat Abad 21*. Bandung: Nuansa.

understood the students with the guidance of teachers or other students who have mastered the material.

Besides that, the learning activities are conducted individually or in groups without teacher guidance. This activity can be done in library by reading books or searching for information via the Internet, or treated at home. The learning activity approach as described above are directed to the complete realization of the learning process (mastery-learning). So it can spur students to be active and creative in accordance with each of their talent, interest, ability and with attention to the harmony and balance among: the learning dimension purpose, holistic capacity, systemic and imaginative, and deductive inductive thought training, integrated science and technology development and IMTAQ.¹²⁶

In the implementation of accelerated learning Economics in SMAN 3 Malang program is progressing as planned. From the data obtained in the field turned out to be a lot of students are active and enthusiastic for teaching and learning activities take place, as well as a medium of Economics lessons for students to compete on the understanding and ability to relate material with the realities of life.

As is known, for intellectually gifted students with high talent, not all of the standard curriculum materials need to be submitted in the form of face-to-face or by studying the same rhythm with regular students. The material can be easily replaced with a task or independent study that is equipped with a

¹²⁶Mabrurroh, *Op. cit.*, p. 109

learning module that is devoted to the characteristics and needs of gifted students.

In the delivery of material economy, teachers are always linked with the phenomenon / events. This is done in order to direct the learners to care for the environment. It is also done to facilitate students' understanding of the material, although delivered quickly and explanations are limited to the essentials of discussion only.

One informant from among the students named Salma Sabita Zenritami says that Economics lessons on learning in accelerated classes so fun, not boring and monotonous always described the theory in the book alone. In the learning economy, Ms. Yuni told students and practice, and as explained Ms. Yuni playfully invites all students so tense atmosphere in the class.

It reveals that in learning a very solid and fast by stacking two or three basic competence in a meeting at the same time, Economics teaching all students effectively and in a state that is responsive, active, and enthusiastic. That is, not too many problems faced by students while understanding the Economics subjects in an accelerated program.

Also from the data acquired in the field of Economics teachers deliver material with great seriousness by using varied methods such as role-play, small group discussions, and problem solving, and he was well aware of the material presented thoroughly. Naturally, Economics teacher can be said very senior, he has over 20 years teaching the subjects of Economics in SMAN 3 Malang. Teaching experience is what makes the economy look featured

expert teachers in delivering the material very quickly and densely. He was familiar with all such discussions in the subjects of Economics. And then the teacher of Economics is looking for actual information on developmental learning and the economy looking good example in learning.

The learning process not only in the classroom but also outside the classroom (outdoor learning) see firsthand the Economics activities in society. Its function is to make students more motivated in learning activities economy.

Tidak ada gading yang tak retak. Everything ability of teachers is very good at presenting the material was very good delivery when viewed from the side of experience and mastery of subject material economy. however, when viewed from the side of the present, ie, information-based learning, communication, and technology (ICT) in learning the lessons delivered by teachers Economy does not involve technology as a medium of learning.

C. The Assessment of Economics Instruction in Accelerated Program at SMAN 3 Malang

In the accelerated program of continuous assessment and ongoing to obtain information about students' progress and success. At each stage of evaluation of learning. This evaluation is intended to obtain information about student achievement and progress. At each stage or unit of learning that success is based on certain criteria (completeness level learning), the results of this evaluation is used as a basis for pushing students to determine who

should proceed to the next matter and students who have not reached the thoroughness get repairs (remedial).¹²⁷

Remedial is teaching and learning activities that are intended to help students understand study materials or subjects to achieve a specified minimum level of mastery.¹²⁸ After remedial implemented, carried out a re-evaluation of the results can be used to determine whether the student in question has managed to achieve the required level of mastery to be able to continue the matter further. If the evaluation results after remedial not always in accordance with the requirements specified for most subjects, it is necessary to consider the possibility to return to the regular program.

Broadly speaking, the evaluation results can be used to determine the grade increases, program development and refinement of service learning activities and other services such as activities outside class useful for aligning and develop maturity of the students.¹²⁹

Basically the program evaluations used in the evaluation of acceleration equal to the regular program, which is to measure the achievement of (absorption) material. In the accelerated learning program should be studied thoroughly in line with the principle. The evaluation system is in accelerated

¹²⁷Utami Munandar, *Mengembangkan bakat dan Kreativitas Anak Sekolah Penuntun Bagi Guru dan Orang Tua*, (Jakarta: Gramedia, 1992), p. 4

¹²⁸Keputusan Menteri Pendidikan dan Kebudayaan No. 061U/1993. *Tentang Sekolah Menengah Umum*. Jakarta: Y TNI dan Dharmabhakti.

¹²⁹Utami Munandar, *op.cit.*.

classes including formative evaluation or daily tests, summative evaluation or general tests and the National Final Objective.¹³⁰

In the learning process in the classroom Economics Acceleration Ms. Sri Wahyuni (Teacher of Economics program acceleration) using the daily repetition and student activity when the learning process in the classroom. And if there are students who do not achieve the KKM will take remedial or enrichment teacher KKM accelerated program is Economics program is 80.

In this case, the researchers also conducted interviews with three students of class X Economics accelerated program, the synchronization between the material presented in class teacher evaluation and the result is a synchronous acceleration, as well as documentation of research has been done on an accelerated program student learning outcomes, and the results are very good. Average raport ood semester class-X accelerated program is 81 and highest score is 87.

¹³⁰Sutrisno, *Revolusi Pendidikan di Indonesia*, (Yogyakarta: Ar-Ruzz, 2005), p. 152

CHAPTER VI

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in Chapter V, it can be summed up as follows:

- 1) Planning Economics instruction in an accelerated program at SMAN 3 Malang, include: prepare academic calendar, annual program, semester program, syllabus and lesson plan. Accelerated program at SMAN 3 Malang using KTSP curriculum adopted and adapted from the Cambridge curriculum with material compaction and compression time is shorter than the regular program, as well as analysis of curriculum materials based on academic calendar in the accelerated program.
- 2) Implementation of Economics instruction in an accelerated program is divided into two learning strategies, namely 1) learning strategy implemented in the classroom dispose of material compaction. 2) learning outside the classroom with a self-learning method as enrichment with a special module materials economy accelerated program.
- 3) Assessment of Economics Instruction in Accelerated Program at SMAN 3 Malang is very good, average raport ood semester class-X accelerated program is 81 and highest score is 87. The evaluation system is in accelerated classes including formative evaluation or daily tests, summative evaluation or general tests and the National Final Objective. The material presented in class with teacher evaluation is synchronous.

B. Suggestion

From the results obtained, the authors provide suggestions or feedback that might be useful for institutions that become the object of research is in SMAN 3 Malang especially those concerned about: The Economics instruction in Accelerated Program at SMAN 3 Malang.

For the educator:

1. Remembering different acceleration students with the regular students own the intelligence and giftedness in general, it is ideally required a different academic activities.
2. The teachers should be skilled at managing the classroom with the students of different abilities, classroom management that respects individual differences.
3. Teachers could be required to use a variety of learning methods are more varied with the characteristics of students and subjects. Such as the application of jigsaw learning method in an effort to increase the effectiveness of student learning.
4. Teachers are required to be more creative in utilizing infrastructure and in selecting appropriate learning media and support.
5. Should recommend the teachers not stuck using only textbooks. However, the creative and innovative in the improvement in using literature and learning resources that support. Such teachers can use the supplied LCD and making video lessons according to the lesson topic.

For institutions:

1. Continue to maintain the Accelerated Programs that have been existed, remember that the importance of special services that fit the needs of learners who have high intelligence and giftedness.
2. More selective in choosing teachers for the Accelerated Program professionals and competent as well as skilled in accordance with their field, then choose the teacher as learning agent that is capable of being a facilitator, motivator and inspiration for learners. Then selecting teachers who are able to master the lessons are widely sesuai with content standards and the education unit program that is able to master the concepts and methods of scientific disciplines, technology conceptually.
3. Schools can make a variety of extracurricular programs such as "live-In" social camp, field trips, and competitions between classes. Expected Accelerated Program that enables students to know and mingle with regular students, and even to develop solidarity that does not arise in the school groups.

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APPENDIX 1



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Thesis Title : **The Economics Instruction in Accelerated Program at SMAN 3 Malang**

No	Date	Material of Consultation	Signature of Advisor	
1.	October, 9 th 2012	Revision of title and chapter 1	1.	
2.	October, 1 th 2012	Consultation of chapter II		2.
3.	October, 23 th 2012	Revision of Chapter II	3.	
4.	November, 8 th 2012	Consultation of Chapter III and Research Instrument		4.
5.	November, 12 th 2012	Revision of chapter III and Research Instrument	5.	
6.	December, 8 th 2012	Consultation of Chapter IV		6.
7.	December, 11 th 2012	Revision of Chapter IV	7.	
8.	March, 16 th 2013	Consultation of Chapter V		8.
9.	March, 18 th 2013	Revision of Chapter V	9.	
10.	March, 21 th 2013	Consultation of Chapter VI		10.
11.	March, 23 th 2013	Revision of Chapter VI	11.	
12.	March, 25 th 2013	Thesis Agreement		12.

Malang, April, 15th 2013

Regarded,

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APPENDIX 2



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ISO 9001:2008

SURAT KETERANGAN PENELITIAN

Nomor : 0.70/781/35.73.307/sman3mlg/2012

Yang bertanda tangan di bawah ini Kepala SMA Negeri 3 Malang, menerangkan bahwa mahasiswa dengan identitas dibawah ini :

Nama : GIAN RESTIN DYAH NINGRUM
NIM : 09130003
Jenjang/Prodi/Jurusan : S1 / PENDIDIKAN IPS
Univ./ PT. : UIN MALIKI MALANG

yang bersangkutan telah mengadakan penelitian/observasi ilmiah di SMA Negeri 3 Malang berkaitan dengan tugas akademisnya, dengan keterangan sebagai berikut :

Judul/ Tema Penelitian : *EFFECTIVENESS OF ECONOMIC LEARNING PROCESS IN ACCELERATION PROGRAM AT THE PUBLIC SENIOR HIGH SCHOOL 3 MALANG*
Waktu Penelitian : OKTOBER - DESEMBER 2012
Pemandu Lapangan : SRI WAHYUNI, Dra.

Demikian keterangan ini untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Malang
Pada tanggal : 28 Nopember 2012
Kepala Sekolah,



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APPENDIX 3



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REKOMENDASI

Nomor : 070 / 2089 / 35.73.307 / 2012

Menunjuk surat dari Dekan Fakultas Tarbiyah Universitas Islam Negeri Maulana Malik Ibrahim Malang tanggal 28 September 2012 Nomor Un.3.1/TL.001/1422/2012 Perihal : Permohonan Ijin Penelitian, maka dengan ini kami berikan ijin untuk melaksanakan kegiatan dimaksud kepada :

1. Nama : Gian Restin Dyah Ningrumi
2. NIM : 09130003
3. Jenjang : S 1
4. Jurusan : Pendidikan IPS
5. Tempat : SMA Negeri 3 Kota Malang
6. Waktu Pelaksanaan : Oktober s.d Desember 2012
7. Judul : Effectiveness of Economic Learning Process in Acceleration Program at the Puiblic Senior High School 3 Malang

Dengan Ketentuan :

1. Dikoordinasikan sebaik – baiknya dengan Kepala Sekolah ybs;
2. Tidak Mengganggu proses belajar – mengajar;
3. Berlaku selama tidak menyimpang dari peraturan;
4. Selesai melaksanakan penelitian / Observasi / KKL / KKN, wajib menyampaikan laporan kepada Kepala Dinas Pendidikan Kota Malang.

Demikian untuk dilaksanakan sebagaimana mestinya.


 10 Oktober 2012
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2. Yth. Ka. Jur. Pend. IPS UIN MALIKI Malang
3. Yang Bersangkutan

APPENDIX 4



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 Perihal : **Penelitian**

28 September 2012

Kepada:
 Yth. Kepala SMA Negeri 3 Malang
 di
 Malang

Assalamu'alaikum Wr. Wb.

Kami mengharap dengan hormat agar mahasiswi di bawah ini:

Nama : Gian Restin Dyah Ningrum
 NIM : 09130003
 Fakultas/Jurusan : Tarbiyah/Pendidikan IPS (Ekonomi)
 Semester/ Th. Ak : Ganjil, 2012/2013
 Judul : Effectiveness of Economic Learning Process in
 Acceleration Program at the Public Senior High
 School 3 Malang

dalam rangka menyelesaikan Penyusunan Skripsi, yang bersangkutan mohon diberikan izin/ kesempatan untuk mengadakan penelitian di lembaga/ instansi yang menjadi wewenang Bapak/ Ibu.

Demikian atas perkenan dan kerjasama Bapak/Ibu disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.


