

The Need Analysis of Teaching Material for Macroeconomic Theory Courses, Economic Education Study Program, Pamulang University

Syafaatul Hidayati*, Badrus Sholeh, Syamsul Anwar, Andri Lukmana, Satria Alfiansyah

S1 Pendidikan Ekonomi, Universitas Pamulang, Provinsi Banten

Correspondence: dosen00861@unpam.ac.id

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Abstract

The education system has various supporting components. One of them is teaching materials. Based on the results of observations made by observing students' learning behavior, it is known that many students are confused about choosing the right source. So far, lecturers have only used PPT learning resources. Thus, the aim of the research is to find out what teaching materials need to be developed for macroeconomic theory courses at the FKIP Pamulang University economics education study program according to student needs. The research method used is descriptive research with a survey method. Participants in the research were obtained using a non-probability sampling method, namely active students of the economics education study program FKIP UNPAM who were taking macroeconomic theory lectures, namely students taking semester 5, 27 students who participated in filling out a questionnaire via the Google Form link. The research data were analyzed descriptively qualitatively. research results regarding analysis of student needs for teaching materials in macroeconomic theory courses. It is hoped that future researchers will develop teaching materials that can meet student needs according to the learning objectives set and can overcome student difficulties in learning.

Kata Kunci:

mata kuliah teori makro; bahan ajar; kebutuhan mahasiswa

Abstract

Sistem pendidikan memiliki berbagai komponen pendukung. Salah satunya adalah bahan ajar. Berdasarkan hasil observasi yang dilakukan dengan mengamati perilaku belajar para mahasiswa diketahui bahwa banyak mahasiswa bingung dalam memilih sumber yang tepat. Selama ini yang dipergunakan oleh dosen hanya berupa sumber belajar PPT. dengan demikian tujuan penelitian adalah untuk mengetahui untuk mengetahui bahan ajar yang perlu dikembangkan untuk mata kuliah teori ekonomi makro prodi pendidikan ekonomi FKIP Universitas Pamulang sesuai dengan kebutuhan mahasiswa. Metode penelitian yang dipergunakan adalah penelitian deskriptif dengan metode survey. Partisipan dalam penelitian diperoleh dengan menggunakan metode non-probability sampling, yaitu mahasiswa aktif prodi pendidikan ekonomi FKIP UNPAM yang sedang mengikuti perkuliahan teori ekonomi makro, yaitu mahasiswa yang menempuh semester 5 sebanyak 27 mahasiswa yang berpartisipasi mengisi angket melalui link *google form*. Data hasil penelitian dianalisis secara deskriptif kualitatif. hasil penelitian tentang analisis kebutuhan mahasiswa terhadap bahan ajar pada mata kuliah teori ekonomi makro. Diharapkan nantinya peneliti selanjutnya mengembangkan bahan ajar yang dapat memenuhi kebutuhan mahasiswa sesuai tujuan pembelajaran yang ditetapkan serta dapat mengatasi kesulitan mahasiswa dalam belajar.

INTRODUCTION

Quality education can be realized with quality learning. As is understood, one of the components of quality learning is the availability of teaching materials which serve as guidelines for the learning carried out. The progress in science and technology that is currently being felt also has an impact on the development of science which also demands various kinds of changes in the world of education, especially the teaching materials used. Teaching materials are things that are an effective and efficient center in determining learning which will greatly influence student learning outcomes. The quality of student learning can be improved by providing interactive and communicative learning in an effort to achieve learning goals (Fitriani & Susanti, 2022).

One of the supporting systems for the education system is teaching materials. Teaching materials are one of the tools used by lecturers in an effort to convey learning to students according to the specified learning outcomes. (Nurdyansyah, 2018) stated that teaching materials are very useful and help educators in carrying out learning activities. (Kurniawan et al., 2018) revealed that teaching materials are a component that is very supportive and has an important role in the learning process carried out. The quality teaching materials used by lecturers really help lecturers convey the material being taught optimally. It is important to remember that the teaching materials that are prepared should follow certain rules systematically, which means that the teaching materials should have a preparation flow that is in accordance with the objectives of the teaching materials being prepared. Teaching materials that are well prepared can also influence the level of success of the learning process carried out. This is what was expressed by (Aisyah et al., 2020) In general, these teaching materials consist of components of knowledge, skills and attitudes of students which must be mastered by students in an effort to achieve the specified competency standards.

Kurniawati in (Raka Haikal, Santoso Sri Handoyo, Murtinugraha, 2023) also revealed that the quality of education can be improved not only by selecting appropriate learning strategies and models, but also by paying attention to the use of teaching materials. We know that professional teachers should be able to develop good teaching materials or learning resources that are not boring for students, so that later the learning carried out can run effectively and efficiently according to the goals to be achieved.

The use of teaching materials in learning activities has a very important role (Magdalena et al., 2020). The development of teaching materials makes it possible to eliminate students' boredom while studying (Wahyudi, 2022). In campus learning, lecturers have a very important role in learning (Hidayati et al., 2022). Thus, according to (Hidayati & Anwar, 2021) lecturers can motivate students by using the right applications. As stated by (Kurniawan et al., 2018) interesting teaching materials are really needed in the learning process because they can increase students' motivation and interest in learning.

