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PROCEEDING

INTERNATIONAL CONFERENCE **1ST SHIELD 2016**

Bandar Lampung, November 2-3, 2016



Post Graduate Program
University of Lampung



Institute of Research
and Community Service

 **BANK BRI**
Melayani Dengan Setulus Hati

Proceeding of International Conference 1st SHIELD 2016

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WELCOME ADDRESS**Report by the Organizing Committee****Dear distinguished guests and participant**

In this globalization era, advancement in science and technology has led to remarkable gains in life. However, despite the remarkable gains, many countries particularly Asian countries face inequalities and uneven progress. Even worse, these countries are facing many problems such as poverty, terrorism, drug abuse, and other social issues. These problems are complex and multidimensional. We should give a real contribution to solving these problems. Because the problems are multidimensional, we need people from cross-disciplinary interests to work hand in hand with strong commitment, not only to face, but also to change these problems into opportunities.

Therefore, the Postgraduate Program in collaboration with Institute of Research and Community Service of University of Lampung provides a place for academicians, practitioners, policy makers, researchers and professionals from multi-disciplines related to Social Sciences and Humanities, Economics, Education, Law, and Sustainable Development to meet and interact with members inside and outside their own particular disciplines. All participants are challenged to give their real contribution to helping solve the real-world problems.

At this first international conference, 93 research articles were submitted from 4 countries. The authors are academicians, practitioners, policy makers, researchers and professionals. This conference aims to share information and discuss recent developments and innovations arising from research in a wide range of disciplines. Through this conference, it is expected that the research articles can be documented and communicated throughout the countries.

I would like to thank you for your participation and looking forward to having productive discussion among participants.

Sincerely yours,

Professor Muhammad Akib

**Remarks by the Director of the
Graduate Program of University
of Lampung**

Honorable keynote speakers, committees, participants, ladies and gentlemen.

It gives me a great pleasure to welcome all of you and chair the Opening Ceremony this morning to the “to the First SHIELD International Seminar”, jointly organized by Postgraduate Program and Institute for Research and Public Services, the University of Lampung. Also, we’d like to say how grateful we are to all the keynote speakers who have accepted our invitation. Also, we are delighted to have all of participants here to participate and share in the First SHIELD International Seminar.

Along with an increase in the activity of national development and the dynamic development of the international world due to globalization, then it will always be followed by the emergence of complex social, humanity, economics, education, law and sustainable development issues. Therefore, the University of Lampung (which has a vision to be the best 10 among public universities nationwide, a mission to be a world class research university, and as the third largest state university outside Java Island) feels compelled to draw up concepts and provide solutions to the various issues.

In relation to the issues, practically the University of Lampung through its Postgraduate Program in collaboration with its Institute for Research and Public Services organizes the first International Seminar with such themes as social, humanities, economics, education, law and sustainable development. This international seminar presents several speakers who come from leading universities in the world. These activities are held in Lampung, which is one area that has a nationally important role, because it is the gateway of Sumatra Island and is strategically located for the development progress.

As the arena for discussion, communication, and enrichment of the knowledge of participants; this seminar is expected to provide a significant contribution to capturing opportunities from the development of science today. This seminar is intended to function as a forum among the participants from various walks of life for dissemination of research results in the fields of social, humanities, education, economics, law and sustainable development. The participants include practitioners, researchers, academics, students, industrialists and science observers from various organizations such as industries, state-owned enterprises, research institutions, government agencies, and public and private universities.

To expand the horizons of thinking for the participants and to share the experiences of international research from world experts, this international seminar invites four keynote speakers from four countries who will present their main papers. These speakers are:

1. Prof. Ryohei Kada from Shijyonawate Gakuen University, Japan
2. Prof. Michael Reed from the University of Kentucky, USA
3. Prof. Dr. M. Reevanny Bustami from Universiti Sains Malaysia (USM), Malaysia.
4. Dr. Herlambang P. from Universitas Airlangga, Indonesia.

We are honored to have you all the speakers here in this seminar, and thank you for being our keynote speakers in this seminar.

Finally, I do hope that this seminar can run well and all participants can participate actively.

Sincerely yours,
Rector,

Prof. Dr. Hasriadi Mat Akin

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Developing Cooperation Economic Model in Junior High School Through the Role of School Committee's Improvement in Bandar Lampung

Erlina Rufaidah

The goals to be achieved in this research is to (a) develop a Model of Economic Cooperative Junior High School through the optimization of the school committee in the city of Bandar Lampung ; and (b) implement the Cooperative Economic Model that is designed to improve the quality of the individual and the school as a whole. This study uses methods Research and Development developed by Borg and Gall implemented within two years of activity. First year : model development stage, based on data obtained at the seminar on early models, designing the initial model, comparative studies, revision, and produced a model school cooperative economy through increasing the role of the school committee. Second year : disseminating the cooperative economy model school, test models, validate and revise the model, implement the model. The expected outcome of this research is the formation of the cooperative economy model secondary school in the metro city. With this result presumably can be disastrous for other schools in forming a cooperative mode.

