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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 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 Desain, (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 Munadi (2008: 4-5), there are three principles 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 intelektualias 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 Cartono (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 diketahui 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, permanana, discussions, demonstrations, and presentations.

4. Utilize Materials

The fourth stage emphasizes the pembelajaran 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 Cruickshan 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 berlaih 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 perncanaan 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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