MANAGEMENT DEVELOPMENT OF ECONOMICS LEARNING THAT IS BASED ON ENVIRONMENT WITH INOVATIVE APPROACH AT SMA MUHAMMADIYAH SURAKARTA.

Yetty Sarjono*, Suyatmini*, Ahmad Nasir Aribowo**, Sumiati**

* & ** Lecturers of UMS Surakarta

ABSTRACT

The research background was motivated by the reality that the economics learning at SMA Muhammadiyah Surakarta has not used environment as a medium or a source of learning maximally. Besides that, learning strategy that is often used is variatnt lecturing, so that the learning objectives have not been achieved successfully.

The research aim is to develop economics learning management that is based on environment at SMA Muhammadiyah Surakarta, therefore, resulting in learning model that is able to increase the concept understanding and students academic achievement.

The research approach is research and development study. The research subjects are teachers and students of class X as the main target of try out conducting in pilot testing. Stages of development through qualitative descriptive approach. Including: 1) study of literature, 2) field studies, and 3) the description and analysis of field findings. Qualitative data 1) continuous observation, and 2) triangulation of sources. Experiments that are carried out by comparing the situation before and after using the new system. T test is used to analyze the average score of students’ academic achievement.

The research results showed that: 1) Economics learning model that is based on environment with effective and adaptable through the steps, those are: a) introduction, b) the presentation of substantive material, c) proposing, comparing and explaining analogy, d) testing team, e) re-exploration, and f) testing direct analogy. The model showed self-awareness, demonstrating students’ cooperation/work together in teams, using an objective approach in solving problems, applying religious values and building good character. 2) Implementation of economics learning model that is based on environment with inovative learning approach at SMA Muhammadiyah Surakarta has given positive effect and contribution on increasing student’ concept understanding of Economics lesson, so that, to be effective to have been conducted by teachers. 3) there is an increasing on students’ academic achievement through the implementation of economics learning model that is based on environment with inovative learning approach at SMA Muhammadiyah Surakarta than before.

Keywords : Academic achievement; Environment; Innovative Learning; and learning management

A. Introduction

Learning strategy and management that is done by teachers are very important for creating learning active, inovative, creative, efficient, and lovely condition, so that learners/students are not bored and able to understand material/lesson easily. But, it has not been said succeed, if teachers in
their learning process can not manage and apply learning strategy in a good way and fulfilling criteria of learning active, innovative, creative, efisient, and lovely condition.

From observation and interview of several students at SMA Muhammadiyah Surakarta, it can be concluded that economics learning process that is done by teachers so far, can not be said maximum. Therefore, that learning process can not be said fulfilling learning goal.

Learning process should not be conducted in a classs only, but it can be conducted in everywhere. Condusive learning environment can grow up students’ motivation to study in a good way and productive. Learning that is based on environment can be applied to all of lessons, one of them is economics. That lesson is IPS which has linked with social and society. Therefore, many environment that support the lesson and the way to apply is easier and variant.

For realizing learning goal, so, learning strategy has very important role in learning activity. Many active and innovative learning strategy can be applied in learning process.

Based on interviewed, questionnaire, and observation result of SMA Muhammadiyah Surakarta, from problem identification for economics lesson class x showed that: (1) Students have not active in economics learning, (2) Students sometimes feel bored in following economics lesson, (3) students less enthusiastic and dicipline in following economics lesson, (4) There is indication that learning process of economics lesson is not maximum, (5) Students academic achievement in economics learning have not equal/balance.

B. The Aims of the research

The aims of the research are: (1) To describe economics learning management that is conducted by teachers of SMA Muhammadiyah Surakarta, (2) To describe economics learning model development that is based on environment with inovative approach at SMA Muhammadiyah Surakarta, (3) To describe economics learning model implementation that is based on environment with inovative approach at SMA Muhammadiyah Surakarta, (4) To examine and compare the different of concept understanding on economics lesson which its learning that is based on environment with inovative approach at SMA Muhammadiyah Surakarta, (5) To examine and compare students’ academic achievement on economics lesson which its learning that is based on environment with inovative approach at SMA Muhammadiyah Surakarta.

