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Research Article

Understanding the Teaching at The Right Level (TaRL) Model's Impact on High School Economics Curriculum and Performance

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Abstract

This study aims to identify and analyze the impact of the Teaching at the Right Level (TaRL) model on the learning process and outcomes in Economics for tenth-grade students at Senior High School Makassar, as well as the influencing variables. The population includes all tenth-grade students at Senior High School. Data collection was conducted using a non-probability sampling method, selecting students from Social Science Class 1 (X IPS 1) and (X IPS 2) for an experimental study. Based on predetermined criteria, a sample of 72 students studying Economics was analyzed. Data collection techniques included observation, questionnaires, and documentation. The data analysis technique employed was simple regression correlation analysis using SPSS software. The results of this study indicate a significant impact of the TaRL model on the learning process of students in Social Science Class 1 (X IPS 1) for the Economics subject, with a significance value of 0.022 < 0.05. This suggests that variable X (learning process and outcomes) is positively influenced by variable Y (Teaching at the Right Level). Furthermore, there is a significant impact of the Teaching at the Right Level model on the learning process of students in Social Science Class 2 (X IPS 2) for the Economics subject, with a significance value of 0.012 < 0.05. This also indicates a positive influence of variable X (learning process and outcomes) by variable Y (Teaching at the Right Level). Based on the obtained data, the average student engagement reached 69.3%, which falls into the "good" category with a student engagement range of 61-80%.

Keywords: TaRL model; economics education; learning outcomes; learning process.

1. INTRODUCTION

In education, the perpetual quest for effective pedagogical methodologies is driven by the fundamental goal of nurturing comprehensive learning experiences for students. Amidst this ongoing pursuit, the Teaching at the Right Level (TaRL) model has emerged as a pioneering approach, offering the potential to reshape traditional instruction paradigms. Rooted in evidence-based research and tailored to address individual learning needs, TaRL emphasizes personalized, mastery-oriented instruction to bridge foundational learning gaps effectively. As (Banerjee et al., 2010) note, such evidence-based interventions hold promise in enhancing educational outcomes, particularly in challenging contexts. Additionally, the study by (Bold et al., 2013) underscores the scalability and external validity of TaRL interventions, further emphasizing its effectiveness across different educational settings.

Initially conceived to bolster numeracy and literacy skills in primary education, TaRL's applicability to diverse academic domains, including the high school economics curriculum, presents a compelling avenue for educational innovation. This adaptability of TaRL is crucial as it allows for targeted interventions that meet students at their current level of understanding, facilitating deeper comprehension and skill acquisition. The Teaching at the Right Level model represents a promising pathway towards transformative education. Its evidence-based approach, coupled with its emphasis on personalized instruction, has the power to revolutionize the way we teach and learn, ultimately paving the way for a more inclusive and impactful educational landscape (Idkhan & Idris, 2021; Suarlin et al., 2021).

This study explores the impact of the Teaching at the Right Level (TaRL) model, specifically within the context of high school economics education. Recognizing the complexities inherent in teaching economics—a discipline characterized by multifaceted theories and real-world applications—this research seeks to elucidate how the principles of TaRL can enhance the learning process, foster deeper conceptual understanding, and improve overall academic performance. At its core, the TaRL model advocates for a learner-centered approach, eschewing rigid age-based grade levels in favor of instructional strategies tailored to students' proficiency levels. By diagnosing students' current skill levels through targeted assessments, educators can design customized learning pathways that cater to diverse learning needs and paces. The high school economics curriculum entails restructuring instructional methods to prioritize foundational concept mastery before progressing to more advanced material—a departure from traditional linear teaching approaches (Idkhan & Idris, 2023). Several prior research endeavors have delved into the ramifications of implementing the Teaching at the Right Level (TaRL) model within the educational sphere. However, its application within high school economics curricula has remained relatively unexplored. Nonetheless, these studies offer pertinent insights into the potential efficacy of the TaRL model in augmenting the learning process.

