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HETEROGENEITY OF PEDAGOGICAL PRACTICES IN COMPETENCY-BASED ECONOMICS TEACHING: DISCOURSE ANALYSIS OF PUBLIC SCHOOL TEACHERS IN THE DIGITAL ECONOMY ERA

Gilang Aulia Prasetya[1], Sita Ratnaningsih[2]
Email Address: gilangaulia253@gmail.com [1], sitaratna22@gmail.com[2]
Affiliation: UIN Syarif Hidayatullah Jakarta

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Abstract

The digital economy era demands that economics teaching in high schools transform from a lecture-based approach to competency-based learning that is contextualized to the technology-based workplace. This study aims to analyze the heterogeneity of pedagogical practices in competency-based economics teaching through the discourses of three Economics teachers at SMAN 1 Tangerang Selatan in the digital economy era. The study used a qualitative approach with a case study design, involving three purposively selected teachers. Data were obtained through semi-structured interviews, a review of lesson plans/assets (RPP/ATP) and learning media, and descriptive notes on learning practices. The results indicate three main patterns of pedagogical practices: a conventional lecture-memorization-based pattern, an innovative digital pattern integrating *e-commerce simulations* and financial applications, and a hybrid pattern combining elements of both. The discussion shows that this heterogeneity is influenced by teaching experience, understanding of competency-based curriculum, and the availability of ICT infrastructure, and is in line with the TPACK framework and the findings of several previous studies. It is concluded that the variation in practices reflects teachers' negotiation process between traditional learning norms and the demands of digital transformation. This study's recommendations emphasize the importance of TPACK-based professional development programs and cross-school follow-up studies to strengthen the implementation of competency-based economics learning in the digital era.

Keywords: Digital Economy, Heterogeneity of Practice, Competency-Based Learning, Economic Pedagogy, TPACK

Abstrak

Era ekonomi digital menuntut pengajaran ekonomi di SMA untuk bertransformasi dari pola ceramah menuju pembelajaran berbasis kompetensi yang kontekstual dengan dunia kerja berbasis teknologi. Penelitian ini bertujuan menganalisis heterogenitas praktik pedagogis dalam pengajaran ekonomi berbasis kompetensi melalui diskursus tiga guru Ekonomi SMAN 1 Tangerang Selatan di era ekonomi digital. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus, melibatkan tiga guru yang dipilih secara purposive, dengan data diperoleh melalui wawancara semi terstruktur, telaah dokumen RPP/ATP dan media pembelajaran, serta catatan deskriptif terhadap praktik pembelajaran. Hasil menunjukkan adanya tiga pola utama praktik pedagogis, yaitu: pola konvensional berbasis ceramah-hafalan, pola inovatif digital yang mengintegrasikan simulasi *e-commerce* dan aplikasi keuangan, serta pola hybrid yang menggabungkan unsur keduanya. Pembahasan menunjukkan bahwa heterogenitas ini dipengaruhi oleh pengalaman mengajar, pemahaman kurikulum berbasis kompetensi, dan ketersediaan infrastruktur TIK, serta sejalan dengan kerangka TPACK dan temuan beberapa penelitian terdahulu. Disimpulkan bahwa variasi praktik tersebut mencerminkan proses negosiasi guru antara norma pembelajaran tradisional dan tuntutan transformasi digital. Rekomendasi penelitian ini menekankan pentingnya program pengembangan profesional berbasis TPACK dan studi lanjutan lintas sekolah untuk memperkuat implementasi pembelajaran ekonomi berbasis kompetensi di era digital.

Kata kunci: Ekonomi Digital, Heterogenitas Praktik, Pembelajaran Berbasis Kompetensi, Pedagogi Ekonomi, TPACK

A. Introduction

The digital economy era has forced the world of education, particularly economics teaching at SMA Negeri 1 Tangerang Selatan, to transform from merely conveying classical theory to developing real competencies aligned with the technology-based job market. This transformation includes strengthening fintech literacy, mastery of e-commerce platforms, and digital market data analysis skills (Rusli et al., 2025) . However, the reality on the ground shows a striking heterogeneity in pedagogical practices. Some teachers remain trapped in conventional lectures and memorization, while others have gone further by implementing digital business simulations and online entrepreneurship projects. This gap is further complicated by limited ICT infrastructure and varying teacher adaptability to competency-based curricula, which often hinder the creation of contextual learning experiences for students (Sapruddin, 2025) . Therefore, it is crucial to examine how teachers interpret, design, and practice competency-based economics teaching, and how their discourse reflects the challenges and opportunities of the digital era, which is the primary focus of this study.