Dr. H. M. Zainuddin, MA
 NIP. 19620507 199503 1 001

Tembusan :

1. Yth. Ketua Jurusan P.IPS
2. Arsip



APPENDIX 5**ACCELERATION PROGRAM PROFILE SMAN 3 MALANG**

SMAN 3 Malang began in 2002/2003 has opened Acceleration Program and graduating seven armed like the following table:

Force Year	Year of Graduation	Number of Students	Percentage Graduation	Program		Received in PTN		Information
				IPA	IPS	PMDK	SNMPTN	
2002/2003	2004	26	100%	24	2	5	23	Received at State Universities Favorites.
2003/2004	2005	16	100%	16	-	5	11	Received at State Universities Favorites.
2004/2005	2006	24	100%	24	-	2	22	Received at State Universities Favorites.
2005/2006	2007	14	100%	14	-	7	7	Received at State Universities Favorites.
2006/2007	2008	17	100%	17	-	13	4	Received at State Universities Favorites.
2007/2008	2009	25	100%	25	-	17	8	Received at State Universities Favorites.
2008/2009	2010	17	100%	17	-	9	8	Received at State Universities Favorites..
2009/2010	2011	20	100%	20	-	9	11	Received at State Universities Favorites.
2010/2011	2012	13	100%	13	-	5	8	Received at State Universities Favorites.

APPENDIX 6**ACCELERATION PROGRAM STUDENT DATA RECEIVED IN HIGHER
EDUCATION**

Force Year : 2010/2011
Graduating Year : 2012
Number of students : 13 students
Graduation Percentage : 100%
Percentage accepted at universities : 100%

NO	NAME	L/P	NAME COLLEGE	DEPARTMENT
1	AHMAD RAFSANJANI	L	UB	DENTISTRY
2	ARYA ADI WICAKSANA	L	UNPAD	PSYCHOLOGY
3	BAMBANG ALIBOWO	L	UI	INFORMATION SYSTEM
4	BELINDA RIZKI SEPTARINA	P	ITB	FTI
5	FITRI IKRIMAH PUTRI	P	UB	NUTRITION
6	HELNIDA ANGGUN M	P	UB	EDUCATION DOCTOR
7	JOAN FITRIA RACHMADANI	P	ITB	SAPPK
8	MERIKO DIAN CANDRA IWANA	L	UB	CITY REGIONAL PLANNING
9	NAUFAL HENDRATA PRATAMA	L	UI	ARCHITECTURE
10	NIKKO CAESARIO MAULIDY SUSILO	L	UGM	MEDICAL
11	NINDY ARI ALYSIA HANDANA	P	ITS	CHEMICAL ENGINEERING
12	RISNU ARDIAN	L	UNS	EDUCATION DOCTOR
13	SISWANTO ADI WIJANARKO	L	ITS	CIVIL ENGINEERING

APPENDIX 7

**RAPORT ODD SEMESTER
X-ACCELERATION
ACADEMIC YEAR 2012/2013**

No	No. Student	NAME	EKONOMIC	
			PPK	Attitude
1	17225	AREN WIJANARKO EKO PUTRO	75	B
2	17292	FARAHYAH 'ALIMA	82	A
3	17306	GABRIELA HENDRA FIORENTINA	82	A
4	17314	GILANG RIZAL AFDHOLY	84	A
5	17320	HILYA ITSNAIN MUMTAZA	81	B
6	17321	ILHAM AKBAR ADI SATRIYA	80	A
7	17339	KOYUKI ATIFA RAHMI	87	A
8	17345	M. HAFIDZ RAHMAN	80	A
9	17350	MARIA PRADNYA PARAMITA	80	A
10	17370	MUHAMMAD NAZHIF HAYKAL	83	A
11	17371	MUHAMMAD NURVE ASSADUDDIN A.	75	A
12	17376	NAADIYAH WIDYADHANA PERTIWI	80	A
13	17383	NADIAH SALSABILA NOSLA	84	A
14	17412	NURESI RANTRI DESI WULAN NDARI	87	A
15	17415	NYSA CAESAR SASANDIANA	83	A
16	17436	RESIAYU KINASIH PANGASTUTI	85	A
17	17442	RIFQY ADWIN HAFIZSYAH	75	A
18	17456	SADDHANA ARTA DANISWARA	75	B
19	17459	SALMA LABITA ZENRITAMI	81	B
20	17467	SAVANNAH QUILA THIRZA	80	B
21	17493	VIVID VIGAR YULETO	81	B
22	17503	YUDA SATRIA SYAIFI	81	B
AVERAGE			81	
HIGHEST			87	
LOWEST			75	

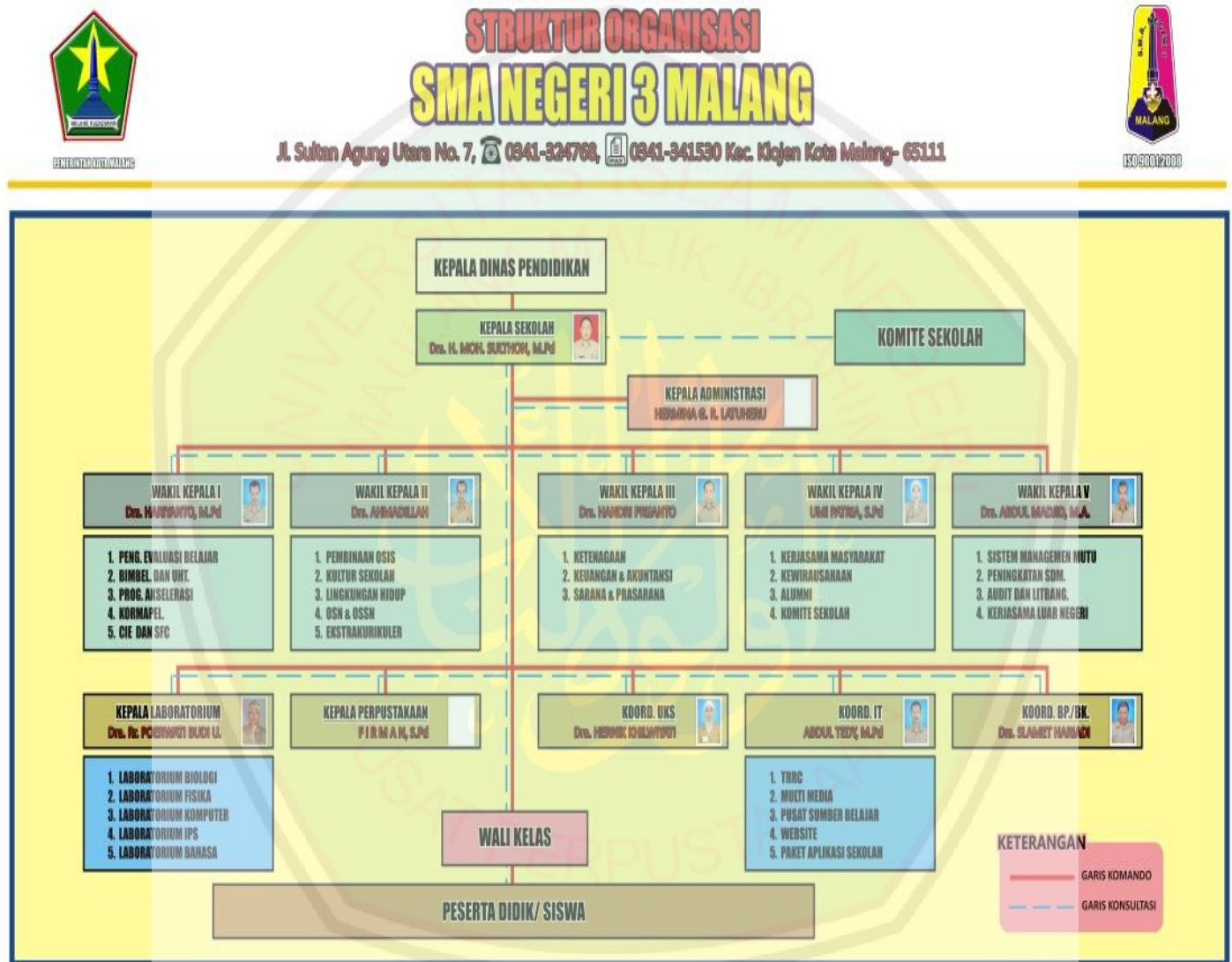
APPENDIX 8

STUDENT ACHIEVEMENT DATA SMAN 3 MALANG

YEAR 2010-2012

NO	NAME	ACHIEVEMENT	YEAR	LEVEL
1	Nayla Rahmadani	2 Speech Contest Champion	2010	District/City
2	Mushonifun Faiz	1st Place Poetry Competition Duo	2010	District/City
3	Mushonifun Faiz	Islamic Quiz Competition	2010	District/City
4	Hamzah Syaiful H	Environmental Quiz Contest	2010	District/City
5	Kurnia Ayu Safitri	Read Poetry Contest	2010	Province
6	Steven Lukas	Quiz CIBI	2010	National
7	Nayla Rahmadani	2 Speech Contest Champion	2010	District/City
8	Mushonifun Faiz	1st Place Poetry Competition Duo	2010	District/City
9	Della Rahmانيar	3 Indonesian champion Science Olympiad	2011	National
10	Suko Wahyu	3rd Place Band Festival	2011	District/City
11	Chyintia	Champion 2 Dance Competition	2011	Province
12	R. Aryo Tri Adi Mukti	Gold Medal OSN Astronomy	2012	National
13	Rabid Yahya Putradasa	Medal OSN Biology	2012	National
14	Clearista El Sura J.	Bronze Medal OSN Earth	2012	National
15	R. Aryo Tri Adi Mukti	Rank 2 OS Astronomy	2012	Province
16	Anada Raiz	Rank 1 OS Earth	2012	Province
17	Clearista El Sura J.	Rank 3 OS Earth	2012	Province
18	Rabid Yahya Putradasa	Rank 1 OS Biology	2012	District/City
19	Nur Qosim Gozali	Rank 2 OS Astronomy	2012	District/City
20	Katrina Rahmadewi H.	Rank 1 OS Biology	2012	District/City
21	Ni Made Ayudita A.	Rank 3 OS Biology	2012	District/City
22	R. Aryo Tri Adi Mukti	Rank 1 OS Astronomy	2012	District/City
23	Defara	Rank 2 OS Physics	2012	District/City
24	Cyndi Ramadhana	Rank 3 OS Earth	2012	District/City
25	Adam Adila	2 Ubaya Cup Champion Basketball	2012	Province
26	Adam Adila	1st FE UM Basketball	2012	District/City
27	Adry Arisgraha	Popda Basketball Team	2012	District/City
28	Iqbal Satya Bimantara	Popda Basketball Team	2012	District/City
29	Dicko Freedo	Popda Basketball Team	2012	District/City
30	Erina Humairah	Popda Basketball Team	2012	District/City
31	Ristya	Popda Basketball Team	2012	District/City
32	Eldo Eldining	Popda Basketball Team	2012	District/City
33	Kurnia Ayu Safitri	Champion 2 Read Poetry FLS2N	2012	National
34	Radita Ahadunnisa	Competition Jamboree caricature Cooperative	2012	National
35	Mushonifun Faiz	Speech Contest 3rd Place Jamboree Cooperative	2012	National

APPENDIX 9







APPENDIX 10

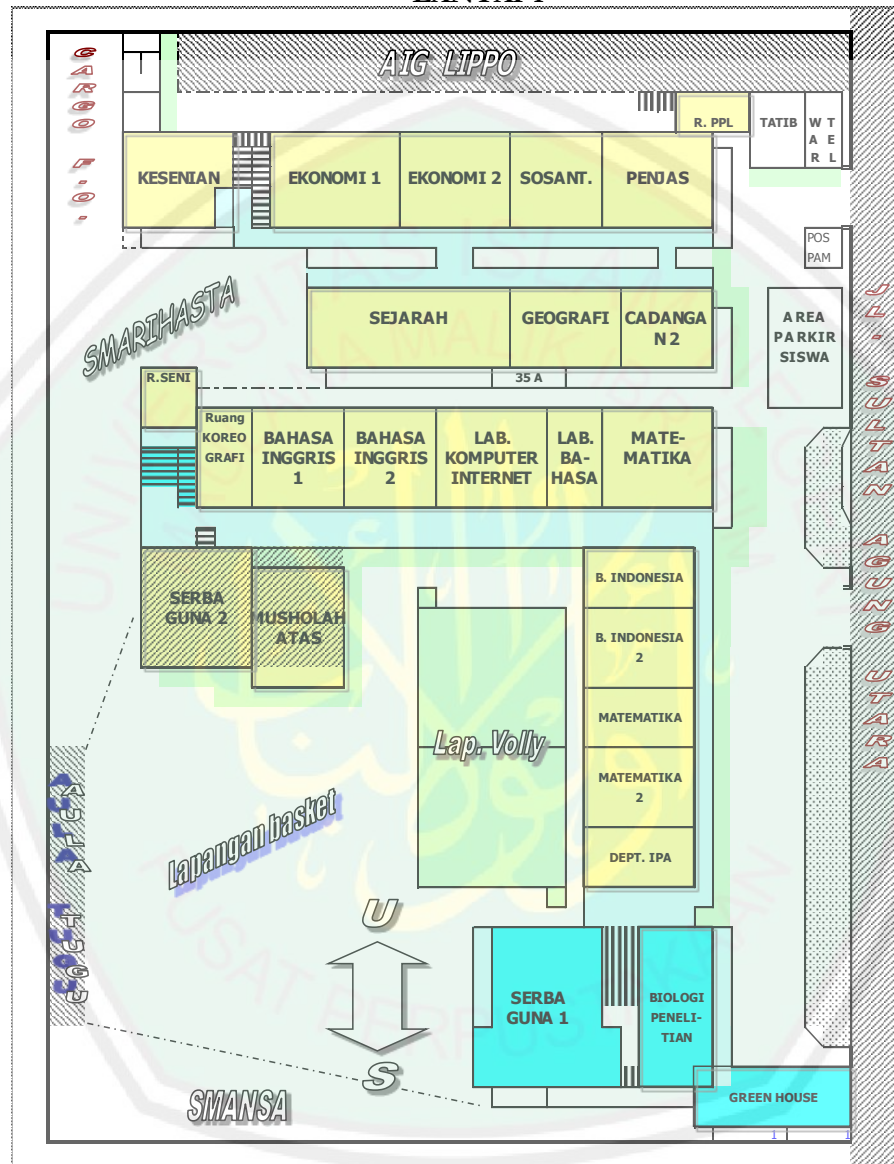
**DENAH SEKOLAH
SMA NEGERI 3 MALANG
LANTAI DASAR**



