

DEVELOPING A LEARNING MODEL FOR HOME ECONOMICS AS A LOCAL CONTENT SUBJECT THROUGH THE EBCE (EXPERIENCE-BASED CAREER EDUCATION) APPROACH

ABSTRACT

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In the first stage research study, the result of the learning model try-out in two schools received positive responses so that it was worth continuing. Some findings from the try-out were that, among others, the EBCE model was able to: (a) overcome the constrain in learning facilities, (b) overcome the constrain in teachers' competency, (c) accommodate students' various interests, (d) train students to be aware jobs, (e) train students to be independent, creative, and productive, (f) train students to perceive job values as a basis for life skills, and (g) train students to interact with the off-school world.

On the basis of the positive responses from various parties involved in the try-out of the EBCE learning model in the model in the first year, the study was continued in the following year by implementing the model in a wider area. In the second year, the study implemented the model in model in all regencies in the province of Yogyakarta Special territory. The implementation of the EBCE learning model was intended to gain supports from a wider circle of parties and to obtain feedbacks for the improvement of the model before it was recommended as a policy proposal.

In general, the second stage research study aimed to evaluate the application of the EBCE learning model. Quantitatively, this study aimed to: (1) find out the change in students' attitudes towards Home Economics as a local content after the EBCE learning model was implemented, (2) find out the score improvement of Home Economics as a local content after the EBCE learning model was implemented, (3) find out differences in student' attitudes to wards Home Economics as a local content before and after the EBCE learning model was implemented, and between the experimental group and the control group, (5) find out the effect of students' attitudes towards Home Economics as a local content subject on their Home Economics scores, and (6) find out the effectiveness of the learning of Home Economics as a local content employing the EBCE model in terms of context, input, process, product and outcome.

The main research study employed the research and development approach. In the first year, the study managed to test the model feasibility and tried out the model in a limited area. In the second year, the study employed the quasi experiment and evaluation approach. The quasi experiment involved the control group and used the pretest and post-test design. The evaluation of the learning program was designed on the basis of the CIPP model (context, input, process, and product) plus the outcome evaluation. The simple was selected by using the multistage area random sampling technique by which in the narrowest area the sample was selected by using the cluster sampling technique. The building sample consisted of ten schools from five regencies and from each school two sample classes were randomly selected. One sample class was assigned as the experimental class and the other was the control class. The sample of the experimental research consisted of 692 students. The data collection techniques in this study included interviews, questionnaires, documents, and competency test. The analysis of the quantitative data was done by using the one-way ANOVA, and the analysis of the qualitative data was descriptively reported in accordance with the thematic focuses.

The research finding showed that: (1) Students' attitudes towards Home Economics as a local content subject at the beginning of the learning process had a score of 21,2%, which was in

the very good category, and at the end of the learning process it rose to 28,70%, which was in the same category. At the beginning of the learning process, the score of Home Economics as a local content subject with the highest frequency was a score of 7 (47,4%) and at the end of the learning process a score of 8 had the highest frequency (44,1%). (2) on the whole, student attitudes and scores showed improvement in the period before and after the learning process. In the control group, student attitudes improved by 0,3 and scores by 0,142 and in the experimental group, student attitudes improved by 3,85 and scores by 0,147. (3) there was a difference in attitudes before and after the learning process in the experimental group on the whole with $p = 0.00$, whereas in the control group there was no difference in attitudes before and after the learning process with $p = 0.656$. (4) there was a difference in attitudes in the control group and the experimental group at the beginning of the learning process with $p = 0.001$ and at the end of the learning process with $p = 0.024$. (5) there was no difference in scores before and after the learning process in the control group with $p = 0.958$ and in the experimental group with $p = 0.874$. (6) there was a difference in scores between the control group and the experimental group at the beginning of the learning process with $p = 0.011$ and at the end of the learning process with $p = 0.007$. (7) there was no correlation between attitudes and scores of Home Economics as a local content at the beginning of the learning process with $p = 0.156$ in the control group and $p = 0.573$ in the experimental group. At the end of the learning process attitudes had no effect on scores of Home Economics as a local content in the control group with $p = 0.088$, whereas in the experimental group attitudes had effect on scores of Home Economics as a local content with $p = 0.021$.

The EBCE learning model was effective to improve students' attitudes but not effective to improve students' scores. On the basis of the context evaluation, the learning model could be understood by 90% of the teacher respondents implementing it. The respondents still lacked insight into material selection and learning resources. From the input, the respondents gained supports from school, learning resources and students' parents. The EBCE learning process was successful enough in terms of the improvement of students' attitudes towards Home Economics as a local content in the experimental group. Students' learning outcomes were more relevant to the competency in accordance with the product qualification. The impact was indicated by the fact that students were more creative, instructional materials were more varied, students managed to develop their interest, learning outcomes were more comprehensive, and teacher gained extra knowledge from the field.