Several previous studies provide a theoretical basis for this study. Dalimunthe & Suranto, in " *An Investigation of the Competence of Preservice Teachers of Economics in the Industrial Revolution Era* " (Al-Ishlah: Jurnal Pendidikan, 2022)

used a quantitative approach and found gaps in the pedagogical, professional, and digital literacy competencies of prospective economics teachers with the demands of the Industrial Revolution 4.0 (Dalimunthe & Suranto, 2022) . Wulandari & Mariyam, through "Analysis of the Pedagogical, Professional, and Technological Competency Gap Among Vocational School Teachers," analyzed the gap between teacher competencies and industry expectations, showing that the use of technology and competency-based learning design are still far from standards (Wulandari & Mariyam, 2025) . Pantow et al., in their qualitative study "Analysis of Economics Teacher Pedagogical Competence at SMA Negeri 1 Tompaso" (*Literacy* : Journal of Economic Education, 2021), found that the implementation of active strategies and authentic assessments was inconsistent, particularly in accommodating student heterogeneity (Pantow et al., 2021) . Nevertheless, there is scope for a discourse analysis of SMAN 1 Tangerang Selatan teachers on the heterogeneity of competency-based economics teaching pedagogical practices in the digital era.

The primary objective of this study is to examine in depth how economics teachers at SMA Negeri 1 Tangerang Selatan interpret, design, and practice competency-based economics instruction in the digital economy. Specifically, this study seeks to uncover how the discourses constructed by these teachers reflect the real challenges and opportunities they face in their daily classrooms. By understanding their perspectives and practices, this study aims to map pedagogical patterns that emerge from the heterogeneity of teacher abilities and the limitations of existing supporting resources.

The research benefits are practical. For policymakers and administrators of SMAN 1 Tangerang Selatan, the results form the basis for economics teacher professional development programs, competency curriculum mentoring policies, and strengthening technology integration. For teachers, it serves as a reference for pedagogical reflection and adapting practices to digital industry expectations. For curriculum developers, the findings support the study of digitally responsive high school economics learning models. The study "Heterogeneity of Pedagogical Practices in Competency-Based Economics Teaching: A Discourse Analysis of SMAN 1 Tangerang Selatan Teachers in the Digital Economy Era" is important because it offers a contextual understanding of the role of teachers as key actors in the transformation of learning amidst economic-technological changes (Nurhayati et al., 2025) . Through this discourse analysis, it is hoped that a more responsive and adaptive economics learning model will be identified to global economic changes, while also providing a reflective reference for teachers to align their practices with digital industry standards. Without this study, the transformation of economics education at the secondary level risks losing direction and failing to produce competitive graduates in the future.

B. Method

The research method used is a qualitative approach because this study focuses on an in-depth understanding of teachers' discourse regarding the heterogeneity of pedagogical practices in competency-based economics teaching in the digital economy era, not on hypothesis testing or statistical data processing (Arioen et al., 2023) . The research was designed as a qualitative case study at SMAN 1 Tangerang Selatan with the primary data source being Economics teachers and supporting data sources in the form of learning device documents (RPP/ATP), teaching materials, and learning media used in class. The research subjects were selected purposively (Moleong, 2018) , namely three economics teachers who had varying teaching experiences and different levels of technology utilization.

Data collection techniques included semi-structured interviews to explore teachers' views and experiences, document review to examine the design and form of pedagogical practices, and, when necessary, limited observation of recordings or descriptions of learning activities (Sugiyono, 2017) . Data validity was maintained through triangulation of sources and techniques and re-checking initial findings with informants (Alaslan et al., 2023) . The research stages were carried out in stages, starting with the formulation of the focus and instruments, subject selection and data collection, followed by organizing and coding narratives of qualitative data, then drawing out main themes regarding the forms of heterogeneity of pedagogical practices, causal factors, and their implications, to the preparation of interpretations and conclusions linked to the theoretical framework and previous research results (LJ Moleong, 2022) .