Keyword: *Economic Cooperation, Role of School Committees, Community Development Program*

1. Introduction

In the Decree of the Minister of National Education number: 044 / U / 2002, explaining that the School Committee is an independent body that accommodates the community participation in improving the efficiency, quality and equity of education management in the education unit, both in pre-school education, education track or path education outside of school. The role of the school committee for education in the school of which is to help the business consolidation of schools in realizing the guidance and development of piety towards God Almighty, democracy education from an early age (life of the nation, educational introduction to defend the state, citizenship, organizational, and leadership), skills and entrepreneurship, physical fitness and exercise, creativity and inventiveness, as well as the appreciation of art and culture (MONE, 2001: 17).

According to the Decree of the Minister of National Education number 044 / U / 2002 on the Board of Education and the Committee sekoah explained that the School Committee functions as follows: (1) Encouraging the growth of the attention and commitment of the community towards the implementation of quality education. (2) Cooperate with the public (individuals / organization / business / industry) and the authorities with regard to the implementation of quality education (3) Collect and analyze the aspirations, ideas, demands, and a variety of educational needs submitted by the public (4) Provide input, consideration and recommendation to the education unit about: education policies and programs, education and Expenditure Budget Plan School (School Budget), the performance criteria of the educational unit, the teaching workforce criteria, the criteria of educational facilities, other matters related to education. (5) Encouraging parents and communities to participate in education to support improved quality and equity of education (6) To raise funds in order to

finance public education in the education unit. (7) Evaluation and oversight of policies, programs, implementation and education outcomes in the education unit. (Ninik, 2011)

The role of the school committee that is vital in the development of quality education requires the contribution of the school committee as advisers, supporters, controller, and a mediator for fundraising. The role needs to be supported by the participation of school committees in developing economic activity and productivity of the cooperative, meaning that the school committee as a driver of economic and entrepreneurial world pioneer in the framework of student progress / i in the learning process.

Empowerment and improving the function of the school committee, can be done by fostering cooperation with the public. With the synergy between the school committee with the school is expected to give birth to a shared responsibility between the community (parents) and the school as partners in the education building. The role of the school committee as a mediator for training and entrepreneurial skills of students can be realized by forming cooperatives as one container to train students in entrepreneurship. Beside that, the positive impact of the formation of cooperatives, which was initiated by the school committee can help parents who have limitations in terms of revenue. Later, the income of the cooperative was formed, expected to be used to meet the needs of students such as books, uniforms and other support in the learning process.

2. Literature Review

Law on National Education System No. 20 of 2003 article 17, paragraph (1) basic education is an underlying level of education secondary education; (2) basic education shape of Elementary School (SD and Islamic Elementary School (MI) or other equivalent forms and Junior High School (SMP) and Madrasah Tsanawiya (mts), or other equivalent form.

Junior High School (SMP) is the formal basic education in Indonesia after completing primary school (SD) or equivalent. Junior High School implemented within a period of 3 years, starting from grade 7 to grade 9. Students in grade 9 are required to follow the National Examination affect whether or not students' graduation. Junior high school graduates can continue on to higher education, ie secondary education (high school) or vocational secondary schools (SMK) or equivalent. Junior high school students are generally aged 13-15 years.

Junior High School (SMP) including compulsory for every citizen aged 7-15 years in Indonesia. 9-year compulsory education covers primary education, namely primary school (or equivalent) of 6 years and junior high school (or equivalent) 3 years. Junior High School (SMP) organized by the government or private. Management of junior high schools in Indonesia that were previously under the Ministry of Education, now the responsibility of local government district / city since the implementation of regional autonomy in 2001. Meanwhile, the Ministry of Education only acts as a regulator in the field of national education standards. Structurally, junior high school is the unit of technical education service districts / cities. In the academic year 1994/1995 to 2003/2004, this school never called junior secondary school (JSS).

Referring to the thought of Edward Sallis, Sudarwan Danim (2006) identify the characteristics of quality schooling, namely: The school focuses on customers, both internal and external customers, the School focuses on efforts to prevent problems that arise, with a commitment to work right from the beginning, school has investments in human resources, so

as to avoid the various "psychological damage" which is very difficult to fix, the school has a strategy to achieve quality, both at the level of leadership, academic personnel, and administrative staff, the school manage or treat complaints as feedback to achieve quality and position error as an instrument to do the right thing in the next period, the school has a policy in planning to achieve quality, both short term, medium term and long term, the school sought the repair process by involving everyone in accordance with the duties, functions and responsibilities, the school encourages people deemed to have creativity, capable of creating quality and stimulate others in order to work quality, school clarifying roles and responsibilities of each person, including the clarity of direction work vertically and horizontal, schools have strategies and evaluation criteria are clear, the school looked or put the quality that has been achieved as a way to improve service quality further, the school looked at quality as an integral part of work culture, the school puts continuous quality improvement as a must.