KETERANGAN :

 KOLAM IKAN	 TANGGA	 TAMAN	 TERAS
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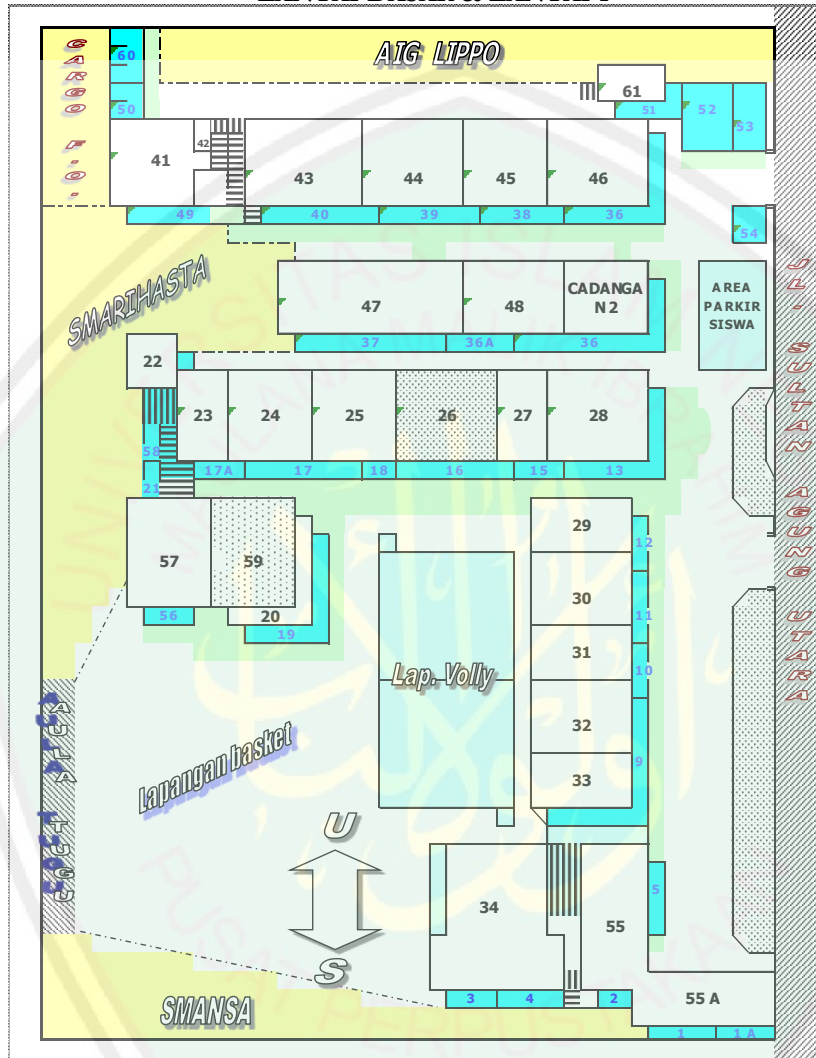
**DENAH SEKOLAH
SMA NEGERI 3 MALANG
LANTAI 1**



KETERANGAN :

 LANTAI DASAR	 LANTAI 1
 BATAS WILAYAH	 TANGGA
 JALAN ARTERI KOTA	 TAMAN
 WILAYAH NON SMA 3	 TERAS

**DENAH SEKOLAH
SMA NEGERI 3 MALANG
LANTAI DASAR & LANTAI 1**



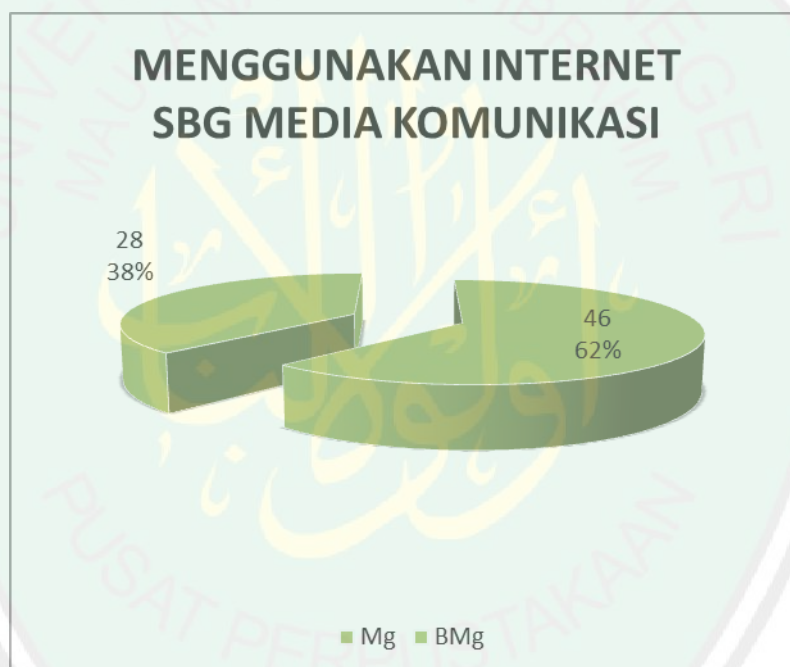
1 R. KOPSIS/ KOPMA	16 R. BIOLOGI	31 R. MATEMATIKA 2	46 R. SOS/ANTRO
2 R. UKS	17 LAB. BIOLOGI	32 R. MATEMATIKA 3	47 R. SEJARAH
3 R. WAKASAR	18 R. WAKASIS	33 R. MATEMATIKA 4	48 R. GEOGRAFI
4 R. OSIS	19 MUSHOLLAH A	34 R. SERBAGUNA 1	49 KANTIN
5 R. BP/ BK	20 MUSHOLLAH 1	35 LAB. KIMIA	50 GUDANG
6 R. IBADAH	21 R. BX-4	36 R. KIMIA	51 KM/GANTI SISWA
7 KM./GANTI SISWA PI.	22 R. KESENIAN	37 LAB. FISIKA	52 R. TATIB
8 KM. GURU & KARY.	23 R. KOREOGRAFI	38 R. FISIKA 1	53 WARTEL
9 R. GURU	24 R. B. INGGRIS 1	39 R. FISIKA 2	54 POS SATPAM
10 R. WAKAHUM/R. PIKET	25 R. B. INGGRIS 2	40 R. PPKn.	55 GREEN HOUSE
11 R. INTERNET/ ICT	26 LAB. KOMPUTER	41 PERPUSTAKAAN	56 R. ELEKTRO
12 R. WAKAKUR	27 LAB. BAHASA	42 GUDANG PERPUS.	57 R. PERPUS
13 R. TATA USAHA	28 R. MATEMATIKA 1	43 R. EKONOMI 1	58 R. GUDANG
14 R. KEPALA TU.	29 R. B. INDONESIA 1	44 R. EKONOMI 2	59 LAB. KOMPUTER 2
15 R. KEPSEK	30 R. B. INDONESIA 2	45 R. SOS.&ANTRO	60 TOILET SISWA

APPENDIX 11

LABOR STATISTICS DATA AND EDUCATORS

SMAN 3 MALANG

	JUMLAH TENAGA PENDIDIK BERDASARKAN			
KATEGORI	JENIS KELAMIN		STATUS KEPEGAWAIAN	
VARIABEL	L	P	PNS	GTT
JUMLAH	34	40	56	18
TOTAL	74		74	



KETERANGAN				
L	LAKI-LAKI			
P	PEREMPUAN			
PNS	PEGAWAI NEGERI SIPIL			
GTT	GURU TIDAK TETAP			
Mg	Menggunakan Internet sbg. Media Komunikasi			
BMg	Belum Menggunakan Internet sbg. Media			

APPENDIX 12

TEACHING INSTRUMENTS OF ADAPTED CURRICULUM

(National Curriculum and Cambridge Curriculum)

SMAN 3 MALANG

ACADEMIC YEAR 2012/2013

**DAFTAR KEGIATAN DAN HARI LIBUR
TAHUN PELAJARAN 2012/2013**

No	Tanggal	Kegiatan/Hari Libur
1	24 Desember 2012 s.d. 5 Januari 2013	Libur Akhir Semester Ganjil TP 2012/2013
2	24 Juni s.d. 13 Juli 2013	Libur Akhir Semester Genap TP 2012/2013
3	19 s.d. 21 Juli 2012	Libur Permulaan Puasa
4	13 Agustus s.d. 25 Agustus 2012	Libur Sekitar Idul Fitri
5	9 s.d. 11 Juli 2012	Masa Pengenalan Lingkungan Sekolah
6	9 Juli 2012	Hari Pertama Masuk Awal Semester
7	10 s.d. 15 September 2012	UTS Mandiri Gasal Kls X & Genap Kls XI
8	10 s.d. 15 Desember 2012	UTS mandiri Gasal Kls XII
9	7 s.d. 12 Januari 2013	UTS Mandiri Genap Kls X
10	8 s.d. 13 April 2013	UTS Mandiri Gasal Kls XI
11	22 s.d. 31 Oktober 2012	UAS Gasal Kls X & UKK genap Kls XI
12	14 s.d. 19 Januari 2013	UAS Gasal Kls XII
13	18 s.d. 25 Pebruari 2013	UKK Genap Kls X
14	3 s.d. 12 Juni 2013	UAS Gasal Kls XI
15	4 s.d. 11 Maret 2013	Perkiraan Ujian Sekolah Tulis (US Tulis)
16	15 s.d. 18 April 2013	Perkiraan Ujian Nasional (UN)
17	25 s.d. 31 Januari 2013	Ujian Sekolah Praktik (US Praktik)
18	10 Nopember 2012	Pembagian LHB Gasal Kls X & Kenaikan Kelas XI
19	24 Januari 2013	Pembagian LHB Gasal Kls XII
20	2 Maret 2013	Pembagian LHB Genap Kls X
21	22 Juni 2013	Pembagian LHB Gasal Kls XI
22	24-26 Sept 2012 dan 13-15 Maret 2013	Tryout UTS Mapel Ciri khas (Tetap KBM)
23	3-5 Des 2012 dan 27-29 Mei 2013	Tryout UAS/UKK Mapel Ciri khas (Tetap KBM)
24	24-26 Oktober 2012	Kegiatan Tengah Smt Gasal (BEDHOL)
25		Kegiatan Tengah Semester Genap
26	08 Agustus 2012	Hari Ulang Tahun SMA Negeri 3 Malang
27	24-26 Juli 2012	Pondok Ramadhan
28	13 Oktober 2012	PSCS (Pagelaran Seni Citra Smanti)
29		B-FAM DAY
30		B-NIGHT

**DAFTAR HARI LIBUR NASIONAL
TAHUN PELAJARAN 2012/2013**

No	Tanggal	Hari Libur Besar Nasional
1	17 Agustus 2012	Proklamasi Kemerdekaan RI
2	19-20 Agustus 2012	Hari Raya Idul Fitri 1433H
3	26 Oktober 2012	Hari Raya Idul Adha 1433 H
4	15 November 2012	Tahun Baru Hijriah 1434 H
5	25 Desember 2012	Hari Raya Natal 2012
6	1 Januari 2013	Tahun Baru Masehi 2013
7	24 Januari 2013	Maulid Nabi Muhammad SAW
8	10 Februari 2013	Tahun Baru Imlek 2564
9	12 Maret 2013	Hari Raya Nyepi Tahun Saka 1935
10	29 Maret 2013	Wafat Isa Almasih
11	9 Mei 2013	Kenaikan Isa Almasih
12	25 Mei 2013	Hari Raya Waisak 2556
13	8 Juni 2013	Isra' Mi'raj Nabi Muhammad

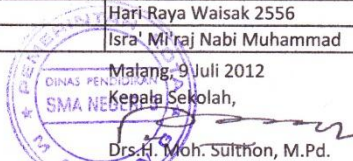
CATATAN:

Kls XII Akselerasi semester genap,
Jadwal mengikuti kls reguler.

Malang, 9 Juli 2012

Kepala Sekolah,

Drs. H. Moh. Sulthon, M.Pd.