C. The Research Benefits

Practically usage, (1) Benefits for teachers, (a) It can be used as input for economics teachers that is linked to management development on economics learning that is based on environment with inovative approach, (b) It gives information for conducting active, inovative, creative, efisient, and lovely learning in developing quality education and creating skillfull learners/students, in order to be able for completing problem, good attitude and achievement. (2) Benefits for students: (a) As a research subject, expected that learners/students can obtain direct experienced that is linked to economics learning active, inovative, creative, efisient, and lovely, therefore, it will reach up learning goal that is accordance with expectation, (b) For increasing students’ understanding on economics learning, (c) For increasing students’ academic achievement on economics learning, (d) For increasing students’ responsibility on learning, (3) Benefits for school, (a) This research can be input on developing economics learning management that is based on environment with inovative approach. It is expected for increasing learning quality at school especially, and education quality at general.
D. The Previous Similar Research

There are many researches that are linked with learning development model, curriculum, and material development. The development models are so variant. Research findings of Leary and Berge (2006: 1) stated that:

_E-learning is dramatically improving how agricultural education is done. It is allowing greater access to more students and farmers, more efficiently, with better information. The evaluation results of the first international elearning projects in agriculture show that much good can be done toward ensuring food security in the world if developed countries assist developing countries to implement elearning methods_ (International Journal Of Education and Development using Information and Communication Technology (IJEDICT), Volume 2, Issue 2, pp. 51-59. USA: UMBC.)

From the description can be seen that e-learning environment can increase farming education. It can give bigger possible access both for students and farmers, more efficient with easier information. The first evaluation showed that there is advancement on increasing food maintained for developing countries. Witthaus (2009) stated that:

_For corporate e-learning programmed to be successful, all stakeholders need to be included in the strategic decisions, and all stakeholders need to engage in a learning process to understand each others’ points of view and explore the available options and their consequences. This study will be of value to anyone who needs to develop SCORM conformant courses, as well as managers who are charged with overseeing such projects, or developing an organizational training strategy involving an LMS/LCMS (Electronic Journal of e-Learning Volume 7 Issue 2 2009, (183-190)._

For making E-learning at company in order to be better, so that, all stakeholders should be included in strategies decisions. All stake holders should be involved on study process for understanding their own points. This study as value for everyone that need to develop SCORM, also manager who supervising project that is done or developing strategy of organization training that involved LMS/LCMS. Ali and Salter (2004:11) stated that:

_a web-based environment for online discussions where the facilitator can structure each discussion according to its nature and learning requirements using already designed templates. Features include setting mandatory sections to address, assessment weighting, release dates and archiving options. Students can prepare and post their messages and responses using the discussion forum interface. The facilitator may assess students’ messages, mark them and release them to other responders for review. The discussion can be automatically archived for further discussion or reference. Students should find the proposed structured online discussion model easier to follow, while the facilitator will have more control over the activity and find it easier to assess and re-use. Templates can help in structuring this process (Electronic Journal on e-learning Volume 2 Issue 1)._

It can be seen that environment that is based on web for online discussion where facilitator can arrange all discussion that accordance with manner and learning needby using arranged template. Fitur including arrangement part of overcoming, value, release date, and filing option. Students can prepare and send their message and response by using face to face discussion forum. Facilitator can can establish students’ message, noted and released them with others respondents to be checked.
Discussion can be filled automatically for the next discussion or referenced. Students should find model that is recommended online structural discussion easier to follow, while facilitator will have bigger control on activity and feel easier for valuing and reusing. Template can help in process management. Another research from Pragnell, Roselli, and Rossano, (2006:1) stated that:

The results demonstrate that the use of an environment mediating peer-to-peer collaboration can be highly beneficial, even in primary school age. A high number of messages were exchanged among all pupils and, notably, the highest learning gain was recorded in the less able students in the experimental group (Journal International Educational Technology and Society, 9 (2), 199-132.