Munker defines a cooperative as an organization helping who runs "urusniaga" is set, that based on the concept of mutual help. Activities in urusniaga solely for the purposes of economic and not social as contained gotong royong (Arifin Sitio and Tamba Halomoan, 2001: 18).

The main purpose of cooperatives is to realize a just and prosperous society based on the material and spiritual Pancasila and the Constitution - the Constitution of 1945. In Chapter II, Article 3 of Law - Law No. 25 of 1992, states that the cooperative aims to "Promote the welfare of members in particular and society in general as well as help build national economic order in order to realize an advanced society, just and prosperous based on Pancasila and the Constitution - 1945".

Furthermore, the cooperative functions stipulated in article 4 of Law No. 25 of 1992 on cooperatives, namely, to build and develop the potential and economic capacity of the members in particular and society in general to improve the economic and social welfare, participate actively in efforts to enhance the quality of human life and society and strengthen the economy of the people as the basis of the strength and resilience of the economy a national cooperatives as a teacher.

Trying to realize and develop the national economy is a collective effort based on the principle of kinship and democracy ekonomi. Keberadaan school committees that legally stipulated in Decree of the Minister of National Education No. 044 / U / 2002. Based on the Minister of Education, the school committee aims to (1) Accommodate aspirations and community initiatives in the delivery of operational policies and education programs in the education unit; (2) increase the responsibilities and the role of society in education; (3) Creating an atmosphere condition of transparent, accountable, and democratic in the administration and quality education services in the education unit. Thus, the school committee is an independent body that embodies the role of the community in order to improve quality, equity and efficiency of education management in the education unit.

Further in the Decree of the Minister of Education explained that, where the school committee acting as (1) Giving consideration (advisory agency) in the determination and implementation of education policies in the education unit; (2) Support (supporting agency), both tangible financial, thought and energy in education; (3) Access Control (controlling agency) in the framework of transparency and accountability of the organization and education outcomes in the education unit; and (4) The mediator between the government (executive) with the community in the education unit.

The fourth related to the role of the school committee in the above can be described as follows:

- (1) The role gave consideration, do the school committee on aspects of school planning Educational Work Plan (RKS), the Annual Work Plan (RKT), and the School Budget and Activity Plan (RKAS), the implementation of school programs, and resource management education.
- (2) The role of providing support, done in resource management, infrastructure management, and budget management.
- (3) The role of control, implemented in the control of educational planning in schools, monitoring the implementation of school programs, and monitor output (output) education.
- (4) The role of interfaces, liaise with the public schools, the education agency and the corporate world in terms of planning, implementation, program and resource management.

3. Research Methods

This study uses research and development (Research and Development) is a research method that is used to produce a particular product, and test the effectiveness of the product.

According Sujadi (2003: 164), Research and Development or Research and Development (R & D) is a process or steps to develop a new product, or enhance existing products, which can be accounted for. Such products are not always shaped objects or hardware (hardware), such as books, modules, learning tools in the classroom or in the laboratory, but it can also software (software), such as computer programs for data processing, learning in the classroom, library or laboratory, or models of education, learning, training, coaching, evaluation, management, and others.

According Sugiyono (2011: 407) methods of research and development is the research methods used to produce a particular product, and test the effectiveness of the product.

Steps Research and Development:

According Sugiyono (2011: 408) measures the implementation of the strategy of research and development being done to produce a specific product and to test the effectiveness of the product in question, is: Potential and problems, gather information and Literature, Product design, validation Design, Improved Design, Product trials, Revision Products, test Usage, Revised Product and Preparation of Bulk Products

Based on the above steps, this study consisted of two phases that are arranged in a two-year budget for 2014 and 2015. The first year is a field of research that will be conducted at the Junior High School (SMP) in Environmental Education Office in Bandar Lampung. This study will explore the implementation of the school committee in the implementation of cooperative economics junior. The arrangement of the research design will be carried out as follows:

Research Activities First Year, Location research, conducted in the first phase of research is to determine the location of the first year of the study. In determining the location of the research should have the desired characteristics of the school, the junior high school

that has a commitment to implement a cooperative economic system in the school. The choice of location is a Junior High School in the city of Bandar Lampung.

Data Collection, the second stage conducted by researchers is to collect data needed for research purposes of schools that have been established as a research location. Data collection is done at the beginning of the study until padatahap prepare the research report.

The design of the model, after getting the input of various parties, it will formulate a draft model of cooperative economy in the school through the school committee. At this stage a preliminary draft that still needed further verification.

The development of cooperative economic model by increasing the role of the committee stems from the school committee is an independent body that embodies the role of the community in order to improve quality, equity and efficiency of education management disatuan education. School Committee through its role as a Support Agency or Supporting Agency implemented within the resource managers, infrastructure managers, and managers of the budget, which is then followed from the school to parents. The role of the school committee functioning ie Mediator Transportation Agency or Agency in which the school committee to liaise with the public schools, the education agency and the business world in this case the planning, implementation, program, and resource managers. Furthermore, from parents are given training, equipping, and training and provide capital to prepare and produce soul enterprenuer then packaged and given a container of the school committee of planning the establishment of a cooperative school.

