



DESIGNING ECONOMICS LEARNING: MAKING MODEL OF ARTICULATION MORE MEANINGFUL WITH STUDENTS INVOLVEMENT

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Abstract: Several students are not able to engage the learning process by applying students centered approach. Therefore, the student centered approach should still be juxtaposed with the teacher centered approach that still emphasize the existence of students involvement. As an initial part of a development research, this paper aims to produce a learning design from an articulation learning model that emphasizes the role of active learners. This paper is an initial stage report of development research steps. Study of literature is used to generate learning instructional design of Economics in High School Plus Bina Bangsa which includes the concepts of learning development, articulation models, and students involvement. The data analysis is done by referring to the ISMAN model to produce the development of a complete learning design. The result is an economy that uses instructional design models oriented articulation students involvement. The design includes components of input, process, output, feedback and learning.

Keywords: *Designing Economics Learning, Making Model, Articulation More Meaningful*

INTRODUCTION

Education is a conscious and planned effort to realize a learning atmosphere and learning process so that students actively develop their potential to have religious strength, self-control, personality, intelligence, noble character, skills needed, society, nation and state (Law No 20 Year 2003). Learning atmosphere and process successfully is one of the determining factors of success in learning. Successful learning process among affected by the accuracy in the selection of instructional model elaborated by the teachers.

Based on the regulations the minister of education and culture Republic of Indonesia (Law No 103 Year 2014), section 2 can be formulated that the learning process should be based on activities of learners, where process of learning in the educational unit is recognized in an interactive, inspiring, fun, challenging, motivating learners to actively participate and can increase creativity, independence and pay attention to the physical psychological development of students. The teacher is required to be able to choose the right and innovative learning model in presenting lessons in order to achieve these goals, so that it is very important for teachers to master and apply various

learning strategies by using learning models that will affect the success of students in learning. The learning model as the rules of ministry of culture and education Republic of Indonesia no 103 Year 2014, sections 2 is a conceptual and operational framework of learning that has a name, characteristics, logical sequence, setting, and culture.

The learning model that used by the teacher should be able to help the process of analysis and activeness of students. Therefore the learning model with a student center approach is considered in accordance with the 2013 curriculum learning and 21st century learning. However, based on the observations of the authors over the two years past it was found that the student centered method is not always good to be used especially for schools with the majority of students who are less superior, in the sense that students who are not accepted in favorite schools or students who have low ability and interest in learning. The Model with full student centered learning is sometimes not very effective due to student centered learning makes the learning process is dominated by learners and teachers only supervise and conclude at the end the subject matter, and not at all sometimes.

The Students who have low abilities, both in terms of cognitive and skills, student centered learning sometimes makes learning goals not achieved or achieved imperfectly. Therefore, teacher intervention at the beginning of the learning (teacher centered) is considered to be necessary before students do student centered activities in learning. One of the learning models is cooperative learning. Cooperative learning models are part of the Student learning approach, which means a learning model approach that prioritizes student activities. Student centered learning has the potential to encourage learners to be more active, independent, in accordance with their respective learning rhythms, in accordance with the age development of students, learning rhythms. The students need to be guided so that they are dynamic and have a high level of competence.

Based on the results of research by Aan Ardian and Sudji Munadi (2015), the use of learning models with student centered learning (SCL) approaches is appropriate when applied to students who have high spatial abilities. But for students who have low spatial ability, student centered learning (SCL) models are not effective to be applied in the teacher centered learning models or direct learning are more effective to complement. In addition, other studies conducted by Paul A. Kirschner, John Sweller, Richard E. Clark (2006), who found the failure of student centered approach to learning that many weaknesses so that student centered was not effective, even cooperative.

Mostly experts said that a good and appropriate learning model is a learning model that is applied to the study of study materials or subjects or sub certain subjects so that students get maximum results, with the intention that not all learning models can be applied to each type of learning material. As stated by Trianto (2009), where the learning model is a broad and comprehensive approach and can be classified based on the learning objectives, syntax (pattern of sequence), and the nature of the learning environment.