**DETAILS WEEK SEMESTER EFFECTIVE
ACADEMIC YEAR 2012/2013**

SUBJECT : Economic
CLASS / PROGRAM : X / Acceleration

I. WEEK OF THE SEMESTER

NO	MONTH / TOTAL OF WEEK			
	SEMESTER 1		SEMESTER 2	
1	JULY	3 WEEK	JANUARY	4 WEEK
2	AUGUST	5 WEEK	FEBRUARY	4 WEEK
3	SEPTEMBER	4 WEEK	MARCH	4 WEEK
4	OCTOBER	4 WEEK	APRIL	4 WEEK
5	NOVEMBER	5 WEEK	MAY	5 WEEK
6	DECEMBER	3 WEEK	JUNE	3 WEEK
7	JANUARY	0 WEEK	JULY	0 WEEK
	TOTAL	24 WEEK	TOTAL	24 WEEK

II. WEEK OF INEFFECTIVE

NO	ACTIVITY	SEMESTER 1	SEMESTER 2
1	MPLS	1 WEEK	0 WEEK
2	FINAL TEST / UKK	1 WEEK	1 WEEK
3	SCHOOL EXAM	0 WEEK	1 WEEK
4	NATIONAL EXAM	0 WEEK	1 WEEK
5	TEST CENTER SEMESMTER	1 WEEK	1 WEEK
6	FASTING AND HOLIDAY	3 WEEK	-WEEK
7	BACKUP	2 WEEK	2 WEEK
	TOTAL	8 WEEK	6 WEEK

III. EFFECTIVE NUMBER OF WEEK (TOTAL I MINUS II)

SEMESTER 1	SEMESTER 2
16 WEEK X 2 JP = 32 JP	18 WEEK X 2 JP = 36 JP

Regarded,
Head of School

Malang, June, 23th 2012
Teacher's Lesson

Drs. H. Moch Sulthon, M.Pd
NIP. 19580101 198303 1 035

Dra. Sri Wahyuni
NIP. 19601030 198603 2 008

ANNUAL PROGRAM

SUBJECT : ECONOMIC
 CLASS/PROGRAM : X (TEN)/ACCELERATION
 ACADEMIC YEAR : 2012/2013

SEMESTER	COMPETENCY STANDARD / BASIC COMPETENCE	TIME ALLOCATION	DETAIL
1 /	The ability to understand the economic issues in relation to human needs, scarcity and economic systems	10 jp	
1			
1.1	The ability to identify human needs		2 x 45'
1.2	Ability to describe a variety of scarce economic resources and unlimited human needs		2 x 45'
1.3	The ability to identify key issues of economic, that is about what, how, and for whom goods are produced		2 x 45'
1.4	The ability to identify missed opportunities on the labor if production at other fields		2 x 45'
1.5	The ability to identify the economic system to solve economic problems		2 x 45'
2	Understand economic concepts in relation to economic activities of consumers and producers	8 jp	
2.1	The ability to describe patterns of consumer and producer behavior in economic activity		4 x 45'
2.2	Ability to describe the circular flow diagram		2 x 45'
2.3	The ability to distinguish the economic principles and economic motives		2 x 45'
3	The ability to understand economic concepts in relation to demand, supply, and price equilibrium	10 jp	
3.1	The ability to identify factors that affect the demand and supply		2 x 45'
3.2	Ability to explain the law and the law of supply and demand of the underlying assumptions		2 x 45'
3.3	The ability to describe the price and terms of the number of equilibrium		2 x 45'
3.4	Ability to describe various forms of market goods		2 x 45'
3.5	Ability to describe the input market		2 x 45'
2 /	Traffic understand the government's economic policy	8 jp	
4			

4.1	Ability to describe the difference between micro and macro economics		4 x 45'
4.2	Ability decrypt the problems faced by the government in the economy		4 x 45'
5	The ability to understand the gross domestic product (GDP), gross regional domestic product, gross national income (GNP), and NI	12 jp	
5.1	Ability to explain the concepts of GDP, GNP, NI		4 x 45'
5.2	Ability to explain the benefits of the national income accounts		2 x 45'
5.3	The ability to compare GNP and PCI Indonesia with other countries		4 x 45'
5.4	Traffic describe price index and inflation		2 x 45'
6	The ability to understand the consumption and investment	10 jp	
6.1	The ability to describe the function of consumption and savings functions		6 x 45'
6.2	The ability to describe the investment demand curve		4 x 45'
7	The ability to understand money and banking	8 jp	
7.1	Ability to explain the concept of demand and supply of money		2 x 45'
7.2	The ability to distinguish the role of commercial banks and the central bank		4 x 45'
7.3	Ability to describe government policy in the field of monetary		2 x 45'

Regarded,
Head of School

Malang, June, 23th 2012
Teacher's Lesson

Drs. H. Moch Sulthon, M.Pd
NIP. 19580101 198303 1 035

Dra. Sri Wahyuni
NIP. 19601030 198603 2 008

SEMESTER PROGRAM

Subject : Economic
Unit of Education : SMAN 3 Malang

Class/Semester : X/Odd
Academic years : 2012/2013

SK/KD	TIME	JUL					AUG					SEPT					OCT					NOV					DEC					JAN				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
The ability to understand the economic issues in relation to human needs, scarcity, and economic systems	10				2		2	2	d	d		2	2																							
The ability to understand economic concepts in relation to economic activities of consumers and producers	8		M	a					c	c				2	2		U	2	2								U	e	e							
The ability to understand economic concepts in relation to demand, supply, and market equilibrium price	10		S	y					e	e											2	2	2	2	2		r	r								
UH 1	2			a					a	a	2																									
UTS	2			s					t	t							2																			
UH 2	2			t					i	i							2																			
UAS	2								o	o																	2									
Reserve	4								n	n																		2	2							

Regarded,
Head of School

Drs. H. Moch Sulthon, M.Pd
NIP. 19580101 198303 1 035

Malang, June, 23th 2012
Teacher's Lesson

Dra. Sri Wahyuni
NIP. 19601030 198603 2 008

SYLLABUS ECONOMICS

Name of School : SMAN 3 Malang

Subject : Economic

Class/Program : X/Acceleration

Semester : 1 (one)

Competency Standard: 1. Understanding the economic problems in relation to human needs, scarcity, and economic systems

Allocation : 10 x 45 minutes

Basic Competency	Learning Materials	Learning activities	Indicator	appraisal	allocation of Time	Learning Resources	Character Value
1.1 Identify human needs	human needs <ul style="list-style-type: none"> Understanding the needs Various kinds of needs 	<ul style="list-style-type: none"> Finding information on the understanding of human needs through a variety of sources The value character has the curiosity and social awareness of the human desire to meet the needs of Identify a wide range of human needs in the local area. 	<ul style="list-style-type: none"> Describe the sense of need Identify the variety of human needs. 	Type of bill: Quizzes, oral questions, quizzes, individual task, group assignment. Shape bill: multiple choices, objective description, a written test, a description of free, short answer.	2 x 45 minutes	Relevant references to the source material.	Curiosities, social care, love to read.

Basic Competency	Learning Materials	Learning activities	Indicator	appraisal	allocation of Time	Learning Resources	Character Value
1.2 Describe the various sources of scarce economic and human needs are endless.		<ul style="list-style-type: none"> The value of a given character ingratitude towards God Almighty - Understand the potential of local and caring environment 	<ul style="list-style-type: none"> Describe the needs of people in the local area's most dominant. The value of character Applies polite in discussing Classifying the types of requirements based on the level of need, The value of the character is able to collect data with full responsibility for the data from existing sources. 		2 x 45 minutes		Religious, environmental care, social care
					2 x 45 minutes		Religious tolerance, independent, democratic
							Honestly, curiosity, discipline, love to read

Basic Competency	Learning Materials	Learning activities	Indicator	appraisal	allocation of Time	Learning Resources	Character Value
1.3 Identify the basic economic problem, which is about what, how and for whom goods are produced	Fundamental economic problem: <ul style="list-style-type: none"> What goods are produced. How do I produce 	<ul style="list-style-type: none"> Discover information about scarcity. Discuss the factors causing shortages in the local area and beyond. The value of character Applies polite in discussing 	<ul style="list-style-type: none"> Identify what items, how to produce and for whom goods are produced. 		2 x 45 minutes		Religious tolerance, independent, democratic
1.4 Identify missed opportunities on the labor if production at other fields	Opportunity costs. <ul style="list-style-type: none"> Definition of opportunity cost. Examples of opportunity costs on employment 	<ul style="list-style-type: none"> Identify scarce economic resources and unlimited human needs through the study of literature in the local area and surrounding The value of character With a full sense of responsibility and the emergence of a desire to identify the various sources of economic and human needs 	<ul style="list-style-type: none"> Describe the notion of opportunity costs Demonstrate examples of opportunity costs when making employment opportunities in other areas of production 				Discipline, full responsibility, curiosity, love to read

Basic Competency	Learning Materials	Learning activities	Indicator	appraisal	allocation of Time	Learning Resources	Character Value
1.5 Identify the economic system to solve economic problems	economic system <ul style="list-style-type: none"> Definitions economic system Various kinds of economic systems Kindness and weaknesses of the economic system How to solve economic problems through the economic system adopted 	<ul style="list-style-type: none"> Be rational in dealing with a wide selection of needs Identify what items, how to produce and for whom goods are produced through a field study in an area. The value of character With a full sense of responsibility and polite students conducted a field study assess reference to economic problems to find the concept of opportunity cost Discuss examples of opportunity costs when making employment opportunities in other areas of production 	<ul style="list-style-type: none"> Describe the understanding of economic systems Identify the economic system and how to solve economic problems (production, distribution and consumption). 				Responsibility, tolerance, friendship, curiosity, social care, hard work

Basic Competency	Learning Materials	Learning activities	Indicator	appraisal	allocation of Time	Learning Resources	Character Value
		<ul style="list-style-type: none"> • value of character <ul style="list-style-type: none"> - Applies to discuss manners and tolerance in discussing costs and employment opportunities - Wise in economic activity based on the capabilities of the • Assess the economic system reference • Identify the economic system and how to solve economic problems through field studies • The value of character • With passion and courage reveals an understanding of the economic system and economic alternative solutions 	<ul style="list-style-type: none"> ▪ Identify the system and how to solve the economic problems (production, distribution, and consumption) 				<p>Honestly, tolerance, democracy, respect for achievement, responsibility, social care</p> <p>Independent, and responsibility</p>



LESSON PLAN

CLASS X Basic Competence 1.1

Unit of Education	: SMAN 3 Malang
Subject	: Economic
Class / Semester	: X / Odd
Subjects	: 1 (one)
Time Allocation	: 2 x 45 minutes
Topic	: Human Needs
Competency Standards	: Understanding the economic problems in relation to human needs, scarcity and economic systems.
Basic Competence	: Identifying the needs of people
Indicator	: 1. Describe the need for understanding Character Value Having curiosity and social awareness of the human desire to meet need 2. Identify a variety of human needs Character values: Given ingratitude towards God Almighty, understand the potential of the local area as well as care for the environment 3. Identify a range of means of satisfying the requirement. Character values: Applies mannered in the discussions about the kinds of means of satisfying the requirement.

A. Learning Objectives:

1. Students have the ability to define the need
2. Students have the ability to classify a variety of human needs in terms of time intensity, time, and subject.
3. Students have the ability to identify a variety of means of satisfying the requirement.

B. Learning Materials:

1. Understanding the needs

- Everything felt less by humans and must be met in order to achieve the requirements

2. Various kinds of needs:

- a. According intensity: primary needs, secondary needs, and tertiary
- b. According to the forms of nature: physical needs and spiritual needs
- c. According to the time: the present and future needs
- d. According to the group in need: the need for individual and collective needs

3. Various means of satisfying needs (goods and services)

- a. Free goods and economic goods
- b. Movable and immovable property
- c. Substitutes and complements

C. Methods of Learning

- Problem solving
- Discussion, questions and answers and assignments

D. Steps Learning Activities

1. Initial activity (10 minutes)

- a. Teachers communicate learning goals to be achieved
- b. Students receive an explanation of the need and kind-ranged
- c. Students independently sourcing and materials on human needs

2. Core activities (70 minutes)

Exploration

- a. Students seek to understand the needs of the source book
- b. Students discuss the concept of human needs

Character values: With courtesy and responsibility, discussion students find the concept of matter

Elaboration

- a. Students expressed views about the unlimited human needs
- b. Students discuss a variety of human needs and the means of satisfying the needs

Character values: with courtesy students present the results of a discussion of the concept of needs

Confirmation

- a. Students discover the factors that influence the need

- b. Students discover the factors affecting the means of satisfying the needs
- c. Character values: the responsibility of students expressed a sense of curiosity and a need for a means of satisfying the needs

3. Final activity (10 minutes)

- a. Students independently concluded the material being studied
- b. Reflection
- c. With a polite and orderly students receive an evaluation and classification of the material discussed

E. Equipment / Materials / Learning Resources:

- 1. Erlangga Book and other sources of relevant books
- 2. Sources of support: Magazines and Other Mass Media
- 3. Relevant Books
- 4. Multimedia (Computer and LCD)
- 5. LKS

F. Assessment:

- Written test and performance
- Independent and group
- Question: Test Objective (attached)

OBJECTIVE QUESTIONS

1. Busyness man to make a living in a variety of business sectors shows that man is ...
 - A. looking fortune
 - B. conduct needs
 - C. economic action
 - D. search needs to needs
 - E. spend a fortune
2. Secondary needs are also called cultural needs. The cause is ...
 - A. human desire to live in luxury
 - B. influence the environment in which human beings are
 - C. influence of one's social position
 - D. income of each person is different
 - E. almost the same as the needs of tertiary
3. The economic principle is an attempt by certain sacrifices with the most ...