Cooperative is an association of people, usually have the economic capacity is limited, which through a form of business organization supervised democratically, each contributing an equivalent to the necessary capital, and are willing to bear the risks and receive the rewards are well worth the effort they did (ILO Revrisond Baswir, 2000: 2).

Of school cooperatives formed will produce output that best benefit that will be returned to the student's parents to meet their needs to be met such as books, school uniforms, and others. Implementation of school cooperatives formed by the school committee would be controlled as well as the role of committees namely the Board of Control (Controlling Agency), implemented in the control of educational planning in schools, monitoring the implementation of school programs, and monitor output. So the development of the economic model of cooperatives through the increased role of the school committee is expected to create learners who have the Good Character and for the cooperative schools have been formed into the required supplier market and then generate revenue.

Comparative Study, To verify the results of the initial draft, the researchers along with other timpeneliti study visits to various schools in other areas. Determining the location of this appeal, it is judged that the local government has a strong commitment to realize the application of cooperative economy in school.

Revised Draft Model, After the previous stage, the draft document early models have been formulated previously considered sufficient reason to be revised so it will be feasible to implement.

Product of Year One, the product is the first year the cooperative model documents SMP economy through increasing the role of the school committee in the environmental development program. This model was piloted in other schools with similar characteristics and different schools in the second year of research activities.

Research Activities Second Year, Implementation Model for Economic Cooperation Junior High School through the increased role of the school committee in the environmental development program. Objective, To know the level of successful implementation of Economic Cooperation Model Junior High School through an increase in the role of the School Committee Community Development Program. The activities include: Seminar and socialization model, the event is attended by practitioners of education, especially school principals, teachers, school committees, school superintendent, and the Department of Education to promote the economic model cooperative secondary school by increasing the role of the school committee that had been set in the first year of research activities. Trial Model At this stage, will be piloted in schools that have been determined as the first step in the implementation of the cooperative economy model secondary school through the increased role of the school committee. The trial results will then be revised by experts through the Forum Group Discussion (FGD). Validation and Revision Model, Validation and revision of the model, is a step in modeling to determine the suitability of the model with real representative system. There are four stages in the process of validating the model, namely: (1) Validation of conceptual, (2) logical validation, (3) experimental validation, and (4) operational validation (Landry et al., 1983). Implementation Model, The next step is the implementation of a model that has been revised in schools that have been identified as other research sites are located in urban areas (urban), namely Bandar Lampung city and in rural areas (sub-urban), the Right Way district. Model Implementation Results Data Processing, Data processing is performed to determine the results of the implementation of the model in the field. This study used survey method with quantitative approach which refer to historical data, followed by a verification and validation testing. Report of Research and Publications, data processing results as a basis for the preparation of research reports, the next seminar and published in research journals. Done entire research activity.

RESEARCH RESULT

The results of the study in the first year, namely (a) the identification of the existence of cooperatives in all secondary schools located in the city of Bandar Lampung (b) interviews with the school on the following school cooperative development efforts with the involvement of school committees. The need for identifying the cooperative school is to classify schools by school cooperatives were established, growing, and has not yet formed. Furthermore, from the data obtained will be applied to strategic steps to resolve the problem of different cooperative development of the school through the optimization of the role of the school committee. As for the distribution of schools already have cooperative and who have not had a cooperative presented in the data table 4.1

Analysis of the first 36 secondary schools located in the city of Bandar Lampung indicates that there are 5 schools (13.88%) who do not have cooperative while the rest (31 schools or 86.11%) own the cooperative. This indicates that most of the junior high school in the city of Bandar Lampung have noticed the importance of cooperatives in schools. Koperasisekolah economy model development at the level of secondary school (SMP) through increasing the role of the school committee.

Cooperatives today still need to be developed in order to compete with other private business development and this is an ideal entrepreneurship education in schools. The problems faced by cooperatives, especially the aspect of balance, and the business aspects of capital, working capital for the cooperatives is crucial important needs attention from all

stakeholders. Is a classic constraints on capital availability. However, such capital must be tailored to the needs of cooperatives and cooperative operations in case of shortage of working capital will lead to cooperative stagnant growth, the issue of capital is very important for the cooperative because of the cooperative school should be careful in managing capital.

Problems cooperative schools that have experienced difficulties in the management and development led to the cooperative as a business entity that is in selokah must have a corporate culture that is conducive to be mengatualisasikan dirinyaditengah reality of the liberalization of the economy that continues bergeraksehingga school cooperatives will have appeal as a means of collector potential of the economies of its members are small -small and spread in the scope of school because the cooperative is to be promoted as an ideal business entity (non-profit and social character).