C. Results and Discussion

Interviews with three economics teachers at SMAN 1 Tangerang Selatan revealed that pedagogical practices in competency-based economics teaching vary widely, both in terms of learning strategies and the level of technology utilization. Teacher A, with approximately 15 years of teaching experience, emphasized that he still relies on lectures to explain basic concepts, such as supply and demand, arguing that students understand them more easily through systematic, oral explanations. In the interview, Teacher A explained that the project approach is considered quite time-consuming and requires the availability of resources, which he believes are not yet fully adequate at the school. In contrast, Teacher B, with approximately 8 years of experience, stated that efforts have been made to orient economics learning toward a digital context, for example by using simulations of *e-commerce platforms* like Tokopedia to discuss *e-commerce material* , where students are asked to develop online business plans and conduct simple analyses of business opportunities and risks. Teacher C, with approximately 5 years of teaching experience, positioned himself in the middle by combining a short lecture at the beginning of the session

with practical activities using financial applications or bank simulations to help students calculate interest, inflation, and simple economic indicators in a more contextual manner.

Observations of several learning sessions corroborate these findings. In Teacher A's class, the majority of the lesson time was devoted to theoretical expositions in front of the class using a whiteboard and textbook, while discussions or technology-based activities were very limited. Students tended to be passive, although some occasionally asked clarifying questions. In Teacher B's class, the learning atmosphere was relatively more dynamic; students worked in small groups, accessed websites or digital simulations, and discussed marketing strategies and product pricing calculations. Meanwhile, in Teacher C's class, there appeared to be a transition from conventional learning patterns to the use of technology, for example, the use of simple financial applications accessed through students' devices for exercises. Researchers also reviewed learning tool documents, such as lesson plans/ATPs and teaching materials, and found that Teacher A's documents emphasized material descriptions and written exercises, while Teacher B's documents contained steps for project activities and digital platform-based assignments. Teacher C's documents fell somewhere in between, with a combination of material explanations and application-based activities.

On the other hand, interviews also revealed teachers' perspectives on constraints and opportunities. Teacher A highlighted the limitations of ICT infrastructure and concerns that technology use does not always align with students' readiness, especially those less familiar with digital devices for learning. Teacher B viewed the existing infrastructure as sufficient for pedagogical experiments, although he acknowledged challenges such as unstable internet connections. Teacher C emphasized the importance of ongoing training for teachers to keep up with technology utilization. In this context, the interview results can be presented in a paraphrased style, for example: as stated by teacher GA, the use of lecture methods is still considered the most effective for ensuring students understand basic concepts, while the integration of new technologies is limited. Or, on the other hand, as stated by teacher GB, the use of e-commerce platform simulations is seen as capable of increasing student engagement, although it requires better device and network preparation.

Although this study focused on teachers, students' perspectives can also serve as reflective illustrations, if needed, for further research. For example, a paraphrase of a student with the initials AL stated that the use of online media for learning, such as WhatsApp, requires the support of a better information system, such as a structured school e-learning platform. This statement demonstrates that, from a student perspective, even simple technology still has limitations if not supported by a comprehensive digital learning system. (Hariyono et al., 2024) . Overall, the

abstraction of the results shows that the heterogeneity of the pedagogical practices of economics teachers at SMAN 1 Tangerang Selatan is manifested in three major patterns, namely the conventional pattern based on lectures and memorization, the digital innovation pattern that maximizes simulations and online platforms, and the hybrid pattern that tries to combine the two gradually (Rozi, 2024) . Factors that influence this include teaching experience, perceptions of student readiness, school policies, and the availability of technological facilities.

The role of students and the learning environment need relevant learning, contextual learning, and fostering economic literacy (Gusman & Fitriani, 2023). If teachers implement innovative learning models that connect economic theory to real-world problems, students will be more motivated because they feel the learning is useful and are able to transfer knowledge to new situations, for example, from market theory to buying and selling practices at school (Rinayanthi & Artajaya, 2025). This can be realized through activities such as mini-market simulations or school entrepreneurship projects. To be more effective, teachers need support in the form of contextual teaching resources, such as modules, local case studies, or simple economic data, as well as opportunities to provide field experience through industrial visits and observations of MSMEs (Adi et al., 2022).