The statement below that best describes the economic principles is ...

- A. one businessman looking for raw materials for the production
 - B. one seller was selling his wares
 - C. to keep trying to meet payroll needs
 - D. one foreign tourist souvenirs bargaining
 - E. someone is bargain priced items to be purchased
4. The main factors of scarcity of resources in general is ...
- A. the limited ability of human
 - B. limited means provided by nature
 - C. latest technological invention
 - D. human nature
 - E. environmental factors
5. Indication of the scarcity of human resources is ...
- A. number of companies that went bankrupt
 - B. prices of goods continue to return
 - C. low quality of education
 - D. low savings
 - E. the limited employment

Answer Key:

- 1. C
- 2. C
- 3. C
- 4. B
- 5. C

SUBJECTIVE QUESTIONS

- 1. Mention classification according to the needs of its intensity?
- 2. What factors led to unlimited human needs?

Answer Key:

- 1. Classification according to the needs of its intensity
 - a. Primary needs: needs that must be met such as food, clothing, housing.
 - b. Secondary needs: needs met after the primary met, such as: household furniture
 - c. Tertiary needs: needs met after primer and secondary needs are met, such as jewelry and other luxury goods
- 2. Factors affecting human needs are:

- a. Human nature
- b. Natural and environmental factors
- c. Advances in technology
- d. Demonstration effect

SCORE AND RUBRICS

A. MULTIPLE CHOICE QUESTIONS

No question	Score		Information
	True Answer	Wrong Answer	
1	1	0	Score max 5
2	1	0	
3	1	0	

B. SOAL SUBYEKTIF

No question	Score			
	Did not answer	Answer incorrectly	Answer approximately correct	Answer correctly
1	0	1	6	9
2	0	1	10	12

Information score max 21

C. RUBRIK

Assessment for the task group discussions

No	Aspects observed	Criteria	Score
1	Active students in group work	good enough less	85-100 75-84 0-74
2	Participation arguments focusing problems	good enough less	85-100 75-84 0-74
3	Attitude to argue / respond to questions	good enough less	85-100 75-84 0-74

Shape Instrument

Affective

Name of student	Following liveliness Lessons			Completeness of Collecting Tasks		
	active	moderate	less	many	moderate	Slightly

Information:**Activeness:**

- A. Active
- B. Moderate
- C. Less

Completeness Task:

- A. Many (15-20 kind)
- B. Moderate (10-14 kind)
- C. Slightly (less than 10)

Cognitive

Name of students	Number description question							
	1	2	3	4	5	6	7	8

Note: Score each question 1

Affective Assessment Character Sheet

Class:

No	Name of students	Aspects of Assessment																Total of Score
		Religious				Curiosity				Courteous and responsibilities				Independent				
		B T	M T	M B	M K	B T	M T	M B	M K	B T	M T	M B	M K	B T	M T	M B	M K	
1																		
2																		
3																		
4																		
...																		

Scoring: make check every aspect that appears on each group discussions or presentations.

Information:

- Score 1 = BT (Belum Terlihat)
- Score 2 = MT (Mulai Terlihat)
- Score 3 = MB (Mulai Berkembang)
- Score 4 = MK (Menjadi Kebiasaan)

Regarded,
Head of School

Malang, June, 23th 2012
Teacher's Lesson

Drs. H. Moch Sulthon, M.Pd
NIP. 19580101 198303 1 035

Dra. Sri Wahyuni
NIP. 19601030 198603 2 008

MODUL**LEARNING PACKAGE ECONOMY
ACCELERATION PROGRAM**

**SUMMITTED BY:
DRA. SRI WAHYUNI**

**Topic : Microeconomics and Macroeconomics
Class/Semester: X / 2
Meeting : 1 (one)**

**CITY GOVERNMENT MALANG
DEPARTMENT OF EDUCATION**

SMA NEGERI 3 MALANG

Jl. Sultan Agung Utara No. 7 Phone (0341) 324768, Fax (0341) 341530

Website: <http://www.sman3malang.sch.id> Email: sbi@sman3malang.sch.id

STUDENT ACTIVITY SHEET

Subject : Economic
Topic : Microeconomics and Macroeconomics
Class/Semester : X-Acceleration/2
Allocation Time : 2 x 45 minutes

I. Basic Competency

The ability to understand the government's economic policies.

II. Indicators of achievement

1. Describe the meaning of microeconomics and macroeconomics
2. Describe the differences in micro-and macroeconomic
3. Giving an example in the community about the micro-and macroeconomic

III. Topic

- A. Microeconomics: Economics is the study of individual economic behavior

Character Microeconomics:

- Individual economic behavior
- Households, markets, and firms
- A method or individually optimum solution

Example: the market price mechanism, supply and demand, maximum and minimum pricing

- B. Macro Economics: Economics is the study of economic behavior in the aggregate (overall)

Character Macroeconomics:

- Aggregate economic behavior
- Prosperity state, national income, employment, investment and inflation

Example: calculation of the rate of inflation, wages and welfare state policies

- C. Macroeconomic issues:

1. Ceiling price
2. Demand and supply
3. Market segmentation
4. Distribution and marketing

Macroeconomic issues:

1. Poverty and underdevelopment
2. Stability value for money
3. Inflation and banking
4. Development and economic growth
5. Unemployment.

D. The difference between micro and macro economics

No	Microeconomics	Macroeconomics
1	Economic behavior of individuals, markets, households and firms	Economic behavior of state or government
2	Policies issued conditionally	Policies issued by the central government
3	Solution to the corresponding state of the market	The solution of the problem depends on government
4	Analyzing the problem <ol style="list-style-type: none"> a. The process of price level and the quantity of goods traded in the market in price theory b. How to determine the level of production so that producers benefit c. Factors that determine the income of each factor in the production 	Considers the problem: <ol style="list-style-type: none"> a. Factors of production that can not be used in full in economy b. Government measures to tackle unemployment c. Factors that led to the rise in prices and policies to address

EVALUATION

1. The rally employees around 800 employees on strike cigarette factory, they stood in front of the factory and do not want to work as usual. Some of them were carrying a banner that contains two claims, the first to ask a daily wage has been very low away from MSEs, and they also asked the insured employee (labor insurance)

Question:

- a. Economic problems what is going on?
- b. How do solve this problem?

APPENDIX 13

RESEARCH INSTRUMENT

Title: The Process of Economic Instruction in Acceleration Program at SMAN 3 Malang

Problem Formulations:

1. How is the planning of Economic instruction in accelerated program at SMAN 3 Malang?
2. How is the implementation of Economic instruction in accelerated program at SMAN 3 Malang?
3. How are the results of Economic instruction in accelerated program at SMAN 3 Malang?

Variable	Sub Variable	Indicator	Sub Indicator	Instrument	Item Question
Economic Learning Process	Economic lesson Planning	1. Week Effective analysis and learning program	1.a. Analysis of affective determination of the week	1.a. Interviews and documentation	1.a)
			1.b. Analysis of maximizing effective weekend	1.b. Interviews	1.b)
			1.c. Analysis of the accuracy of the annual program	1.c. Interviews and documentation	1.c)
		2. Annual program and semester programs	2.a. The accuracy of the determination of annual	2.a. Interviews and documentation	2.d)

		<p>3. Arrange syllabus and lesson plans</p> <p>4. Assessment of learning</p>	<p>program</p> <p>2.b. The accuracy of the determination of the semester program</p> <p>3.a. Systematic syllabus with the right</p> <p>3.b. Intensity making of RPP (lesson plan) at each meeting</p> <p>4.a. Accuracy evaluation materials</p> <p>4.b. Synchronization between the material to be presented with the evaluation</p>	<p>2.b. Interviews and documentation</p> <p>3.a. Interviews and documentation</p> <p>3.b. Interviews</p> <p>4.a. Interviews and documentation</p> <p>4.b. Interviews and documentation</p>	<p>2.e)</p> <p>3.f)</p> <p>3.g)</p> <p>4.h)</p> <p>4.i)</p>
	Implementation of the learning economy	1. Aspects of the approach in learning	<p>1.a. The use of this type of approach in Teaching and activities</p> <p>1.b. The suitability of the approach to the material presented</p>	<p>1.a. Observation</p> <p>1.b. Observation and documentation</p>	

		<p>2. Aspects of the strategy and tactics in learning</p> <p>3. Aspects of the methods and techniques in teaching</p>	<p>2.a. The use of learning strategies in learning activities</p> <p>2.b. Conformity learning strategies used by the material presented</p> <p>2.c. The use of learning tactics in activities teaching and learning</p> <p>3.a. The use of learning methods in teaching and learning activities</p> <p>3.b. Conformity learning method used with customized content</p> <p>3.c. The use of learning techniques in teaching and learning activities</p>	<p>2.a. Observation</p> <p>2.b. Observation and documentation</p> <p>2.c. Observation</p> <p>3.a. Observation</p> <p>3.b. Observation and documentation</p> <p>3.c. Observation</p>	1.h), i)
	Learning Outcomes	1. Evaluation formative, summative, placement and diagnosis		Interviews and documentation	

Accelerated program at SMAN 3 Malang	Program profiles acceleration in SMAN 3 Malang	<p>1. History accelerated opening program SMAN 3 Malang</p> <p>2. The vision and mission of the accelerated program SMAN 3 Malang</p> <p>3. The organizational structured of the accelerated program SMAN 3 Malang</p>	<p>1.a. Background accelerated opening program SMAN 3 Malang</p> <p>1.b. Initiator that proposes to accelerate the opening program SMAN 3 Malang</p> <p>2.a. Preview vision accelerated program SMAN 3 Malang</p> <p>2.b. The realization of the vision of an accelerated program of SMAN 3 Malang</p> <p>2.c. The design of the accelerated program mission SMAN 3 Malang</p> <p>3.a. The composition of the organizational structure of the acceleration program SMAN 3</p>	<p>1.a. Documentation</p> <p>1.b. Interviews and documentation</p> <p>2.a. Documentation</p> <p>2.b. Interviews and documentation</p> <p>2.c. Documentation</p> <p>3.a. Interviews and documentation</p>	<p>1.j)</p> <p>2.k)</p> <p>3.l)</p>
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			<p>Malang</p> <p>3.b. The function of the organizational structure of acceleration program SMAN 3 Malang</p>	3.b. Interviews	3.m)
		4. The condition of the education component of the accelerated program SMAN 3 Malang	<p>4.a. The condition students acceleration program SMAN 3 Malang</p> <p>4.b. The condition teacher acceleration program SMAN 3 Malang</p> <p>4.c. The condition employees acceleration program SMAN 3 Malang</p> <p>4.d. The condition of accelerated program means SMAN 3 Malang</p> <p>4.e. The conditions of infrastructure acceleration program SMAN 3 Malang</p>	<p>4.a. Interviews and documentation</p> <p>4.b. Interviews and documentation</p> <p>4.c. Interviews and documentation</p> <p>4.d. Interviews and documentation</p> <p>4.e. Interviews and documentation</p>	<p>4.n)</p> <p>4.o)</p> <p>4.p)</p> <p>4.q)</p> <p>4.r)</p>
		5. Accelerated program of	5.a. Accelerated program of student recruitment	5.a. Interviews and documentation	5.s)

		students recruitment procedures SMAN 3 Malang	procedures SMAN 3 Malang 5.b. Anticipation is taken if no students who meet the recruitment procedure accelerated program SMAN 3 Malang	5.b. Interviews	5.t)
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POINT QUESTIONS

- a) How do you determine effective week accelerated program with a very limited?
- b) What are any effective efforts to maximize existing weekend?
- c) How do you in designing the annual program accelerated program with a very limited?
- d) How do mothers determine the annual program?
- e) How to determine the mother is half of the program?
- f) What mother has been preparing a syllabus properly?
- g) What mother-preparing lesson plans properly at every meeting?
- h) What economic assessment or evaluation system that mothers choose?
- i) How do to synchronize material to convey the mother's evaluation?
- j) Who is the initiator of the proposed opening of an accelerated program at SMAN 3 Malang?
- k) How is the realization of the vision of an accelerated program of SMAN 3 Malang?
- l) How is the realization of the mission of the accelerated program SMAN 3 Malang?
- m) How is the role of each part of the organizational structure in an accelerated program SMAN 3 Malang functionally?
- n) How are students of SMAN 3 Malang accelerated program?
- o) How are teachers of SMAN 3 Malang accelerated program?
- p) How are employees SMAN 3 Malang accelerated program?
- q) How accelerated program are means SMAN 3 Malang?
- r) What is the state of infrastructure acceleration program SMAN 3 Malang?
- s) How does the student recruitment process accelerated program?
- t) What is anticipated to be taken if there are no students who meet the procedure?