The development of technology that can develop the cooperative school record should be adopted in all units of goods and prices of goods into the computer so that at any time can be checked if there is an error in recording units of goods that have been issued. Students can also cause these obstacles come up, because if we include students as members or customers in existing cooperatives in this school might be better off developing cooperative and will be more advanced, because the number of students more than the number of employees or teachers at the school ,

Governments need to develop cooperative so that it will be a strong reason why the cooperative Indonesia to move forward. Cooperatives in fact been aided by the government through fresh funds, but supervision of such aid needs to be improved. Due to the nature of its support is not required is returned, it can be things that are not mendidik.Akibatnya, the cooperative will be dependent only wait for further assistance from the government. In addition to government aid such harm would also make the cooperative could not compete because it continues to be a parasite country canal.

Development of cooperatives in Indonesia are carried out from the top (bottom up) but from above (top down), it means developing cooperatives in Indonesia instead of the public consciousness, but it appears from government support socialized down. Cooperatives should be formed because of the awareness of the community to help each other meet the needs and welfare which is the purpose of the cooperative itself, so that the government stay into a constructive course. In Indonesia, the government is working double besides support should also be mensosialisasikanya first down so the people into understanding of the benefits and objectives of the cooperative.

Cooperative school as a place of education cooperatives as well as the economic activities of, by, and for the students, the existence need to be developed. For that perluperanan of several parties such as school principals, school committees of parents or the community needs to be contained. Principals can play a role in creating the climate and conditions that encourage the growth of the cooperative school, provide guidance, convenience, and protection to the cooperative school, and was responsible for the smooth running of the school cooperative.

At the government level, for enhancing the cooperative school, can be done by setting the wisdom in giving guidance, supervision, protection, and provision of facilities to the school cooperative, provides ease of procurement of school equipment and other facilities, as well as provide convenience and help in the problem of capital. A teacher can play a role in

the development of school cooperatives such as directing the cooperative activities of the school in accordance with its objectives, provides practical steps in running a school cooperative, gives practical advice, counsel and consulting assistance on the problems faced by school cooperatives, as well as responsible fully responsible for the implementation of cooperative business activities of the school.

Several things can be done to develop a cooperative school. From the institutional side, diperluka their inventory and identification (mapping) of the cooperative school is there to set technical policy program further. In the context of regional autonomy, the relevant authorities need to authorize a proportionate in setting school cooperative as a legal entity under one roof in accordance with their respective competences (appropriate work areas). In terms of productivity and efficiency, efforts to encourage increased productivity and efficiency of school cooperatives need to work with other cooperatives in the sectors of production and distribution. If normal conditions, the cooperative school can be given a greater role in the service sector and trade in accordance with the mechanism market. For increasing the role of the government and the business world can provide good facilities in the development, facility / infrastructure and partnerships to the cooperative school.

4. Conclusion

In the development of the cooperative school, need to build a system or model of cooperative development of a holistic school with systematic monitoring system and open condition to the involvement of various parties. Thus will help the cooperative to become more professional, independent and able to compete. Cooperative school can be more developed and more professional in carrying out their duties. Cooperative schools need to take more initiative and creative to promote cooperatives in Indonesia, especially in the sphere of school. Schools, government, along with the school committee and the stakeholders can take more initiative and support the cooperative schools to achieve common goals in promoting cooperative Indonesia.

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Developing Of Materials Teaching In Conomic Materials Activities Consumer And Producer In Sma State 2 Gedongtataan Pesawaran District

Erlina Rufaidah

Abstract

This research is motivated low ability students in understanding the economics learning materials and their application in life. The learning activities are conducted focusing on use of the lecture method (conventional). Students tend to be difficult to understand the material as a central learning rests on educators not a student. Teaching materials are used only to help students understand the material teoristis. On the application of difficult students understand the material because the main focus of learning is the student trying to memorize the material and read the material completely. This research aims to develop teaching materials in the form of learning modules based economy guided inquiry approach. The concept in this approach teaches students in understanding learning materials with a model of case studies, students are expected to expand their knowledge and understanding of results material adapted to field conditions.

The research was conducted on Class X SMAN 2 Gedongtataan Pesawaran District in the Academic Year 2015/2016. The method used in this research is the Research and Development. Stages of development of learning modules Economists use models ASSURE: (1) analysis, learners, (2) Formulate standards of learning modules, (3) Selection of materials, motode and models, (4) Utilization methods and technology, (5) Participation of students, (6) Evaluasi and revision. Poses trials conducted by (1) Trial Expert Materials, (2) Trial Expert Desaign, (3) Trial Linguists. These results indicate aspects of ease, the attractiveness and completeness of information has increased in the experimental class compared to the control class. Konsukuensinya teachers are required to be creative and innovative in presenting the material as well as the use of methods and learning models.

Keywords: *Module Economics, Economic Activities, Guided Inquiry*

1. Introduction

Education is a major aspect in improving the human competencies. Modernity in all aspects of life requires the availability of human resources Bedaya high competitiveness khsususnya education. Superior quality of education is an effort to increase the potential of learners through formal and informal institutions. Conception of education emphasizes the creation of human beings who have a high knowledge, extensive knowledge and has character. Superior quality of education can not be separated from the high quality of education sector in educational institutions. Improving the quality of education and learning

should be continued effort to achieve an effective learning system and are relevant to the advancement of science and technology.