The role of curriculum policy is crucial in facilitating the implementation of innovative learning. A flexible and adaptive curriculum is essential because it allows for a student-centered learning approach, one that focuses on active student participation. The 21st-century curriculum also demands mastery of the 4C skills (critical thinking, creativity, collaboration, and communication) and digital literacy, which must be embedded in the economics learning process (Ratnawati, 2021).

Educational policies should not only emphasize theoretical aspects but also support the integration of project-based practices, such as project-based learning, simulations, and problem-based learning. This aligns with the need for economics education to not only provide conceptual understanding but also develop practical skills that are applicable and aligned with the demands of the workplace (Valdés Sánchez & Gutiérrez-Esteban, 2023). Curriculum policies need to be balanced with the provision of supporting resources. Stable internet access, digital devices (laptops, tablets, smartphones), and collaborative spaces are crucial for the optimal implementation of innovative learning strategies.

One approach that can be taken is the implementation of BYOD (Bring Your Own Device) Device), where students are encouraged to use personal devices for digital-based learning activities (MOKODOMPIT, 2021). However, for this policy to be fair, it is necessary to guarantee equal access so that all students, including those from disadvantaged economic backgrounds, can still obtain equal learning opportunities (Lohr et al., 2024). Furthermore, support in the form of digital economic laboratories, simulation software, and technology-based learning

platforms is a strategic investment. This infrastructure will help create a more interactive, contextual, and relevant learning experience to industry developments and global challenges (Westra & Widyawati, 2019).

Table 1. Heterogeneity of Pedagogical Practices in Competency-Based Economics Teaching.

Dimensions of Analysis	**Teacher A: "The Traditionalist"**	**Teacher B: "The Digital Innovator"**	**Teacher C: "The Hybrid Adapter"**
Experience Profile	±15 Years (Senior)	±8 Years (Intermediate)	±5 Years (Junior)
Main Paradigm	**Behaviorism** (One-way knowledge transfer)	**Constructivism** (Experience-based learning)	**Pragmatic-Transitional** (Balance of theory-practice)
The Mainstay Method	Systematic lecture & blackboard exposition	Real projects & *e-commerce simulations*	Short lectures & application-based exercises
Media & Tools	Textbooks & Blackboards	Digital platforms (Tokopedia, etc.)	Student gadgets & financial apps
Student Response	Tends to be passive/information recipient	Dynamic, collaborative, & proactive	Transition from passive to active
Major Obstacles	Lack of facilities and time	Unstable internet connection	Need for continuous training

Table 1 maps the heterogeneity of the three research subjects so that the differences in their profiles, paradigms, and practices are very contrasting and sharp. When linked to competency-based learning theory, the findings regarding these three patterns of pedagogical practice align with the view that competency is not only formed through the delivery of knowledge, but also requires authentic activities close to real-life situations (Meilina, 2025) . The conventional pattern widely applied by Teacher A is still strongly influenced by the behaviorist paradigm, where learning emphasizes the delivery of information and routine exercises. This pattern does not emphasize the performance and demonstration aspects of competency that are the core of the competency-based approach. (Hardianto, 2012) . In contrast, the digital innovation model adopted by Teacher B and the *hybrid model* adopted by Teacher C are closer to a constructivist perspective, where students build understanding through hands-on learning experiences and context-based problem-solving. The use of *e-commerce simulations,* financial applications, and online entrepreneurship projects

reflects efforts to transform the classroom into a miniature representation of the digital economy (Salsabila & Muqowim, 2024) .

Within the TPACK (*Technological Pedagogical Content Knowledge*) framework, variations in pedagogical practices found illustrate differences in the level of mastery and integration of three main components: economic content knowledge, pedagogical knowledge, and technological knowledge (Fakhriyah et al., 2022) . Teacher A appears strong in traditional content and pedagogy, but weak in utilizing technology as an integral part of learning. Teacher B shows relatively more balanced mastery, especially in integrating economic content with project-based pedagogical strategies and digital technology. Teacher C is in a transitional position, where the use of technology is beginning to be integrated but is still not fully integrated into the learning design. This confirms that heterogeneity in practice is not only related to the "willingness" or unwillingness" to use technology, but is closely related to the extent to which teachers develop TPACK competencies within the context of a competency-based curriculum (Silvester et al., 2024) .