INTERVIEW GUIDELINES

Informal: Head of an accelerated program

1. How History opened an accelerated program at SMAN 3 Malang?
2. How is the realization of the Vision and Mission of the accelerated program SMAN 3 Malang?
3. How is the role of each part of the organizational structure in an accelerated program SMAN 3 Malang functionally?
4. How are students of SMAN 3 Malang accelerated program?
5. How are teachers of SMAN 3 Malang accelerated program?
6. How are employees SMAN 3 Malang accelerated program?
7. How are infrastructure acceleration program SMAN 3 Malang?
8. How does the student recruitment process accelerated program?
9. What is anticipated to be taken if no students who meet the procedure?
10. What curriculum is used in an accelerated program?
11. What are the distinguishing an accelerated program with a regular program?

Informal: Vice chairman of the curriculum

1. How do you determine how effective the week accelerated program with a very limited?
2. What are any effective efforts to maximize existing weekend?
3. How do you in designing the annual program accelerated program with a very limited?
4. What are differences an accelerated program curriculum with the regular program?
5. How are students of SMAN 3 Malang accelerated program?
6. What are the steps taken to support the implementation of the vice chairman of the curriculum Economic Studies program at SMAN 3 Malang acceleration?

Informal: Teacher Economics at the accelerated program

1. How do mothers determine the annual program?
2. How do I determine the program's mother semester?
3. What mother has been preparing a syllabus properly?
4. What mother-preparing lesson plans properly at every meeting?
5. What are methods and any strategy that mothers use to carry out the learning economy?

6. How Economic assessment or evaluation system that mothers choose?

Informal: Student Acceleration Program

1. How do you get in the accelerated program?
2. What do you think of the learning undertaken Economics Teacher?
3. Is the teacher using a demonstration or media appropriate to the subject matter presented?
4. Is teacher learning methods can be used to enable students in the learning process?
5. How are synchronization between the materials and the evaluation?

DOCUMENTATION

1. History Acceleration Program in SMAN 3 Malang
2. Vision, Mission and Goals Acceleration Program in SMAN 3 Malang
3. Organizational Structure Acceleration Program SMAN 3 Malang
4. Teachers and state employees Acceleration Program SMAN 3 Malang
5. Students state acceleration program SMAN 3 Malang
6. Device Learning Acceleration Program (Calendar Education, Annual Program, Semester Program, Syllabus, and RPP)
7. Students Recruitment Process Acceleration Program
8. Value Test (raport) Economic Acceleration Program
9. Profile Acceleration Program

OBSERVATIONS

Viewing the Process of Learning Acceleration Program in SMAN 3 Malang

APPENDIX 14

DOCUMENTATION



SMAN 3 MALANG



Principal SMAN 3 MALANG



ISO 9001:2008 Quality Management Standard SMAN 3 Malang

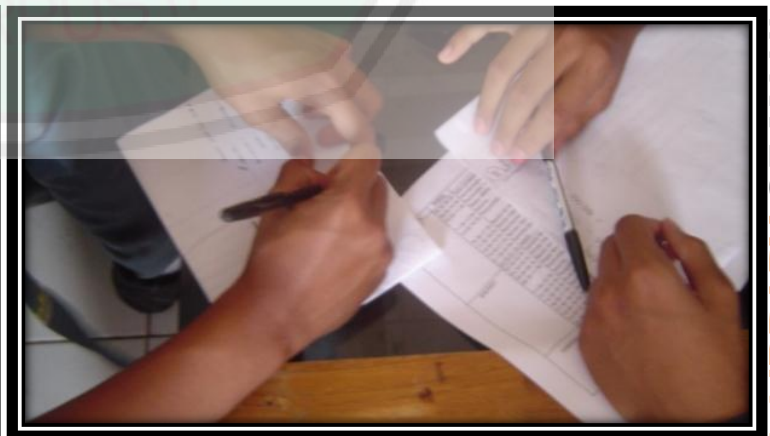
The values developed SMAN 3 Malang



Achievement and honesty



Responsibilities and religion



Creativity and Cooperation



Friendship and Wisdom



Life fun and pleasure



Success



Interview with Mr. Budi Nurani as vice chairman of the curriculum



Interview with Ms. Any Herawati as head of an accelerated program



Interview with Ms. Sri Wahyuni as economics teachers of class X acceleration program.



Interview with Gabriela Hendra Fiorentina (students accelerated class X)



Interview with Salma Labita Z. and Gilang Rizal A. (students accelerated class X)



Accelerated program of teaching and learning condition in class X (when the teacher explains the topic economics of macroeconomic and microeconomic)



Conditions discussions accelerated program students of class X



Conditions accelerated program students of class X while role-play as managers and employees

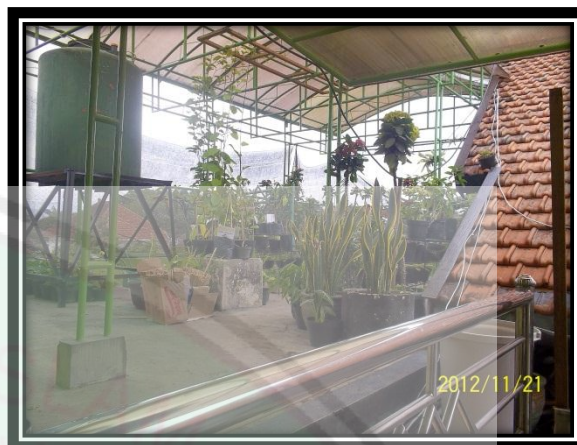
Infrastructure SMAN 3 Malang



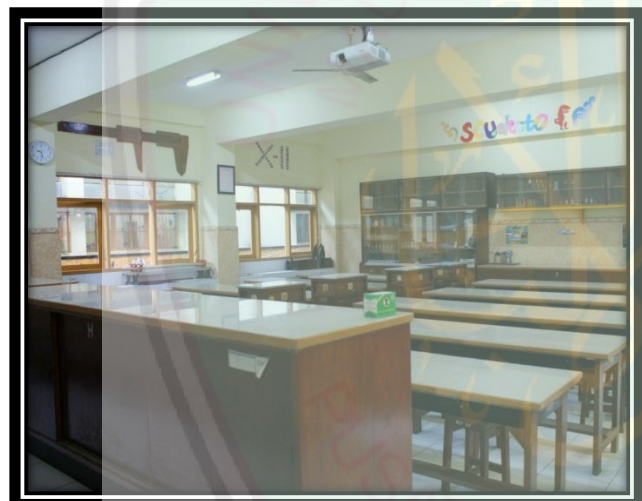
Daily needs provider



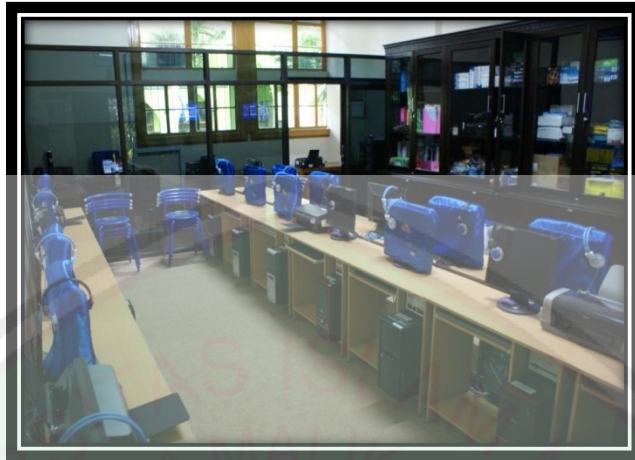
Infirmary



Green house



Natural science laboratory



Teacher's research and reference center



Multimedia class



ICT learning class



Sport's field



Wireless network access



Library and Mosque

APPENDIX 15**TRANSCRIPT OF INTERVIEW**

Code : Doc/01/SMAN 3 Malang. November/2012

Initial of Informant : Dra. Sri Wahyuni

Occupation : Teacher of Economic subject class X

Date : November, 12th 2012

Time : 11.30 a.m.

Place : SMAN 3 Malang

Topic of Interview : Determining Instrument of Teaching Economic Subject

	The material of Interview
Interviewer (P)	Bagaimana cara ibu untuk menentukan program tahunan pada pembelajaran Ekonomi?
Informant (I)	Program Tahunan itu dilihat dari kalender pendidikan akselerasi, berapa hari efektif lalu dicocokkan dengan silabus yang ada dibuat program tahunan baru setelah itu dibuat program semester
Interviewer (P)	Bagaimana cara ibu menentukan program semesternya?

Informant (I)	<p>Program semester dihitung dalam silabus itu kan ada ya semester 1 semester 2 nah karena aksel itu semesternya hanya empat bulan maka ada materi yang disesuaikan dengan waktu itu, jadi waktu kita misalnya di reguler kan bisa 18 tatap muka atau 20 kalau di aksel itu hanya 12 kadang 10 itupun sudah termasuk ulangan-ulangan harian ya makanya ditata jadi dalam satu materi pokok kalau di reguler itu bisa tiga pertemuan di aksel dua pertemuan lebih singkat, yang kita dapatkan bukan materinya tetapi waktunya.</p>
Interviewer (P)	<p>Bagaimana cara ibu menyusun silabusnya dengan baik dan benar sesuai dengan tadi dijelaskan waktunya yang 18 tatap muka menjadi 12 tatap muka?</p>
Informant (I)	<p>Silabus sama ya saya rasa reguler sama aksel sama. Bedanya kalau aksel itu mulai C3. C3 itu aplikasi ya jadi lebih banyak ke applied nya ya anak-anak aksel itu. Sama ya dengan anak reguler cuna lebih banyak aplikasinya di aksel.</p>

	<p>Sehingga karena kita punya waktu pendek silabusnya itu sama dengan reguler, sehingga diaksel kita hanya memainkan waktunya saja, jadi kalau materi sama hanya pertama lebih ke C3 yang kedua hanya memainkan waktu saja.</p>
Interviewer (P)	<p>Untuk menyusun Rencana Pelaksanaan Pembelajaran (RPP) nya itu bagaimana bu?</p>
Informant (I)	<p>Mengacu dari jumlah pekan efektif itu kan ada Time berapa tatap muka nah itu dibagi misalnya dalam prota itu 10 pertemuan ya sudah kita bikin materi sesuai dengan jumlah pertemuan itu biasanya itu saya pakai modul, kalau tidak ada modul tidak terarah ya</p>
Interviewer (P)	<p>Terus metode dan stategi apa yang ibu gunakan untuk membuat siswa itu aktif?</p>
Informant (I)	<p>Kita lebih ke arah diskusi kemudian problem solving ya, materi kalau gitu kan banyak maka anak-anak saya beri modul harus mencari sendiri, banyak</p>

Interviewer (P)	materi yang kita liat dari sumber lain dari internet misalnya. Mereka harus Searching, katakanlah Setiap buku kan ada materi yang sudah harus up-date ya, kita suruh cari di internet anak-anak belajar dari situ selain dari modul
Informant (I)	Bagaimana sistem penilaian dan evaluasi yang ibu pilih?
	Kalau ulangan harian sama, hanya tingkat kesulitannya beda kan tadi aksel C3 kan, kalau UTS biasanya kan waktunya pendek kendalanya waktu UTS itu biasanya UTS mandiri, jadi ada pekan UTS yang diserahkan guru-gurunya tapi waktunya yang menentukan pengelolaan. Kalau Ulangan Akhir Semester (UAS) dan UKK saya rasa sama ya, sama hanya mungkin pelaksanaannya disaat reguler UTS aksel UAS.

TRANSCRIPT OF INTERVIEW

Code : Doc/02/SMAN 3 Malang. November/2012

Initial of Informant : Any Herawati, S.Pd

Occupation : Head of an accelerated program

Date : November, 12th 2012

Time : 12.10 p.m.