The paradigm of the majority society to an educator (teacher) is the only source of learning for the students, teachers should be learning is not understood as the only source of learning, but with his position as a teacher activist role must also be able to plan and create learning resources more so as to create a conducive learning environment. According Munadi (2008: 5), the sources of learning than teachers called as a conduit or liaison instructional messages are held and / or created in a planned manner by teachers or educators, usually known as a "medium of learning". The use of media or tools recognized by many educational practitioners greatly assist the learning process activities both inside and outside the classroom, especially to help increase student achievement and able to escort students achieve the function and purpose of education. The function and the learning objectives will be achieved when using the right media at the time of learning.

Teaching materials are part of the learning media in the form of print and non-print materials then contain materi study are summarized in several forms including modules, student worksheets, compilation, handouts, audio-visual, recording and more. Preparation of teaching materials appropriate creative and innovative learning materials with varied approaches will increase the interest of learners in the learning process.

Economics is a social science that discuss and learn about the human activities directly related to ibusi distr, consumption and production of goods and services. The basic problem of economics is always facing humanity is not limited number of human needs while the number of limited means of satisfying human needs. The economy was close relation to the increase in prosperity and fulfillment. Economic learning in schools focuses on meeting the learning material is teoristis and less attention to the function of economics in public life. Teaching materials related to the field of economic imu it shall be able to combine the study of economics in theory and economic role in life.

According to Nani (2013: 45) subjects Economics aims to make the students have the following capabilities.

1. Understand a number of economic concepts to link events and economic problems with everyday life, especially those that occur in the environment of individuals, households, communities and countries.
2. Showing curiosity to a number of economic concepts needed to explore the science of economics.
3. Establish a wise attitude, rational and responsible with the knowledge and skills of economics, management, and accounting that are beneficial to themselves, household, community, and country.
4. Make responsible decisions about the socio-economic values in a pluralistic society, both nationally and internationally

Fulfillment educational purposes need to promote the role of educator as facilitator (referrer) learning activities so that students not only acquire knowledge of a source of learning, but students can search for learning resources themselves through teaching materials available, so that learning can be a student-centered and not focused on educators (teacher).

According to Munadi (2008: 4-5), there are three principles that need to be considered by the teacher, namely:

- a. The learning process resulted in changes in the behavior of students is relatively permanent.
- b. Protégé has the potential, in love, and the ability of the Seed is grown naturally on endlessly.
- c. Changes or achievement of ideal quality that does not grow linearly aligned processes of life.

Based on the three concepts above, it appears that the teacher plays a role of instigators (facilitator) in the process of optimizing the students to produce a relatively permanent change in behavior. Teachers called activist role, because with the consideration that the student is a person who has a natural seed inseparable from his environment. The learning process focuses not only on the level of intellectual students, but also the aspects of the behavior of learners in keeping the values and norms. The purpose of the learning will be achieved when students are able to be independent in their learning activities so that the limitations of educators in providing the materials had little influence on the development of students.

The learning process in grade X SMAN 2 Gedongtataan used are based on the lecture and question and answer. Teaching by relying verbalistic such as lectures and question-answer method is much easier, does not require much preparation. In the aspect of the interests of teachers, the way it was easier. Learning activities that occur continuously sera will be by the same method without innovation will bring a sense of boredom on the learner. Learning is not an educator taste alone, but we must consider the interests of student learning. For teachers who have good public speaking skills, taught by relying on lectures might be able to attract the attention of students. The ability to speak is a talent that has always honed in the long term and not all teachers have the expertise to speak who is able to attract all students. This condition causes the learning is still centered on the teacher, so many students who have a low level of understanding. Techniques learned by rote theory and formula will lead to a lack of understanding of the subject matter which is the cause of the lack of understanding of students. then the understanding of the concept of the material should be strengthened so that students are able to solve the problems properly.

Learning Instructional Materials Economics in SMAN 2 Gedongtataan class X is still individualistic and competitive by ignoring the social skills of students, how to construct the students' understanding, in terms of improving students' skills in problem solving, and less associated with the background of the students' understanding that lead to understanding of the concept of student the material is still low so as to obtain results which are not satisfactory. This condition is very supportive of the need for the development of teaching materials guided inquiry-based economy so that students get a variety of activities, especially activities that challenge students to use reasoning in mengkontruksikan economic concept.

2. Literature Review

Medium of learning is one of the facilities that can be used as a means of information and communication in the learning process. The word comes from the Latin *media medius*,

which literally means middle, intermediate or introduction. The word "middle" itself means is located between the two sides, it is also known as "intermediary" or that mediate both sides tersbut. Because of its position at the center of it could also be described as an introduction or link, ie which deliver or connect or channeling something from one side to the other.