That research is studied about cooperation Hypermedia e-learning environment in stimulating constructive collaborative learning. Research finding showed that environment usage peer to peer collaboration very useful even on elementary school, students knowledge exchange will useful for students group. Kohang cs (2009:17) stated that:

Assignments/activities through exploration, learners are encouraged to develop their own goals and objectives in solving problems. They are required to include and apply their own previous experience in solving problems. Interrelatedness and interdisciplinary learning, learner’s self-reflection and scaffolding are necessary elements for the design of assignments/activities. Collaborative design elements such as multiple perspectives and social negotiation are designed into the assignments/activities using small and/or large teams to collaboratively construct knowledge. Self assessment, team assessment, and facilitator assessment are built into the design to continuously assess student learning (Interdisciplinary Journal International of E-Learning and Learning Objects. Volume 5)

It can be seen that learning with exploration activity, learners are pushed for developing their own goal and target for problem solving. They asked to insert and apply experienced for problem solving by themselves. Doing reflection as needed elements for designing activity collaboratively as both perspective or social negotiation. By dividing study groups, can build up knowledge, team valuing, and facilitator continuously so that in line with expected goal.

That description has linked with research finding from many experts that can be concluded that environment has important role in determining learning process goal. That is including e-learning or technology information, society and others.

E. The Research Method

This research used research and development. There are many stages, such as: Pre observation for information collecting (literature, class observing), problem identification on learning, and problem summary: including need measurement, literature study, and small research scale.

This research is conducted at SMA Muhammadiyah Surakarta. Subject of development are students and teachers of SMA Muhammadiyah Surakarta. On previous survey is chose class X as population 6 classes that have structural program of economics lesson for 2 hours in a week. Taking samples in this research by doing try out, choosing randomly 1 class as limited/small scale try out, 2 classes as wider/large scale try out.
Technique of data analysis that is used was in line with kinds of data collected which is linked to economics learning management that is based on environment at SMA Muhammadiyah Surakarta. Validity of qualitative data according to Sukmadinata (2005: 104) It can be done through (1) continuously observation, (2) source triangulation, method and others researchers, (3) Member checking, colleague discussion, and reference checking. Experiment can be done by comparing before and after condition by using new system or comparing with the group which used old system. Test T is used for analysing average score of students academic achievement.

F. The Research Findings and Discussion

1. Model Try out Result in limited scale

Model Try out Result in limited scale had shown that there is increasing of attitude changing. It can be seen from analysis previous score that is taken from daily test score which is conducted by teacher of class X IPS 2. Model try out in limited scale is done at once for one class only. Model Try out Result is obtained 17 students from 22 students can obtain completing minimum standard 75.

2. Model Try out Result in large scale

After making wider learning plan, the next step is doing implementation on class X IPA 2. There are 32 students. While class X IPS 1 is 35 students. Model Try out Result in large scale showed that: Teachers ability and working; can be seen that teachers’ ability in learning development for learning model design that is based on environment is better if compared with Model Try out Result in limited scale.

After stepping 1 for Model Try out Result in large scale can be seen that teachers can develop learning aspects that is demanded by learning model design that is based on environment. However, that learning design as the result of collaborative working between teachers and researcher.

For implementing learning model design in class, there is increasing of ability to conduct learning stages as demanded by learning model that is based on environment.

G. The Changing of Students’ Attitude/behaviour

Aspects that can be measured for implementation valuing in every model try out, that is students’ understanding towards learning material, which can be observed from students amount who reach up minium completing competence and increasing test achievement can be seen from average score of try out result as follows: From 32 students who followed model implementation 27 students. Then, the result before try out that fulfilled minimum completing criteria 11 students from 27 students. After trying out of model implemented is obtained better result 26 students fulfilled minimum completing criteria from 27 students. From that result can be seen that learning goal is successful through economics learning implementation that is based on environment with innovative learning approach.