Place : SMAN 3 Malang

Topic of Interview : Acceleration Program at SMAN 3 Malang

	The Material of Interview
Interviewer (P)	Bagaimana sejarah dibukanya program akselerasi di SMAN 3 Malang?
Informant (I)	Sekolah kita lain, sekolah kita yang pertama kali yang merintis di kota Malang dan itu adalah usulan dari kita semua, kita membuat proposal ke atas dan rupanya itu menjadi proyeknya aksel di kota Malang akhirnya dibuka aksel itu dan diberikan SK dari menteri bahwa kita layak menjadi sekolah yang mempunyai program akselerasi. Setelah itu sekolah-sekolah lain ikut membuka juga tapi mereka harus menunggu diperiksa dulu dilihat dulu di kelayakan

	baru diberikan SK. Kalau kita bisa membuat proposal kita usulkan langsung diterima.
Interviewer (P)	Bagaimana realisasi visi dan misi program Akselerasi?
Informant (I)	Visi dan Misinya kan sama dengan sekolah, karena program akselerasi bagian dari sekolah.
Interviewer (P)	Bagaiman peran setiap bagian struktur organisasi di program akselerasi?
Informant (I)	Kurikulum itu membawahi 2 ya, kurikulum akselerasi dan Cambridge, jadi tidak ada wakil atau ketua. Saya sendiri sebagai ketua program kemudian saya dibantu oleh bendahara.
Interviewer (P)	Bagaimana perbedaan siswa kelas akselerasi dengan siswa reguler?
Informant (I)	Karena program akselerasi setelah siswa yang diterima baik melalui jalur online maupun mandiri, anak yang berminat masuk ke dalam program akselerasi itu ada tes tersendiri tes

	akademik ada tes IQ, dan ada wawancara baik orang tua maupun siswanya
Interviewer (P)	Untuk guru akselerasi itu bagaimana bu? Pilihan, ikut seleksi atau semua guru bisa mengajar di aksel?
Informant (I)	Sementara ini karena di sekolah ada korma masing-masing Koordinator Mata Pelajaran (Korma) itu mengusulkan siapa yang mau menjadi guru di program akselerasi. Jadi pembagian Time mengajar semuanya diserahkan ke Korma, baru Korma ke kurikulum, kurikulum yang menyetujui siapa-siapa yang mengajar di program akselerasi.
Interviewer (P)	Bagaimana keadaan karyawan program akselerasi?
Informant (I)	Karena kita itu satu sekolah ya, akselerasi masuk ke dalamnya. Kan kita tidak membuat sekolah sendiri, jadi ya otomatis masuk jadi satu sama.
Interviewer (P)	Bagaimana proses rekrutmen siswa

Informant (I)	<p>program akselerasi?</p> <p>Pertama-tama bagi siswa yang sudah diterima di SMAN 3 Malang baik melalui jalur online maupun mandiri itu kan boleh mendaftar di program akselerasi disitu kan ada seleksi akademik, tes tulis kemudian ada tes IQ minimal harus 130 kemudian ada wawancara kepada orangtua maupun siswa. Itu nanti dari tiga poin ini dapat kita lihat mana yang layak.</p>
Interviewer (P)	<p>Apa antisipasi yang akan diambil jika tidak ada siswa yang memenuhi prosedur?</p>
Informant (I)	<p>Karena ini memang belum pernah ya, karena mungkin dari berapa ratus siswa yang ada di SMA 3 memang ada beberapa yang perlu pengangan khusus artinya kalau dia mampu diakselerasi yang belajarnya 3 tahun menjadi 2 tahun mengapa tidak. Kemudian anak-anak juga berpikir gini, saya dulu di kelas aksel di SMP nya kalau misalkan saya bisa belajar dua tahun di SMA mengapa tidak. kelas aksel kan hanya</p>

	<p>maksimum 20 yang mendaftar itu biasanya lebih dari itu.</p> <p>kalau misalkan yang mendaftar di aksel itu tidak ada kita sebagai pengelola aksel akan memberi ini seperti brosur atau seperti apa. Karena mungkin dari orang tua atau siswa kan belum tahu atau belum paham aksel itu yang bagaimanna. Kemudian nilai-nilai di aksel juga dibandingkan dengan kelas reguler KKM nya juga lebih tinggi. Dan anak-anak yang mampu dikelas aksel kenapa tidak diwadahi. Jadi kita tetap optimis bahwa aksel itu ada. Walaupun tahun depan nanti ada sistim SKS, tapi kita yakin pasti tetap ada karena reguler dengan aksel itu berbeda. Kalau di program reguler anaknya kan mampu. Tapi kalau di aksel itu IQ nya dan pass komintmennya berbeda dengan reguler.</p>
Interviewer (P)	<p>Kurikulum apa yang digunakan dalam program akselerasi? apakah berbeda dengan di reguler?</p>
Informant (I)	<p>Sebenarnya hampir sama, tapi kan pemampatan (compecting materi)</p>

	<p>penggunaan modul, menggunakan KTSP yang sudah diadopsi dari Cambridge.</p>
<p>Interviewer (P)</p>	<p>Hal apa yang mendasari yang membedakan program akselerasi dengan program reguler?</p>
<p>Informant (I)</p>	<p>Yang mendasari Karena program akselerasi kan khusus untuk siswa yang cerdas istimewa dengan kriteria-kriteria yang seperti di rekrutmen itu, ya kita mewadahi untuk siswa tersebut, anggapannya secara logika kan anak-anak mampu dari belajar tiga tahun menjadi dua tahun, terus bedanya kalau di reguler kan KKM 75 kalau di akselerasi 80.</p>

TRANSCRIPT OF INTERVIEW

Code : Doc/03/SMAN 3 Malang. November/2012

Initial of Informant : Gabriela Hendra Fiorentina

Occupation : Student accelerated class X

Date : November, 12th 2012

Time : 15.20 p.m

Place : SMAN 3 Malang

Topic of Interview : Process input of Acceleration Program

	The Material of Interview
Interviewer (P)	Bagaimana proses anda masuk program akselerasi?
Informant (I)	Tes, pertama tes akademik, tes psikolog, sama wawancara waktu itu. Jadi tes akademik itu tes MIPA jadi mirip kayak sama seperti tesnya anak-anak yang ikut mandiri, itu tesnya MIPA dan Bahasa Inggris.

TRANSCRIPT OF INTERVIEW

Code : Doc/04/SMAN 3 Malang. November /2012

Initial of Informant : Gabriela Hendra Fiorentina

Occupation : Student accelerated class X

Date : November, 12th 2012

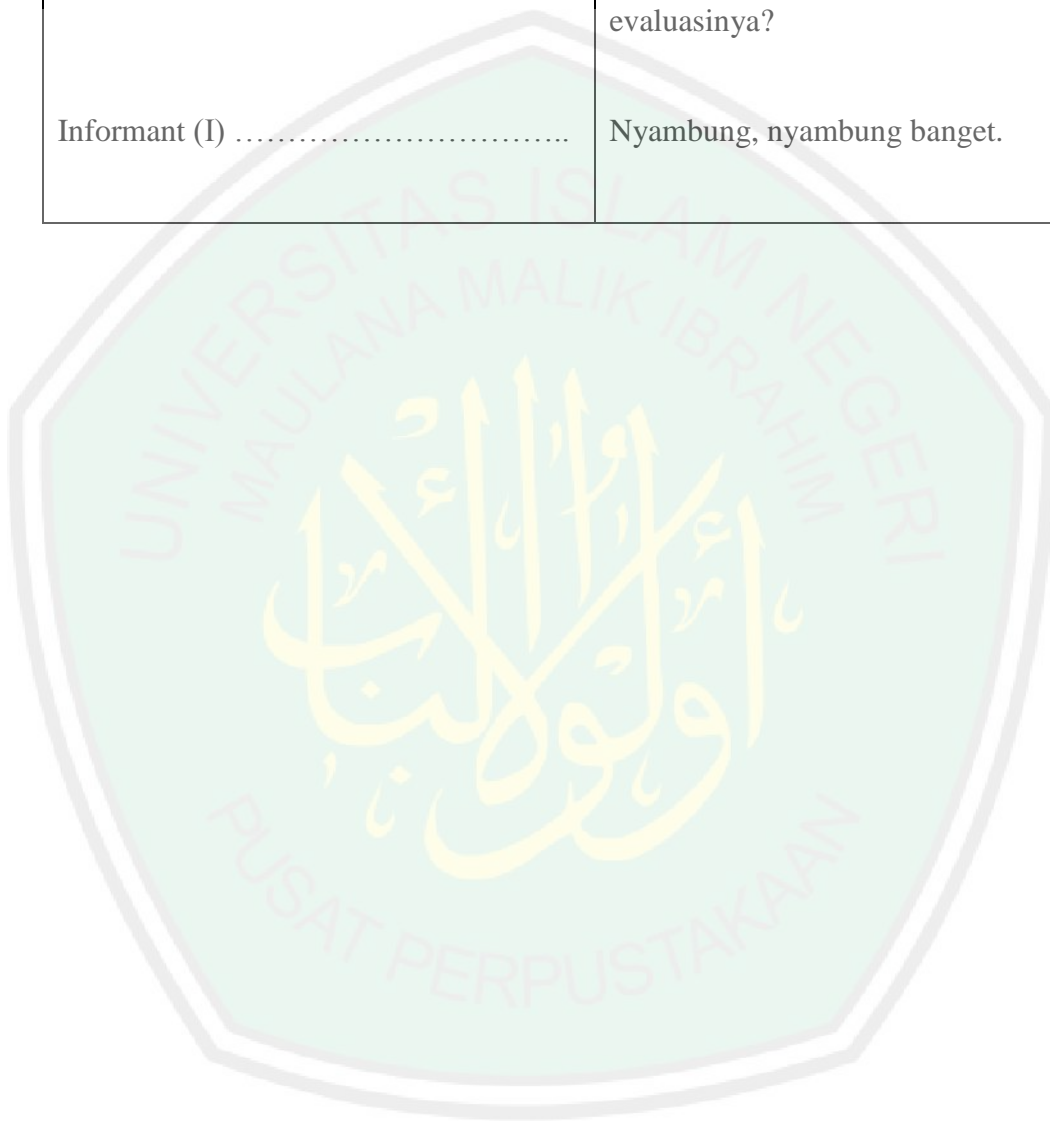
Time : 15.20 p.m.

Place : SMAN 3 Malang

Topic of Interview : Process of Economic Instruction

	The Material of Interview
Interviewer (P)	Bagaimana pendapat anda terhadap pembelajaran Ekonomi yang dilaksanakan oleh bu Sriwahyuni?
Informant (I)	Mbaknya bisa dilihat tadi dikelas, pembelajaran Ekonomi ya seperti itu setiap harinya menyenangkan.
Interviewer (P)	Apakah bu Yuni menggunakan peragaan atau media yang sesuai dengan materi yang disampaikan?
Informant (I)	Bu Yuni itu lebih ke diskusi yang langsung diperankan oleh kita. Tidak menggunakan media.

Interviewer (P)	Bagaimana sinkronisasi antara materi yang akan ibu sampaikan dengan evaluasinya?
Informant (I)	Nyambung, nyambung banget.



TRANSCRIPT OF INTERVIEW

Code : Doc/05/SMAN 3 Malang. November/2012

Initial of Informant : Salma Labita Zenritami

Occupation : Student accelerated class X

Date : November, 12th 2012

Time : 15.20 WIB

Place : SMAN 3 Malang

Topic of Interview : Process input of acceleration program

	The Material of Interview
Interviewer (P)	Bagaimana proses anda masuk program akselerasi?
Informant (I)	Selain yang dijelaskan Ela, nilai rata-rata rapot dan nilai hasil USN itu harus diatas 85 Tes Spikolog itu rata-ratanya harus diatas 130 tapi sebagian dari kami ada yang tidak memenuhi itu tapi kita diambil yang terbaik. Terus ada wawancara itu mungkin salah satu yang jadi masukan oleh para pemimpinnya. Jadi diambil yang baling berkonsekuen dan lebih bertanggung jawab ya. Ada sebagian di kelas itu yang sebgian dipaksa sama orang tua, jadi itu mnjadi salah satu yang dipertimbangkan

TRANSCRIPT OF INTERVIEW

Code : Doc/06/SMAN 3 Malang. November /2012

Initial of Informant : Salma Labita Zenritami

Occupation : Student accelerated class X

Date : November, 12th 2012

Time : 15.20 p.m.

Place : SMAN 3 Malang

Topic of Interview : Process of Economic Instruction

	The Material of Interview
Interviewer (P)	Bagaimana pendapat anda terhadap pembelajaran Ekonomi yang dilaksanakan oleh bu Sriwahyuni?
Informant (I)	Menurut saya pembelajarannya itu ayik ya, jadi tidak monoton kan ada guru yang selalu berpegang pada modul tau teori saja, tapi kalau Bu Yuni itu kayak sambil praktek, jadi pelajaran itu menurut saya tidak membosankan. Jadi sambil dipraktekkan, sambil guyon dikit, jadi fun.
Interviewer (P)	Apakah bu Yuni menggunakan peragaan atau media yang sesuai

Informant (I)	dengan materi yang disampaikan? Kalau Bu Yuni sih enggak ya, bu Yuni itu lebih memperagakan dengan dirinya sendiri dan kita, kita sebagai peraga. Udah mamapu tanpa adanya laptop atau presentasi.
Interviewer (P)	Bagaimana sinkronisasi antara materi yang akan ibu sampaikan dengan evaluasinya?
Informant (I)	Tapi kan ada soal yang kita harus pakai analisa, soal gini kita harus bagaimana, tapi bu Yuni itu enakunya tidak melenceng dari modul jadi kita Cuma belajar modul dan apa yang beliau katakan.

TRANSCRIPT OF INTERVIEW

Code : Doc/07/SMAN 3 Malang. November/2012

Initial of Informant : Gilang Rizal Afdholy

Occupation : Student accelerated class X

Date : November, 12th 2012

Time : 15.20 p.m.

Place : SMAN 3 Malang

Topic of Interview : Process input of acceleration program

	The Material of Interview
Interviewer (P)	Bagaimana proses anda masuk program akselerasi?
Informant (I)	Sama kayak mereka, tes akademik, tes psikolog, sama wawancara.

TRANSCRIPT OF INTERVIEW

Code : Doc/08/SMAN 3 Malang. November/2012

Initial of Informant : Gilang Rizal Afdholy

Occupation : Student accelerated class X

Date : November, 12th 2012

Time : 15.20 p.m.