Based on these studies several students are not able to engage in the learning process with the approach of student centered. Therefore, the student centered approach should still be juxtaposed with the teacher centered approach but still emphasize the existence of active students. Application of appropriate learning models for teachers can create an active process of learning activities, interactive and help motivate learners to express their opinions in accordance with the subject matter covered. As for students, the learning model can be used as a bridge to practice social skills. Thus the model learning can assist the task of educators and participants to achieve the objectives that have been determined.

In the learning model development, many learning models emphasize the activeness of students in the learning process, including the articulatory learning model. In research Munib (2016), originally articulated motokinestetik metode that developed by Young and the Hawk (1938). Motokinesthetic articulatory method is an articulatory method that is directly applied externally to the mouth, jaw and neck by a speech therapist. The aim of the motochinetic method is to prevent the learning of incorrect articulation and to correct incorrect articulation. A person with mild hearing loss still has hearing ability that depends on the auditory signal received as the basis for the formation of information. It allows a person with mild hearing loss can still be helped by using a hearing aid. It increased information from outside, depending also on his ability to infer direct acoustic signals, where the remaining motion of amplitude and frequency is not enough for a strong understanding of a message or information.

Articulation comes from the word articulate, which means good at speaking, clever in expressing thoughts and saying words clearly. The articulatory learning model is a learning model in which students are required to form groups that are paired, then one of the groups tells the material that has been conveyed by the teacher and the others as listeners after that changes roles. In this case the delivery of the material to be submitted must be different between students from one another even though in one group. This is a unique articulatory learning model. Students are required to be able to play a role as the recipient of the message while acting as a messenger (Ngalimun, 2012). Through the articulatory learning model, the learning process in economic subjects and equivalent subjects that are memorized will be fun and no longer boring, where in this learning model will make students more active (student center) not fully teacher center.

The articulatory learning model is a learning model that requires active students in learning where the learning model begins with the delivery of the subject matter by the teacher who is teacher centered and then more learning is carried out with a student centered approach, where students are formed into small groups. Each student in the group has the task of interviewing his group friends about the new material discussed. The concept of understanding is needed in this learning mode. The articulatory learning model is very suitable for a variety of subjects, especially in economic subjects that are memorized or require memory skills, and are very suitable for all students with high abilities and lack of ability. This learning model is considered to be able to help facilitate the memory of students towards memorized material. where learning is carried out by emphasizing more on the activeness of students but still



preceded by understanding the concept given by the teacher so that learning takes place in accordance with the expected goals.

The learning model is very interesting, yet, it is still very rare for teachers to use it in class during the learning process. Unlike learning models that are very often heard such as Jigsaw learning models, STAD learning models, etc. The articulationary learning model is not very well known among teachers. This is needed from the initial survey conducted by the researcher about the articulationary learning model, it turns out that many teachers who have never used it are not even a few teachers who have never heard of this learning model. Additionally many things that cause learning model articulation that already exist today is less desirable among teachers to be applied in the learning process. Class, including the articulatory learning model is considered to have many weaknesses, namely the articulatory learning model is considered only for certain subjects, the time needed to apply this model a lot, the one that was obtained a little, and if there is a dispute there is no mediator. In addition, this learning model is considered not too pleasant so it is not appropriate to apply for lessons that enter during the daytime.

There are various strengths and weaknesses of the articulatory learning model, researchers are interested in developing this learning model. So that it is expected that through the development of this articulatory learning model will give birth to a new and more interesting learning model to be applied in various conditions. Learning with articulatory models that combine student centered design with a little teacher centered is perfect for subjects that use 3 hours of study time or 3 JP such as economics/accounting subjects and other subjects that spend 3 hours of study. For this reason the learning model that is considered in accordance with the principle of this study is the Articulatory learning model. Where articulatory learning model has a mixture of student centered learning models with teacher intervention at the beginning learning (teacher centered).

The articulatory learning model that will be developed is designed to open only for memorized material as it has been available so far but also in a wider scope such as calculation material on accounting subjects and exact material. So that this learning model can be used by many other learners.