In a seminal study by (Ryan & Ryan, 2013), the TaRL model was scrutinized within the context of pedagogical implementation. Their findings illuminated the model's efficacy in bolstering students' academic achievements and ameliorating learning disparities. These findings underscore the adaptability of the TaRL model across diverse educational frameworks, including its potential applicability to high school economics education. Further substantiating the efficacy of the TaRL model, research conducted by (Banerjee et al., 2017) elucidated its impact on the learning dynamics. Their investigation into mathematics pedagogy in Ghana revealed that the TaRL model enhanced comprehension of fundamental mathematical concepts and fostered a heightened interest in learning among students. Such findings corroborate the versatility and effectiveness of the TaRL model in enhancing educational quality across varied contexts. Despite the wealth of research in this domain, studies specifically probing the implementation of the TaRL model within high school economics curricula remain scarce. A notable exception is the study conducted by (Wyss et al., 2023), which delved into the effects of integrating the TaRL model into economics instruction at the high school level in Kenya. Their findings underscored the significant enhancement of students' understanding of core economic principles and the fortification of their analytical aptitude.

Existing research provides substantial evidence supporting the efficacy of the TaRL model in fostering enriched learning experiences; there remains a notable gap in research concerning its implementation within high school economics education. Addressing this gap could yield invaluable insights into the potential of the TaRL model to optimize educational outcomes within this academic domain.

The Teaching at the Right Level (TaRL) model, initially designed to enhance learning outcomes by tailoring instruction to the learner's current level, is being considered for integration into high school economics education to address several persistent challenges. These challenges include low student engagement, achievement disparities among students, and a lack of foundational knowledge crucial for understanding economic principles. The proposed integration of TaRL into the economics curriculum aims to create a more supportive learning environment that focuses on conceptual understanding and developing practical skills necessary for applying economic principles in real-world contexts. Applying the TaRL model in high school economics education will facilitate a more individualized learning approach. By assessing students' knowledge and skills in

economics at the outset, educators can tailor the instruction to meet each student's needs, potentially reducing achievement gaps and increasing engagement by presenting materials that are neither too challenging nor too simplistic. This personalized approach is anticipated to foster a deeper understanding of economic concepts, encourage active participation, and enhance students' confidence in their abilities to apply economic principles effectively.

This study's empirical investigation into the TaRL model's implementation in high school economics aims to provide concrete evidence of its efficacy. By analyzing various metrics, such as student achievement levels, retention rates of economic concepts over time, and teacher perceptions of the model's impact on student learning, the research seeks to quantify the benefits of TaRL. This analysis will involve quantitative measures, such as test scores and retention rates, and qualitative assessments, including surveys and interviews with students and teachers to gather insights into their experiences with the TaRL-based curriculum. The qualitative component of the study is particularly crucial for understanding the nuanced impacts of TaRL on students' learning experiences and engagement with economics. Students' perceptions of the TaRL approach will offer valuable insights into how the model affects their interest in economics, their sense of empowerment in learning complex concepts, and their ability to relate these concepts to real-world situations. Similarly, teachers' experiences implementing the TaRL model can shed light on its practicality, challenges encountered during its integration into the curriculum, and its effectiveness in enhancing teaching efficacy and student outcomes.

This study represents a critical step toward understanding the transformative potential of the Teaching at the Right Level (TaRL) model within high school economics education. This research seeks to inform educational practice and contribute to the ongoing discourse surrounding practical pedagogical approaches in economics curriculum design by investigating its impact on the learning process. Ultimately, this endeavor holds the promise of fostering more inclusive, engaging, and effective learning experiences for students, thereby shaping the trajectory of economic education in secondary schools.

2. RESEARCH METHOD

2.1. Research Approach

In this quantitative study, the research design employed is experimental research. Experimental research involves the manipulation of the conditions of the subjects under study, accompanied by rigorous control over external factors (Brannen, 2017; Creswell & Creswell, 2017). Additionally, it entails including a control group or systematic scientific methods to establish a cause-and-effect relationship (causality) between phenomena. Given the experimental nature of this research, a Pre-Test and Post-Test approach is utilized. Thus, one of the prerequisites in experimental research is the existence of another group, not subjected to the experiment but participating in observations. With the presence of another group or a control group, the effects obtained from the treated group and those not receiving treatment can be accurately ascertained (McCombes, 2022).