The main purpose of learning to use the media in the learning process is to streamline the communication process of learning so as to achieve the goals desired. Learning media has an important role in the learning process that can clarify the presentation of information and messages delivered by the teacher, guide and improve attention, motivation and interests of students, as well as streamline and improve the quality of learning in class. Besides learning media can also be used by students as a learning tool independently, or together with other students without the presence of a teacher.

According Munadi (2013: 7-8), learning media can be understood as anything that can convey and deliver the message from the source in a planned manner so as to create a conducive learning environment in which the recipient can make the learning process efficient and effective manner.

Reduced the scope of understanding of media, AECT (Association of Education and Communication Technology) in Sadiman (2006: 19) explains that: "With the inclusion of a variety of influences into the treasures of study such as science with printing, behavior (behaviorism), communication, and the pace of technological development electronics, media in its development appears in different types of formats (print modules, movies, television, film frame, the movie chain, radio programs, computers and so on) each with characteristics and its ability to own ".

According Udin Saefudin Sa'ud (2008: 214) instructional materials are learning materials that are directly used for learning. In the Complete Dictionary of Indonesian, the material is defined as everything that is used for a specific purpose, while teaching means that the instructions given for a person refuses to obey (know something), so the teaching material is anything that is used with the aim of giving instructions for a person refuses to obey (k

Teaching materials also mean any kind of material used to help teachers / instructors in carrying out the teaching and learning activities in the classroom (Abdul Majid, 2005: 174). Another definition of teaching materials is the information, tools, and text that required teachers / instructors for the planning and review of implementation of learning (Abdul Majid, 2005: 173).

Skills formulate the question becomes an important part in guided inquiry approach as formulating the research question. The ability to ask questions and the courage to uncover an important part in the implementation of the strategy. Hanafiah and Grandchildren (2009: 77) revealed the inquiry is a series of learning activities that involve maximally entire ability of learners to search and investigate in a systematic, critical and logical so that they can find their own knowledge, attitudes and skills as a manifestation of their behavior changes. The ability of inquiry detailed in various indicators have looked at the results of the Alberta Learning Centre in Cartonno (2007: 25). Six stage known as inquiry model is Planning, Retrieving, Process, Create, Sharing, Evaluating.

Manufacturer of a person or company conducting the production. Production activities are activities associated with the effort to create and increase the value of goods and

services. Production includes the human effort to produce goods and services that have utility in an effort to satisfy human needs.

The theory of the behavior of production proposed by David Ricardo (in the book *Principles Of Political Economic And Taxation*) concerning the legal law of deminishing return "when one of factors of production (input variable) plus continuous use, while factors other productions are fixed, then additional output (MP) generated due to additional per unit of production factors initially increased, but then decreased.

Learning device is a series of media and means used and prepared by educators and students in the learning process in class. Development of instructional media is a series of processes activities undertaken to produce a set of learning based on the method and theory of development that has been there. According Heinichetal in Affandi and Badarudin (2011: 22-23) mentions a few steps in the preparation of teaching materials using models ASSURE including: (1) analyze learners (learning analysis), (2) stateobjektive (stated goal), (3) selec menthods media (mediadan use of materials), (4) utileze edia and materials (use of media and materials), (5) require learner particiation Evaluate and revise (participation of students in a class).

The use of the model focuses on the ASSURE model function as a step (procedure) to guide the planning and design guidance mengkombinasikanantara learning material, motode and media. ASSURE model selection module in the development of education in the world due to the need to print human resource competitiveness is not merely a phenomenon know as knowledge, but this model is directed to develop a learning module with guided inquiry approach.

Economic development activities learning module aims to optimize the role of media as a tool in learning independently. The spirit of students to learn increases when teachers can plan lessons based PAIKEM. Success in learning is determined by many factors, including the role of teachers as educators, the condition of students, learning resources, instructional media, learning tools, the learning environment and an adequate system.

The process of developing a module based on terori-learning theory and principles of learning, namely economic concepts in relation to the economic activity of consumers and producers.

3. Research Methods

This study uses research or the development of Research and Development. Definition of Research and Development by the Son (2011: 67) is a research method that intentionally, systematically, aiming / directed to mencaritemukan, formulate, refine, develop, produce test the effectiveness of products, models, methods / strategies / ways, services, certain procedures newer, superior, effective, efficient, productive and meaningful. The procedure of research and development by Borg and Gall in Pargito, (2010: 50) includes five main steps, namely: (1) analyzing the product to be developed, (2) develop initial product, (3) expert validation and revision, (4) small-scale field trials and product revision, and (5) a large-scale field trials and the final product.

Step economic development of learning modules ASSURE use the model to test the expert and product trials. Process expert test was conducted to determine the feasibility of the

resulting product. While product testing conducted to obtain information about how the characteristics, advantages and disadvantages of learning media is learning modules. ASSURE instructional design models suitable for use in a micro-scale learning activities such as learning that takes place in the classroom and training programs. The effectiveness and attractiveness of the product development results will be viewed through a trial use in the classroom. Product development results will be used as a medium of learning economy in the tenth grade.