METHODOLOGY

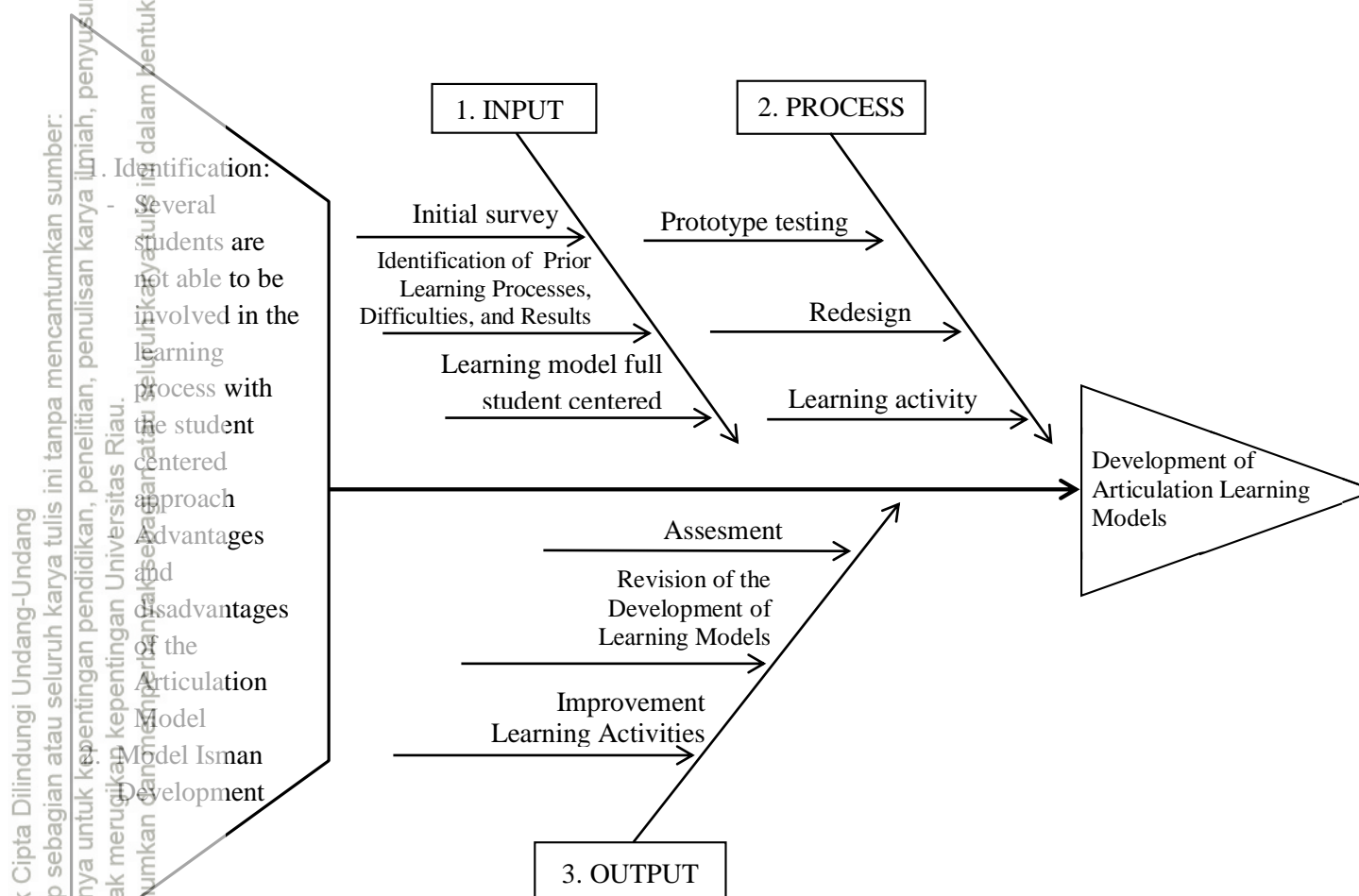
Literature study is used to produce learning design of Economic learning in Senior High School which includes concepts of learning development, articulatory models, and active students. The Data and data analysis is done by referring to the ISMAN model to produce the development of a complete learning design. The Isman model consists of five systematic steps, namely input, process, output, feedback and learning in this study researcher only arrived at the third stage, namely the output stage with the development of the original design.