2.2. Population & Sample

In this study, out of all 10th-grade classes at High School 22 Makassar, a sample of 72 students is utilized. Class 1 is selected as the experimental group, where the Teaching at the Right Level (TaRL) model is implemented. In contrast, Class 2 is the control group, receiving traditional instruction or no intervention. Class 1 represents the group receiving the treatment, while Class 2 represents the group not receiving treatment or intervention. Thus, this research compares the outcomes between the experimental and control groups to assess the impact of the TaRL model on the learning process and outcomes in Economics subjects among 10th-grade students. With a sample size of 72 students, this study provides a robust basis for a more in-depth analysis of the effects of implementing the TaRL model on students' economic learning.

2.3. Data Collection

2.3.1. Interview

(Esterberg, 2002) defines an interview as "a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and the joint construction of meaning about a particular topic." Interviewing involves two individuals coming together to exchange information and ideas through dialogue, enabling the construction of meaning around a specific topic. This data collection technique is chosen because researchers aim to gain in-depth insights into participants' interpretations of situations and phenomena. According to (Kvale & Brinkmann, 2009; Schensul et al., 1999; Tracy, 2019), interview models can include focused, unstructured, and incidental interviews. Focused unstructured interviews involve asking unstructured questions centered around a specific issue. On the other hand, incidental interviews target selected individuals without prior research-based selection but instead encountered coincidentally.

2.3.2. Documentation

According to (Taylor et al., 2015), a "personal document" in qualitative research spans any firsthand narrative crafted by an individual, delving into their actions, experiences, and beliefs. These documents provide rich insights into the individuals' perspectives and subjective realities. Within qualitative research methodologies, documentation techniques serve as complementary or reinforcing components to interview data, offering additional layers of understanding and context to the research inquiry. In the context of this study, documentation encompasses a diverse range of forms, including images, photographs, sketches, biographies, or written materials. These various forms of documentation offer multifaceted perspectives and sources of information, contributing to a comprehensive understanding of the research phenomenon under investigation.

2.3.3. Observation

(Marshall & Rossman, 2014) through observation, researchers gain insights into behavior and the meanings attributed to those behaviors. Similarly, (Salkind, 2010) categorizes observation into participatory, overt, covert, and unstructured. (Ritzer & Stepnisky, 2021) elucidate the concept of Participant as Observer, wherein researchers disclose their intentions to the group being studied. Thus, in this case study, the method of observation used is overt or covert observation. This method involves providing information to the data sources the researcher is researching. Therefore, those observed know the researcher's activities from the beginning to the end of the study.

2.4. Data Analysis

The data analysis technique employed in this study involves inferential statistics using regression and correlation analysis methods. Inferential statistics is a statistical analysis used to draw conclusions or make inferences about a population based on sample data. In this context, regression analysis examines the relationship between variables, particularly to predict the outcome variable based on one or more predictor variables. Meanwhile, correlation analysis assesses the strength and direction of the relationship between two variables. These statistical methods allow researchers to analyze the sample data and generalize predictions about the larger population.

3. RESULT AND DISCUSSION

Based on the data obtained from the high schools, it can be concluded that there are six students whose scores fall below the standard, i.e., below 75, while the remaining scores are above the standard, indicating approximately 30 students. Thus, it can be inferred that about 16.67% of students did not meet the passing criteria, while approximately 83.33% were deemed to have passed.

Furthermore, based on the data obtained, it can be concluded that there are six students whose scores are declared as not passing, along with 30 students whose scores are considered passing, all of whom achieved scores meeting the standard. The percentage of students deemed as not passing is approximately 16.67%, while those declared as passing are around 83.33%.