Product development is carried out in the form of learning modules, in the form of teaching materials Guided Inquiry-Based Approach to facilitate the understanding of economic concepts in relation to the economic activity of consumers, producers and the role of stakeholders. Products economic learning modules will be designated for student / i grade X SMAN 2 Gedongtatan. Effective use of instructional materials in the learning process is seen from the Economics student achievement should be based KKM.

Design development will explain the procedure adopted in making the product. ASSURE based development model, the development of teaching materials research procedures guided inquiry-based approach to facilitate the understanding of economic concepts in relation to the economic activity of consumers, producers and the role of stakeholders.

In research on the development of economic learning module consists of six stages of development procedures performed among five early stage and one additional step of assessing and repairing. ASSURE model learning plans put forward by Sharon E. Maldino, Deborah L. Lowther and James D. Russell in his book titled 9 issue of Instructional Technology & Media For Learning about planning ASSURE model learning includes six stages as follows:

1. Analyze Learners Characteristics

The first stage in the implementation of the model is to analyze terhadap ASSURE student characteristics. This activity is an analytical technique to determine the general characteristics, basic competence (early), learning styles and learning motivation for learners. General Karakteristik basically describes the condition of students such as: age, class, occupation and gender. The method can be performed to determine the general karakteristik including observation, interviews, and pre-test.

2. State Standart And Objektives

The next stage is to define the standards and learning objectives to be achieved. These activities serve to direct the development concept in accordance with the standards of education of students. The standards can be diketahhui of competency standards that have been defined. The method used to formulate learning objectives according to the Persons (2011: 67) using the ABCD format.

- a. A means to an audience, form the student or students who become our learners.
- b. B means behavior, an attitude that describes the new capabilities that must be possessed after the students through the learning process.
- c. C means conditions, conditions or circumstances permorma current students do the measuring process.
- d. D means the degree, the criteria on which to base the measurement of student success.

3. Select Methods, Media, And Materials

The third stage in planning for effective learning through media selection, methods and appropriate learning materials. The learning method is a method used educators in delivering learning materials. Learning methods can be classified into several types, namely cooperative, discovery, problem solving, *permainan*, discussions, demonstrations, and presentations.

4. Utilize Materials

The fourth stage emphasizes the *pembalajaran* successful achievement through the use of media and learning method possible. The learning process is carried out should try to take advantage of learning materials and media optimally, as educators in efforts to improve the competence of students. The characteristics of successful learning has such characteristics can improve learning outcomes, provide motivation for students to study harder, improve memory students in understanding the subject matter, and provide insight to students in the application of the subject matter into life.

5. Require Learner participations

The fifth stage is to increase student activity or participation in learning activities. The learning process is not just knowing the learning material but should be able to understand and apply the material studied *sebagai* learning outcomes.

According Cruickshank in Personal (2011: 126) suggests several steps educators in increasing student participation through:

- a. See *kesipan* students in participating in learning.
- b. Presenting information and materials clearly and logically in the learning process.
- c. Associating new information with the information that has been learned.
- d. Deliver the knowledge and skills in information varies.
- e. Providing opportunities for students to be able to understand and *berliah* new knowledge and skills.
- f. Providing opportunities for students to deepen their knowledge and skills learned.
- g. Helping students in the application of knowledge and skills.

6. Evaluate And Revise

The last stage in the development of the model is to evaluate and revise ASSURE *perencanaan* learning and practice. Evaluation consists of two parts, namely *evlaluasi* summative and formative evaluation. Summative evaluation leads to the assessment of effectiveness, efficiency, attractiveness of the program after *diimplementasikan*. *Evaluasi* formative done systematically and gradually start of the first step is the analysis needs to be a *prtotype* program that is ready to use.

According Personal (2011: 147-148) steps in the formative evaluation process is (1) Analysis of needs, (2) Evaluation of individuals, (3) evaluation of small groups, and (4) The field trials.

4. Research Result

Results of research learning modules based economic development approach guided inquiry, DAPT summarized as follows:

1. The research process of economic development of the learning modules using ASSURE design models. Design economic pembelajaran module uses a six-step diantaranya analyze pembelajaran, the economic objective of making the learning modules, selecting the material, mamadukan materials and media, involving the participation of students, evaluation and revision. Analysis of the results of development using a formative evaluation that learning design economic experts, the economic matter experts and linguists modules. While the testing process uses the same lainnya subject that individual students (2-3 students), small groups (9-12 students) and field (two experimental and control classes).
2. The test results showed that the learning module developed economies have a tendency of systematic, highly relevant, interesting, accurate and flexible, and easy to understand and use in learning activities.

Module-based economy guided inquiry learning is more effective when used in the process pembelajaran and increase student interest in learning the material, especially the economy. The results of students in the control class that uses worksheets and classroom experiments that modules are very different economy and superior economics that uses the module. The results of experimental class learning on average higher than the control class. The accepted understanding of students also cenderung minagkat economic application-related subject matter in everyday life.

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