Compared to Dalimunthe & Suranto's (2022) study , which found a digital literacy gap among prospective economics teachers, findings at SMAN 1 Tangerang Selatan indicate that this gap persists at the teaching level, not just at the pre-service level. Another difference is that Dalimunthe's study focused on prospective teachers, while this study reveals how incumbent teachers negotiate curriculum demands and field realities. Wulandari & Mariyam's (2025) study on the gap in pedagogical, professional, and technological competencies among vocational high school teachers in the Industrial Revolution 4.0 era also found that the use of technology in learning still falls short of industry expectations. This study corroborates these findings, even within the high school context, where teachers still face similar challenges in meaningfully integrating technology. Unlike Pantow et al.'s (2021) study , which focused on analyzing the pedagogical competencies of economics teachers in general, this study adds the dimensions of discourse and heterogeneity of practice, thus describing not only competency levels but also the considerations, reasons, and ways in which teachers frame their pedagogical choices in the digital age.

In terms of novelty , this study offers several contributions. First, its focus on analyzing the discourse of high school economics teachers in an urban-periurban environment like South Tangerang provides a contextual overview of how school culture, policies, and facilities interact with teachers' personal preferences and competencies. (Daimatussalimah et al., 2025) . The heterogeneity of pedagogical practices is not only understood as differences in teaching styles, but as a result of the intersection of competency-based curriculum demands, academic evaluation pressures, and the dynamics of technological development (Siprianus Jewarut et al., 2024) . Second, this study highlights the combination of conventional, digital, and *hybrid patterns* within a single institution, indicating that pedagogical transformation

in the digital economy era does not occur uniformly even under the same national curriculum. Third, the presentation of data through interview paraphrases and observation abstractions allows readers to see how teachers interpret their own practices and why they choose certain approaches, thus adding a depth of analysis that is not often seen in quantitative research.

The practical implications of these findings point to the need for teacher professional development programs that encompass more than just technical training on application use, but also mentoring on competency-based learning design that integrates technology with economics materials and student characteristics. Schools and policymakers can utilize these findings to design workshops that accommodate the needs of teachers with varying ICT competency backgrounds, for example, using a mentor-mentee model between more digitally savvy teachers and those still more traditional (Parlina & Sujanto, 2023) . Furthermore, findings regarding limited infrastructure and internal school policies indicate that pedagogical transformation requires systemic support, not just individual initiatives.

This study certainly has limitations, including the limited number of subjects and the focus on a single school, which makes the results difficult to generalize widely. However, as a mini-qualitative study, it still provides an in-depth overview of the heterogeneity of economics teachers' pedagogical practices in one specific context. Further research could expand the scope to several high schools in different regions, incorporate the perspectives of students and school management, and combine a qualitative approach with simple quantitative measures of learning outcomes to determine the extent to which variations in pedagogical practices impact student competency achievement. Therefore, the results and discussion of this study are expected to serve as a starting point for developing practices and further research on competency-based economics teaching in the digital economy era.

D. Closing

This study concludes that there is significant heterogeneity in pedagogical practices among economics teachers at SMAN 1 Tangerang Selatan in competency-based teaching in the digital economy era, manifested in three main patterns : conventional (lecture-memorization), digital innovative (e- *commerce platform simulation*), and hybrid (limited combination). This heterogeneity is influenced by teaching experience, school ICT infrastructure, and curriculum understanding, thus answering the problem formulation of how teacher discourse shapes variations in pedagogical practices. The most significant finding is the hybrid pattern as a dominant transition that reflects the negotiation between traditional norms and digital demands.

The implications of these results are the need for professional development programs that focus on strengthening pedagogical and technological competencies

in an integrated manner, school policy support that encourages digital learning experiments, and the provision of adequate ICT infrastructure to ensure more equitable and sustainable implementation of competency-based economics learning practices. This study is limited by the small number of subjects and the context of a single school, and therefore is not intended to be broadly generalized. Therefore, further research is recommended involving more schools and actors (students, school leaders, and business/industry partners), and combining qualitative and quantitative approaches to more comprehensively measure the impact of heterogeneity in pedagogical practices on student competency outcomes.

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