The learning design will be validated by 2 validator. They cover the development of instructional model articulation; validators content and language. The instruments used in the study consisted of validation sheets, student questionnaire sheets, and student assessment sheets.

RESULT AND DISCUSSION

The Results of this study is an economic learning design that uses a model articulation oriented learners' active involvement. The Design refers to the ISMAN model to produce the development of a complete learning design. The Isman model has five systematic steps, they are input, process, output, feedback and learning. the researcher only arrived at the third stage in this study, namely the output stage with the development of the original design. learning design that has been developed based on the needs presented in Fig. 1: Design of Development of Articulationary Learning Models with Active Student Involvement.



(Fig.1: Design of Active Articulation Development)

stages of learning design development that will be carried out include:



1. Input stage

input is the basis of learning and learning activities. The input stage can be explained as follows:

1. Initial Survey

One of The important factor in the initial process of learning design is initial survey. This learning designer will use the survey method. it was conducted to see the effect of economic learning with an approach that is student centered towards students who have moderate abilities and students with low ability . The initial survey was conducted through observation and interview methods. they are conducted to students and teachers of economic subjects. The initial survey was conducted to determine how much initial ability, students learning interests and learning objectives achievement. the results obtained from initial survey through observation and interviews information about the prior knowledge that the majority of students is low. However, they have a high interest in economic subjects in other side. The initial ability of the student's majority is low that cause the learning model with a full student centered approach that is always considered the most appropriate model by the teacher is not able to provide the achievement of the learning objectives for students who have moderate and even low abilities, it can be seen that after a learning process held, either directly or post test results after the course ended and the results of the test at the time of repeat do.

2. Identification

The main core of identification in this design is to see and assess the process of previous economic learning, difficulties; the results and learning models used before the development design is carried out. This stage will be seen the size or the extent of the involvement of students with middle and low ability in the process of learning economics. The observation was conducted based on observations and interviews with mostly not superior students, in other word students were not accepted in favorite schools where students have the ability and Learning interests that are not too high, learning models with full student centered sometimes are not very effective because student centered learning makes the learning process dominated by students and the teacher only supervises and concludes the material at the end of the lesson, sometimes not even at all. Learning methods with a student centered approach are proven to be appropriate for students who have high abilities but it turns out to be inappropriate if applied for students with low abilities.

For students who have low ability, both in terms of cognitive and skills, student centered learning sometimes makes learning goals not achieved or achieved incompletely, and students do not provide learning outcomes that are not maximal or even low. This is because the students do not understand the subject matter and are only busy with student centered activities carried out in the learning process, even some students seem to just play or during the learning process and ignoring the objectives to be achieved in learning. For this reason, teacher intervention at the beginning of learning (teacher centered) by explaining a little of the subject matter in general is considered to be necessary before



students do their learning activities centered in learning. students already understand and have a general picture of what should be found or discussed when implementing learning with student centered. So, the learning objectives can be achieved for all students.

The initial information is obtained through surveys with observation methods At this stage. Based on the experience of researchers as a private teacher and interviews with students and several economic teachers in similar schools (schools with a predominance of students who have standard or even low ability) for participants students with moderate or even low ability, student centered learning methods must be combined with teacher centered learning models. The results obtained by the researchers, the right learning model for the problem is an articulationary learning model that has a combination of student centered approach and teacher centered approach.

2. Process Stage

The process stage has three steps: testing prototypes, redesigning learning, and learning activities.

1. Testing prototypes (Original Articulationary Models)

After conducting the initial survey and identification, it is known as the initial description that for students with low initial ability, a learning model is needed that can combine the learning model with a student centered approach based on a combination of teaching models with the teacher centered approach . Of the various learning models that researchers feel are appropriate to their needs are the Articulationary learning model. The articulationary learning model is one of the cooperative learning models by prioritizing the student centered approach but at the beginning of the learning the teacher keeps on doing the teacher centered approach to provide an overview to students. the teacher try to use model articulation (the original model) in economic learning in this stage. The main purpose of this stage is to find out the steps that can work and which cannot work. In other words, the problem in the original learning design was identified during the prototype testing process. From the problems or short comings of the original articulationary model, the development of learning models was designed with the involvement of students in economic subjects, taken from the steps and objectives. The results are applying or testing the original articulationary learning model which provides an overview of the weaknesses and advantages of the articulationary learning model which is the basis for the development of the articulationary learning model. The weaknesses of the articulationary model found to be the basis for the development of the articulationary learning model with emphasis active student involvement.