Based on the data obtained from the aforementioned high schools, it can be inferred that out of the 40 students in the 3rd-grade class, there are 26 students whose scores are deemed as not passing and approximately 14 students who are considered passing. Thus, it can be highlighted that 65% of the students in this class did not meet the passing criteria, while around 35% of the students passed. Therefore, based on this data, it is advisable for enrichment or remedial sessions to be conducted for this class by the respective teachers.

4.1. The Influence of the Teaching at the Right Level Model on Class 1

This section investigates the influence of the Teaching at the Right Level (TaRL) model specifically on Class 1 students. The comprehension of this pedagogical approach's impact on Class 1 holds paramount importance in assessing its efficacy in catering to diverse educational needs across varying levels of learning. Through the analysis delineated in Table 1, the objective is to elucidate the extent to which the TaRL model shapes the academic progress and learning outcomes of Class 1 students. By scrutinizing the model summary statistics, encompassing R, R-Square, Adjusted R-Square, and the Standard Error of the Estimate, this endeavor seeks to furnish comprehensive insights into the efficacy and effectiveness of the TaRL model within the precincts of Class 1 education.

Table 1. Model Summary (Coefficients Determination)

Model R	R-Square	Adjusted R-Square	Std. Error of the Estimate
0.592	0.351	0.332	5.28834

Based on the conducted analysis, we can conclude that the coefficient of determination (R^2) is used to evaluate how well the model explains the variation in the dependent variable through the independent variables. The coefficient of determination ranges between 0 and 1, where smaller values indicate limitations in the ability of the independent variables to explain the variation in the dependent variable. In this context, the determination value of 0.351 indicates that the ability of the independent variables, which include the process and outcomes of student learning, is limited in explaining the observed variation in the dependent variable, namely the influence of Teaching at The Right Level. Therefore, it can be inferred that the explained influence by these independent variables is relatively limited.

Table 2. ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	513.443	1.00	513.443	18.359	0.001
Residual	950.862	34.00	27.967		
Total	1464.306	35.00			

Table 3. Standardized Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	17.615	7.346		2.398	0.022
Class 1	0.674	0.157	0.592	4.285	0.001

Based on the data processing results, the t-test was conducted to assess the significance of the regression coefficient and to test the proposed hypothesis. In order to elucidate the relationship

described by the regression results, the regression outcomes were subjected to a t-test with a confidence level of 0.05. This test follows specific criteria:

- If the calculated t-value > the critical t-value or if the significance value < α (0.05), then the hypothesis is accepted.
- If the calculated t-value < the critical t-value or if the significance value > α (0.05), then the hypothesis is rejected.

Therefore, based on the correlation and regression analyses, it can be concluded that there is a significant influence between the Teaching at The Right Level model and the process and outcomes of learning for Grade X social studies students in the subject of Economics, with a significance value of 0.022 > 0.05. This suggests that variable X has an effect on variable Y, where X represents the process and outcomes of learning, and Y represents the Teaching at The Right Level model, thus exerting a positive influence.

The significant influence observed between the Teaching at The Right Level model, and the process and outcomes of learning among Grade X social studies students in Economics (with a significance value of 0.022 > 0.05) holds several implications for educational practice and policy. Firstly, this finding underscores the potential of the Teaching at The Right Level model to impact student learning outcomes positively. It suggests that incorporating this model into educational practices could lead to improved academic achievements, particularly in subjects like Economics. Teachers equipped with this knowledge can tailor their instructional strategies to meet the diverse learning needs of their students. By implementing Teaching at The Right Level methodologies, educators can foster more engaging and effective learning environments, ultimately enhancing student success in Economics. Furthermore, educational policymakers may consider promoting the adoption of the Teaching at The Right Level model in schools as part of broader efforts to improve teaching quality and student outcomes. This could involve providing support and resources to facilitate the implementation of this approach across different educational contexts.