The next model implementation is class X IPS 1. There are 28 students who followed model try out, and it can be seen that before model implementation students who passed in fulfilling minimum completing criteria 10 students from 28 students. After doing model implementation, students who passed in fulfilling minimum completing criteria 25 students from 28 students, so it can be seen that there is increasing in learning process. This result is in line with Hsiao’ research, al.all (2010) that experiment group is better than control group. Experiment group felt satisfied to get direct experience about a certain topic. It means that learning that is based on environment with innovative approach can increase critical thinking for students in completing duty/task or test from teachers.
H. Learning Validity Result

Model validity test is used to know learning model implemented impact that is developed towards the forming students economics concept. Model implemented is done 3 times, those are: on class X IPS 3, IPS 4, and IPA 3. Economics concept understanding score is obtained by doing test evaluation to get the students’ job result in completing duty. It can be seen that whether or not the students’ job got aspects the forming of economics concept, is there any changing of students thinking or not.

Learning validity test showed that the result on class X IPS 3 obtained 29 students who got understanding of economics concept and academic achievement satisfactory from 32 students. On class X IPS 2 obtained 27 students from 28 students, and on class X IPA 3 obtained 32 students from 33 students.

I. Discussion

From the research result showed that learning that is based on environment with inovative approach can increase critical thinking for students in completing duty or evaluation from their teachers. It is in line with John’ research (2001) that environment education is the process towards individual or group that should be able to increase critical thinking in order that able to solve the problem, skillful in getting decision and responsible. From the research result showed that learning that is based on environment with inovative approach more efective than learning with conventional approach. It is also in line with research result from Puji (2007) stated that learning that is based on environment is able to increase learning quality.

This research result also supported by Windana research (2010) stated that learning that is based on environment is able to increase learning quality in writing. The same case also happend to Apriantini, Niluh Putu, cs (2013) stated that the implentation of cooperative learning model that is based on environment is able to increase students’ writing ability, especially for making better composition.

From this research result teachers are demanded to have ability to manage economics learning that is based on environment with inovative approach, it is in line with Carol research (2009) stated that teachers in doing learning that is linked with environment should have critical thinking in order that not to doctrinate students. The research result showed that learning that is based on environment can make students easier to adapt with that learning, it is in line with Liu research result, cs (2009) stated that every study environment has their own sources. Same with Sumiati research result (2014) stated that learning that is based on environment can make students easier to adapt with that learning.

learning that is based on environment can be one of accurate learning models, especially for delivering economics material. By using learning that is based on environment teachers and students not only study theory but also can link with the real life. it is in line with Julie research result (2007) stated that environment can be used as contexts for integrating lesson and experience sources to study in real life.

Environment to be very important for students and teachers both for absorbing or delivering lesson material, it is supporting Akkoyunlu research, et, all (2008) stated that students’ view about learning process outside class can give facility. From this research result showed that economics learning that is based on environment with inovative approach easier to be understood by students. It is in line with Nasir research (2014) stated that economics lesson that is based on environment with
small group discussion strategy gave understanding of economics concept and students’ academic achievement can increase better. The same thing also happen on poor children education at cities that education model that is based on environment will be easier to be understood by children. As education form for poor children which is conducted by LSM Sari at Surakarta (Sarjono and Suyatmini, 2013: 102)

J. Conclusion

The development of Economics Learning that is Based on Environment

The development of Economics Learning that is Based on Environment for the first stage is still having several weaknesses. It can be seen on model try out at limited class; teachers are still have not mastered the concept of economics learning model that is based on environment. Therefore, it should be evaluation for getting better.

Management Implementation of Economics Learning that is Based on Environment with inovative approach at SMA Muhammadiyah Surakarta.

Model implementation of Economics Learning that is Based on Environment has conducted successfully, though it needed evaluation. It can be seen by teachers and researchers who have conducted model implementation on class X IPS 1, 2, 3, 4 and IPA 2, 3. From that implementation result in fact there is significantly different on students’ attitude/behaviour.

The understanding of economics concept and students’ academic achievement have increased significantly. Large scale try out that has been done on class X IPS 1 and IPA 2 gave similar result, it also happen on validity test that is done for class X IPS 3, 4, and 5.

Based on the above analysis, therfore, it can be concluded that from limited try out until validity try out the level of understanding of economics concept and students’ academic achievement have increased significantly. From large scale try out that is conducted on class X IPS 1 and IPA 2 gave the same result, it also happen on validity test that has been done on class X IPS 3, 4, and IPS 5.

REFERENCES