2. Redesign of learning (Development of Articulationary Models)

The learning design will reorganize economic learning activities After problems are identified. To rearrange learning activities, it designed to combine learning with a student centered approach to learning with a teacher centered approach. To reorganize



learning activities, pre-testing plays an important role in designing effective economic learning. Articulationary model development that was designed seen from several weaknesses of the original articulationary model and tried to be designed so that the weaknesses could be minimized. The learning which is well designed with active student involvement, then the learning objectives will be well achieved. this stage will produce a design for the development of an articulationary model with active involvement of students . The design is carried out on the steps of the articulationary learning model which after being identified has weaknesses . Through the design of the articulationary learning model development, it is expected that this model will be more interesting to be used by the teacher and appropriate for students so that the learning objectives can be achieved well.

3. Learning Activities

The teacher starts to teach the steps and implements the development of the articulationary model in economic learning to achieve the learning objectives in this stage. Learning activities are carried out by prioritizing the involvement of active students (student center) with a short knowledge of the teacher (teacher centered). it have seen whether students with low abilities can be more active in learning while still prioritizing the achievement of economic learning goals. The results are the implementation or trial of the initial design of the development of the articulationary model with active student involvement.

3. Output stage

The output stage contains three steps, namely:

1. Assessment

The teacher assesses economic learning activities in the development of articulationary learning design models. This process requires the teacher to implement an assessment that will be prepared to determine whether students demonstrate the skills, knowledge and attitudes described by the teacher in the learning objectives or not. To determine the involvement of students' learning activities, the measurement of learning results and makes decisions about the effectiveness of learning. The results at this stage known as the results from the trial of the initial application of the design development model of articulationary learning with active student involvement.

2. Revision of the Learning Models development.

The revision stage is done after the learning designer evaluates all economic learning activities., the learning designer revises the design section that experiences the problem and adapts it If the learning designer discovers a problem. At this stage, students must be actively involved in the economic learning process. The results of this phase will be revised or improved the design of the articulationary learning model development with active student involvement based on the assessment that has been obtained.



3. Improvement Learning Activities

The final stage in the development of the articulationary learning model design is improvement learning activities carried out after the revision of the development of the articulationary learning model. Improvement learning activities are considered as the final stage in the development of articulationary learning models. The results at this stage will be obtained the design of articulationary learning model development with active student involvement along with the steps of its development.

CONCLUSION

Several students are not able to engage in the learning process with the approach of student centered. Therefore, the students cantered approach should still be juxtaposed with the teacher cantered approach but still emphasize the existence of active students. From various types of learning models, the articulatory learning model is considered the solution to this. The articulatory learning model is one of the models of cooperative learning models.

Cooperative learning models are part of the Student learning approach Centered Learning, which means a learning model approach that prioritizes student activities. Student centered learning has the potential to encourage learners to be more active, independent, in accordance with their respective learning rhythms, in accordance with the age of students, learning rhythms. However, at the beginning the articulatory model learning was designed using teacher centered before students implemented student centered. Learning design by combining these two approaches is considered more effective in the learning process for both students who have high abilities and for students with low abilities. This is because both teacher centered and student centered models each have weaknesses and strengths. For this reason, a new design was developed which produced a more meaningful articulatory learning model with active student involvement.

The Results of this study show an instructional design ekonomi that uses a model-oriented articulatory active participant involvement. The design includes input stage (initial survey and identification), process stage (testing prototypes (original articulatory models), design re-learning (articulatory model development), and learning activities) and the output stage (assesment, revisions learning model development and refinement of learning activities).

Based on the conclusions from the study, it is recommended that if this research is implemented then through a design that is applied correctly, the teacher must first understand the basic abilities of students. The teacher must ensure students when the application of the development of this articulatory model issues give alot of opinions. The teachers are expected not always force the implementation of student centered but will be juxtaposed with teacher centered models with a comparison adjusted to the ability of students.





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