Place : SMAN 3 Malang

Topic of Interview : Process of economic instruction

	The Material of Interview
Interviewer (P)	Bagaimana pendapat anda terhadap pembelajaran Ekonomi yang dilaksanakan oleh bu Sriwahyuni?
Informant (I)	Ya menurut saya Bu Yuni itu gurunya pintar membaca situasi, jadi kalau pelajaran itu bukan cuma teori sama nilai tapi lebih ke prakteknya dalam kehidupan sehari-hari.
Interviewer (P)	Apakah bu Yuni menggunakan peragaan atau media yang sesuai dengan materi yang disampaikan?
Informant (I)	Tidak, tapi bu Yuni bisa langsung

Interviewer (P)	menerapkan ke dalam kehidupan sehari-hari.
Informant (I)	Bagaimana sinkronisasi antara materi yang akan ibu sampaikan dengan evaluasinya?
	Iya sama, nyambung ya dan kadang perlu sedikit analisa.

TRANSCRIPT OF INTERVIEW

Code : Doc/09/SMAN 3 Malang. November/2012

Initial of Informant : Budi Nurani, M.Pd

Occupation : Vice chairman of the curriculum

Date : November, 21th 2012

Time : 09.45 a.m.

Place : SMAN 3 Malang

Topic of Interview : Curriculum of acceleration program at SMAN 3 Malang

	The Material of Interview
Interviewer (P)	Bagaimana cara bapak menentukan pekan efektif program akselerasi dengan waktu yang sangat terbatas?
Informant (I)	Pekan Efektif jadi gini, kalau akselerasi dengan reguler itu kurang lebih secara kuantitas, materi pembelajarannya sama iya kan, jadi secara kuantitatif sama. Cuma kalau kuantitatif waktunya yang berbeda, jadi hitungannya kan kalau akselerasi kan 2/3 dari reguler, ya dalam menyiasati untuk perhitungan pekan efektif itu akselerasi ya 2/3 dari reguler. Kemudian untuk masalah materinya, materinya sama tapi waktu

	<p>penyampaianya akselerasi 2/3. Sehingga cara menyiasatinya yang selama ini kita gunakan adalah kita harus memanfaatkan media yang ada. Wajib sifatnya sehingga anak-anak tidak murni mengandalkan tatap muka di kelas. Tetapi juga lebih banyak dituntut untuk belajar mandiri itu.</p>
Interviewer (P)	<p>Apa saja yang bapak uapayakan untuk memaksimalkan pekan efektif yang ada?</p>
Informant (I)	<p>Ya itu tadi salah satunya kita memanfaatkan media pembelajaran secara efektif dan efisien, kemudian tetuntunya juga untuk penentuan baik guru atau pengajar ya, dengan bimbingan konseling itu memang benar-benar, ya terus terang kita tidak membuat/ menganggap bahwa semua guru itu sama tidak. Jadi kita tetap milih, jadi gurunya ya guru yang harus kita pilih untuk menangani kelas akselerasi termasuk BK, BK nya juga kita pilih. Nah, disana aturannya sudah jelas bahwa yang menjadi wali kelas untuk kelas akselerasi itu kan adalah</p>

	<p>guru BK. Tujuannya apa? Ya biar nanti secara efektif dia bisa memberi motivasi, dorongan anak-anak untuk tentunya belajar ya lebih dari anak-anak yang di reguler. Itulah mengapa kita pilih guru BK.</p>
<p>Interviewer (P)</p>	<p>Bagaimana cara bapak dalam merancang program tahunan akselerasi itu?</p>
<p>Informant (I)</p>	<p>Ya, intinya 2/3 tadi. Kita merancangnya sebenarnya bersama dengan yang reguler, jadi nanti dihitung contoh misalnya kalau kelas reguler itu pekan efektif dalam satu semester misalnya 63, jadi ya tinggal dihitung saja nanti untuk kelas reguler itu jumlah pekan efektif dalam satu semester ya 2/3 dari jumlah satu semester itu dibagi nanti ketemu berapa. Ooo... berarti nanti UTS, jadwal UTS jadwal UAS untuk kelas akselerasi sekitar bulan apa. Kalau Juli berarti sekitar bulan November. Aksel sudah UAS. Kemudian termasuk nanti dalam perhitungannya kan kita mesti memiliki 2 kelas paralel kan. Jadi yang</p>

	<p>pertama itu kelas X kemudian yang kedua kelas XI. Ya ini nanti akhirnya kita harus hitung gini, pada awal tahun kita punya kelas X semester gasal kelas XI semester genap biasanya begitu. Kemudian, setengah tahun kedua itu kita sudah beda ya, kelas X nya itu semester genap kelas XI nya naik ke kelas XII. Jadi selalu berbeda begitu. Tapi tetap saja nanti kalau masalah penjadwalan itu dihitung dengan jadwal reguler. Iya kan, sudah dipasang sejak awal, ooo... berarti yang mengajar kelas XII aksel itu siapa. Jadi awalnya pada semester awal itu, ya yang ngajar kelas XII itu ya terpaksa nganggur ini. Tidak mengajar, jadi menunggu, jadi harus disiati seperti itu, secara teknis memang harus seperti itu.</p>
Interviewer (P)	<p>Apa perbedaaan kurikulum yang ada di akselerasi dengan yang di reguler itu?</p>
Informant (I)	<p>Secara kuantitatif tidak berbeda, jadi kalau secara kualitatif yang berbeda. Anak-anak yang akselerasi harus memiliki kemampuan penerimaan yang jauh lebih cepat dibanding dengan</p>

	<p>reguler. Jadi logikanya kalau kita bandingkan dengan kuliah mungkin SKS nya sama tapi JS nya berbeda. Kalau misalnya kelas reguler selama 3 tahun harus menerima SKS, contoh saja yang paling gampang SKS sebanyak 120 SKS, akselerasi ya harus 120 SKS cuma JS nya itu yang berbeda. Pola pikirnya paling gampang ya seperti itu ya.</p>
<p>Interviewer (P)</p>	<p>Akselerasi juga mengadopsi kurikulum dari Cambridge. Itu bagaimana pak? Bisa dijelaskan?</p>
<p>Informant (I)</p>	<p>Ya tidak hanya adopsi tapi juga adaptasi, yang paling banyak itu adaptasi kalau adopsi itu mengambil seluruhnya. Kita lebih condong ke adaptasi meskipun ada yang adopsi. Beberapa adopsi tatapi lebih banyak ke adaptasi. Itu tidak hanya akselerasi ya tapi reguler juga. Jadi kurikulum kita itu sudah Kurikulum KTSP bagaimana kita tahu. Itu tentunya eksklusif ya, lain dari sekolah lain. Karena kita memang ada semangat KTSP disamping itu juga ada semangat RSBI.</p>

	<p>Disatu sisi kita KTSP jadi harus unik juga ya tergantung dari satu pendidikan, disisi lain kita juga ada RSBI, RSBI itu syaratnya keatas kebawah ya. Ke atas itu harus melihat global berarti kita harus menjajarkan diri dengan sekolah-sekolah yang bertaraf Internasional baik di dalam dan di luar negeri. Caranya bagaimana? Mengadaptasi dan mengadopsi. Kemudian yang kedua juga harus kebawah, kebawah itu, ada istilahnya itu PBKL ya Pembelajaran Berbasis Kebudayaan Lokal itu, kita bagaimana mengangkat kebudayaan-kebudayaan lokal agar menjadi atau dikenal untuk skala Internasional. Itu semua kita masukkan dan ikutkan dalam suatu kurikulum. Nah, nanti dalam pelaksanaannya ya awal kita harus melakukan yang namanya Mapping Kurikulum ya. Pemetaan, jadi dipetakan. Oooo.. kurikulum ini sudah sesuai baik kebawah atau ke atas. O ini kurang karena kurang maka harus diadaptasi atau ditambah. Kurang itu kan bisa keluasannya bisa kedalamannya. Bukan itu saja kita</p>
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	<p>punya kurikulum bab nya sama tapi yang dicakup hanya 1 2 padahal secara Internasional yang umum itu 1 2 3 4, jadi kurang luas ya diperluas dan ada yang sama 12 ini hanya permukaannya saja padahal tuntutan global kita harus mempelajari sampai mendalam jadi ya diperdalam. Itu namanya adaptasi. Ada yang tidak ada sama sekali. Padahal butuh ya secara kebutuhan global butuh kita ambil itu namanya adopsi. Baik adopsi maupun adaptasi kita lakukan. Sehingga kurikulum SMAN 3 Malang cakupannya juga jauh lebih banyak. Kalau yang nasional ada kurikulum Cambridge tidak ada kita pakai kurikulum nasional. Kurikulum nasional tidak ada kurikulum Cambridge ada maka kita adopsi. Jadi makanya logikanya ya lebih banyak kan ya. Makanya Time mengajarnya pengaruh itu. Sampai 10 Time saya ya.</p>
Interviewer (P)	<p>Bagaimana keadaan siswa program akselerasi SMA 3 Malang? Yang membedakan dengan reguler itu apa?</p>
Informant (I)	<p>Ya secara input sudah beda, karena</p>

<p>Interviewer (P)</p>	<p>masuk akselerasi itu ada syarat tambahan yang tidak dimiliki oleh siswa kelas reguler. Syarat tambahannya yang pertama Intelegennya IQ minimal 130, kurang dari 130 tidak bisa masuk aksel. Kalau reguler kan bisa. Bukan berarti yang reguler dibawah 130 semua ya kan tidak. Karena disamping itu ada syarat kedua harus punya motivasi punya minat yang kuat ya untuk masuk di kelas aksel. IQ nya diatas 130 tapi kalau motivasi minatnya di aksel tidak ada, ya kita tidak menerima. Kemudian yang ketiga, dukungan dari orang tua jadi dari orang tua itu harus didukung penuh ya. Sehingga nanti kita lebih gampang untuk melacak atau memantau keadaan anak baik di sekolah maupun di rumah. Tapi itu sebenarnya dari tahun ke tahun itu anak aksel itu sudah memposisikan diri sebagai anak aksel rata-rata seperti itu. Jadi meskipun kita tidak menyuruh dia eksklusif juga ya.</p> <p>Apa langkah-langkah yang diambil bapak dalam menunjang pelaksanaan</p>
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<p>Informant (I)</p>	<p>pembelajaran Ekonomi di program akselerasi?</p> <p>Ekonomi yaa, kalau saya sebenarnya secara umum, tapi tidak apa-apa kalau Ekonomi nanti yang jelas dari gurunya sendiri kita pilih guru yang benar-benar sudah teruji, kemudian dilihat pada sarana prasarana di SMA kami mungkin ini masih dalam proses kita buat Lab, jadi Laboratorium perbankan itu dalam rangka untuk mendukung anak-anak dalam pembelajaran Ekonomi. Itu sarana Prasarana. Kemudian juga Outdoor learning ya jadi anak-anak beberapa kali diajak secara langsung ya, jadi melihat secara langsung kegiatan Ekonomi di masyarakat. Fungsinya agar lebih memotivasi anak itu yang sudah kami lakukan ya, kalau perbankan masih dalam proses, itu dalam rangka untuk mengaktifkan siswa terutama dalam hal sarana dan prasarana dalam pelajaran secara umum IPS ya tapi yang khusus adalah Ekonomi Akuntansi.</p>
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APPENDIX 16

CURRICULUM VITAE



I. PERSONAL DATA

Full Name : Gian Restin Dyah Ningrum
 Nickname : Gian
 Gender : Female
 Place, Date of Birth : Nganjuk, April 4th 1991
 Religion : Islam
 Faculty : Tarbiyah
 Department : Social and Science Education
 Program Study : Economic Education
 Years of Entry : 2009
 Address : RT.02/RW.03 Sawahan village, Lengkong
 Kertosono, Nganjuk
 Contact Person : +6285655778266
 E-mail : gian_restin@yahoo.com

II. HISTORY EDUCATION

a. Formal Education

- TK Tri Dharma Wanita Sawahan graduated in 1997
- SDN Sawahan 1 graduated in 2003
- SMPN 1 Kertosono graduated in 2006
- SMAN 1 Kertosono graduated in 2009
- UIN Maliki Malang graduated in 2013

b. No-formal Education

- Boarding School Sunan Ampel Al-Ali at UIN Maulana Malik Ibrahim Malang year 2009-2010.
- Computer and Internet Courses di VISIglobal Kertosono Nganjuk year 2009.
- English Course in Hanindita English Course (HEC) Kertosono Nganjuk year 2006.

III. ORGANIZATION HISTORY

1. Chairman of the *Karya Tulis Remaja* (KIR) SMAN 1 Kertosono period 2008.
2. Chief Editor of school magazine "Genesis" SMAN 1 Kertosono period 2008.
3. Chairman of *Sie Kerohanian Islam* (SKI-OSIS) SMAN 1 Kertosono period 2008.
4. Members of Physics Olympiad SMAN 1 Kertosono period 2007-2009.
5. Division Coordinator Educational Publishing HMJ-IPS UIN Maliki Malang period 2011.
6. Publishing Division Coordinator Institute for Studies, Research and Development of Students (LKP2M) State Islamic University Maulana Malik Ibrahim Malang period 2011.

IV. ACHIEVEMENTS

1. 1st Scientific Essay Contest District Level year 2008
2. 2nd Scientific Essay Contest at District Level year 2009
3. 2nd Speech Contest District Level year 2009
4. Semifinals of National Physics Olympiad year 2009
5. 1st Place The Writing Article UIN Malang Year 2010
6. 1st Business Plan UIN Maliki Malang Year 2011
7. 1st Place Student Research Competition Creativity (PKM) Year 2012