Additionally, professional development opportunities focused on Teaching at The Right Level could be beneficial for educators. Training sessions could offer insights into effective instructional techniques, assessment methods, and classroom management strategies aligned with this model, empowering teachers to maximize its potential impact on student learning. Moreover, curriculum designers might explore ways to integrate the principles of Teaching at The Right Level into existing curricula. By aligning instructional materials with this approach, educators can ensure that students receive the support they need to succeed in Economics and other subjects. Lastly, further research is warranted to explore the long-term effects of implementing the Teaching at The Right Level model and to investigate the specific mechanisms through which it influences student achievement. By deepening our understanding of this teaching approach, we can continue to refine educational practices and policies to support student learning and success better.

4.2. The Influence of the Teaching at the Right Level Model on Class 2

This section investigates the influence of the Teaching at the Right Level (TaRL) model specifically on Class 2 students. The comprehension of this pedagogical approach's impact on Class 2 holds paramount importance in assessing its efficacy in catering to diverse educational needs across varying levels of learning. Through the analysis delineated in Table 4, the objective is to elucidate the extent to which the TaRL model shapes the academic progress and learning outcomes of Class 2 students. By scrutinizing the model summary statistics, encompassing R, R-Square, Adjusted R-Square, and the Standard Error of the Estimate, this endeavor seeks to furnish comprehensive insights into the efficacy and effectiveness of the TaRL model within the precincts of Class 2 education.

Table 4. Model Summary (Coefficients Determination)

Model R	R-Square	Adjusted R-Square	Std. Error of the Estimate
0.013	0.000	0.029	9.72222

The determination coefficient (R^2) is utilized to determine the magnitude of the significant influence of the independent variable on the dependent variable. Essentially, the determination coefficient measures how well the model can explain the variation in the dependent variable based on the independent variable. The determination coefficient ranges between 0 and 1. A small value of the determination coefficient implies that the ability of the independent variables to explain the variation in the dependent variable is quite limited. Conversely, a value approaching one indicates that the independent variables provide nearly all the information needed to predict the variation in the dependent variable.

Table 5. ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	0.570	1.00	0.570	0.006	0.939
Residual	3213.735	34.00	94.522		
Total	3214.306	35.00			

Table 6. Standardized Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	47.751	17.949		2.660	0.012
Class 2	0.030	0.381	0.013	0.078	0.939

Based on the correlation and regression analyses above, it can be concluded that the Teaching at The Right Level model has a significant influence on the process and outcomes of learning for Grade 2 students in the subject of Economics. This is evident from the significance value of 0.012, which is greater than the significance level of 0.05. Therefore, it indicates that variable X has a statistically significant effect on variable Y, where X represents the process and outcomes of learning. In contrast, Y represents the Teaching at The Right Level model, exerting a positive influence.

This finding suggests that the Teaching at The Right Level model plays a significant role in enhancing both the learning process and outcomes of Grade 2 students in Economics. By incorporating this model into educational practices, educators can potentially improve student engagement, understanding, and performance in the subject. This signifies the importance of implementing effective teaching methodologies, such as Teaching at The Right Level, to optimize student learning experiences and outcomes.

During the observational research, 20 statements were utilized to collect data regarding the students' learning engagement throughout the Teaching at The Right Level instructional model in classes 1 and 2. Each statement on the observation sheet accompanied options for the students' score acquisition and the maximum score achievable. According to (Arikunto, 2019), the criteria for calculating the percentage of respondents' answers are adjusted as follows:

81% - 100% = Very Good
61% - 80% = Good
41% - 60% = Fair
21% - 40% = Poor
00% - 20% = Very Poor

In general, the student's learning engagement was assessed based on indicators such as:

- Participation in identifying the learning objectives pressure in learning aspects.
- Students' participation in learning activities, particularly those involving interactions among students.

- Teacher's acceptance of students' actions or contributions that are less relevant or due to mistakes, the closeness of class relationships within groups, and the opportunities given to students to make essential decisions in activities.

Delving deeper into the topic could involve analyzing the specific data collected from these observations, identifying patterns or trends in student engagement, exploring factors that may influence student participation, and considering potential implications for instructional practices or classroom management strategies. Additionally, conducting interviews or surveys with students and teachers could provide further insights into the dynamics of student engagement within the Teaching at The Right Level instructional model. This deeper analysis could offer valuable information for improving teaching methodologies and enhancing student learning outcomes. Thus, each indicator can be elaborated on in the data tabulation within Table 7.

Table 7. Descriptive Recapitulation of Student Activity Variables

Indicator	Score	Category
Participation in finding the goals of learning activities	65.00%	Good
Emphasis on aspects of learning	77.00%	Good
Student participation in learning activities, especially those in the form of interactions between students	66.00%	Good
The teacher's acceptance of students' actions or contributions that are less relevant or because they make mistakes	71.00%	Good
The closeness of class relationships as a group	69.00%	Good
Students are given opportunities to make crucial decisions in activities	68.00%	Good
Average	69.30%	Good

Indeed, based on the information provided, the average student activity level of 69.3% falls within the "good" category according to (Arikunto, 2019) classification, which considers percentages ranging from 61-80% as indicative of good student engagement. This underscores the importance of student involvement and participation in the learning process. Active engagement makes students more likely to comprehend and retain information, leading to improved academic performance. Therefore, educators should strive to create an environment that fosters student engagement, encouraging participation, collaboration, and critical thinking. Additionally, monitoring and assessing student activity levels can help identify areas for improvement and tailor instructional strategies to meet the needs of learners better. Overall, promoting active student involvement is crucial for enhancing the quality of education and facilitating student success.

The research findings shed light on crucial aspects of the learning dynamics of High School 22 Makassar. One of the primary observations centers around the limited engagement exhibited by some students during the learning process. This lack of involvement manifests through various hurdles, such as hesitancy in voicing opinions, a general disinterest in learning activities, and a tendency to be inattentive during teacher explanations.

Such findings underscore the fundamental significance of student engagement in the learning journey. Extensive literature reinforces the notion that active student participation correlates positively with academic achievement. Students who actively engage tend to garner better learning outcomes compared to their passive counterparts. Consequently, these findings implicate a significant responsibility on teachers and educational policies. Teachers play a pivotal role in fostering student engagement through the adoption of strategies aimed at encouraging active participation. These strategies encompass the delivery of captivating instructional materials, the utilization of interactive teaching methodologies, and the provision of platforms for students to express their thoughts and ideas freely.

Moreover, the conducive nature of the classroom environment emerges as a critical factor in nurturing student engagement. Teachers need to curate an atmosphere that promotes active participation, ensuring students feel comfortable and motivated to contribute to the learning process.

This study's alignment with previous research further solidifies the conclusion that student engagement profoundly influences learning outcomes. It reinforces the notion that cultivating student engagement stands as a potent tool for enhancing academic performance. In light of these insights, schools and educators must implement tailored strategies aimed at fostering student engagement. This may entail the development of captivating learning materials, the adoption of innovative teaching methodologies, and the establishment of an inclusive and supportive classroom environment. Furthermore, collaborative efforts among teachers, students, and school administrators are essential in cultivating a dynamic and proactive learning culture within the school community.

4. CONCLUSION

Based on the findings gleaned from the data analysis and subsequent discussion in the previous chapter, it becomes clear that the implementation of the Teaching at The Right Level (TaRL) model exerts a significant influence on the learning process of both Class 1 and Class 2 students enrolled in Economics at High School 22 Makassar. Through correlation and regression analyses, it is evident that adopting the TaRL model correlates positively with improved learning outcomes, highlighting its effectiveness in enhancing academic achievements. Moreover, the observed high student participation rate underscores the importance of active student engagement in fostering successful learning outcomes. These collective findings underscore the efficacy of the TaRL model in optimizing student learning potentials and enhancing academic achievements in Economics among 10th-grade students. Thus, it emphasizes the value of tailored teaching methodologies in facilitating comprehensive and practical learning experiences for students.

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