Teaching materials are used by educators to teach in various fields of science, one of which is macroeconomic theory. The macroeconomic theory course is a course that must be taken by students of the economics education study program at Pamulang University with a weight of 3 credits. This course is taken by fourth semester students. Based on the results of unstructured interviews, it is known that in the learning process that has been going on so far, students do not have the same teaching materials that are used as a guide in the learning process

which can make the learning process easier. Students obtain learning materials apart from the internet, from statutory regulations and textbooks. Apart from that, student dependence on lecturers is still very high, especially in relation to learning material. Lecturers still play a role as the main learning source, so there is a need for teaching materials designed and developed by lecturers to make it easier for students to understand lecture material and to equate the material studied by students. At the same time, these teaching materials can be used as a guide in the learning process by both lecturers and students.

Based on the results of observations made by observing students' learning behavior, it is known that many students are confused about choosing the right source. In fact, reference sources in the form of books and journals related to the curriculum have been informed to students since the lecture contract and written in the Semester Lecture Plan (RPS). Source books related to macroeconomic theory are also available in the library. However, many students have difficulty understanding the meaning of the content in these books, so they are often confused about whether to use the right book to help understand the material and help them complete the assignments given by the lecturer.

Apart from that, based on unstructured interviews, information was obtained that students were more enthusiastic about studying both guided and independently, because they had learning resources that suited their needs. Apart from that, the textbook being developed is also equipped with a material summary and evaluation questions so that it can measure students' understanding of each material presented in the textbook. Based on these results, it can be used as reference material in preparing the development of textbooks on macroeconomic theory. For this reason, it is necessary to carry out a needs analysis first to find out what students need for teaching materials.

It is important to realize that students' learning needs are very diverse because each person tends to have different learning needs. Therefore, analysis of student learning needs needs to be carried out in groups and individually. The results of this analysis can be used as input in preparing learning objectives, materials, media and evaluation so that student learning experiences are more optimal and in line with expectations.

METHOD

This research is descriptive research with a survey method. This research aims to analyze students' needs for developing teaching materials for macroeconomic theory courses using a survey method. Participants in the research were obtained using a non-probability sampling method, where initially participants were selected using purposive sampling, namely active students of the FKIP UNPAM economic education study program who were currently taking macroeconomic theory lectures, namely students taking semester 5, 27 of whom participated in filling out the questionnaire. via the google form link. The research data were analyzed descriptively qualitatively.

RESEARCH RESULTS AND DISCUSSION

Based on the research that has been carried out, data was obtained regarding students' needs for teaching materials in macroeconomic theory courses. There are several questions that

researchers ask respondents who fill out the questionnaire. In more detail the research results and discussion will be described as follows.

Bahan Ajar yang Dipergunakan Dosen

Bahan Ajar apa yang sering digunakan dosen selama proses pembelajaran mata kuliah teori ekonomi makro

27 responses

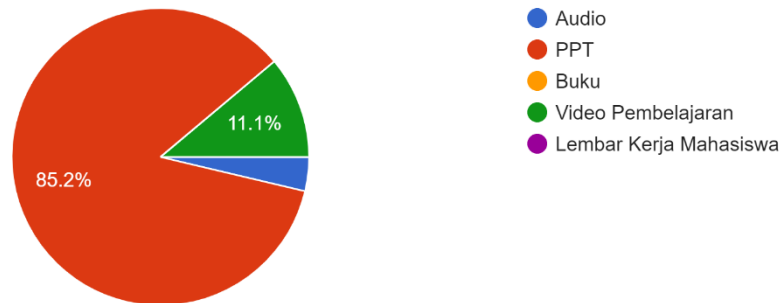


Figure.1 Teaching Materials Used by Lecturers

So far, lecturers have used teaching materials in the form of PPT, as many as 85.2% of students have used related teaching materials. The remaining 11.1 used learning videos, especially teaching materials in the form of modules that had ISBNs and included learning videos. Apart from that, the rest uses audio only.

This is in accordance with research conducted by (Lufthansa et al., 2022) with research results that lecturers still use conventional teaching materials, namely books that are converted into PowerPoint and used when presenting material in class. As is known, the majority of students currently use smartphones using the internet to search for teaching materials. Thus, electronic teaching materials are needed to meet student needs.

Penggunaan Bahan Ajar E-modul

Pernahkah dosen menggunakan bahan ajar E-modul dalam proses pembelajaran mata kuliah teori ekonomi makro

27 responses

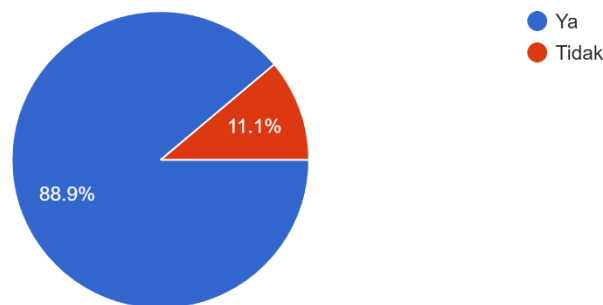


Figure.2 Use of E-Module Teaching Materials

Based on the data obtained, it is known that 88.9% of lecturers have used e-module teaching materials and the remaining 11.1% have not used them. However, based on the results of unstructured interviews, it can be seen for certain that the use of e-modules was not the lecturers themselves who developed them or it could be said that they used other people's reference modules.

The rapid development of technology and information today has a huge impact on all aspects of human life, including education. In the field of education, the role of technology is really needed, especially in online learning. Developing electronic modules is one method that educators and students can use in learning. Thus, it really reaches distance learning (Farida & Ratnawuri, 2021). This is very in line with the learning carried out by UNPAM using blended learning.

Obstacles to Understanding Material

Apakah anda mengalami kendala dalam memahami materi mata kuliah teori ekonomi makro
27 responses

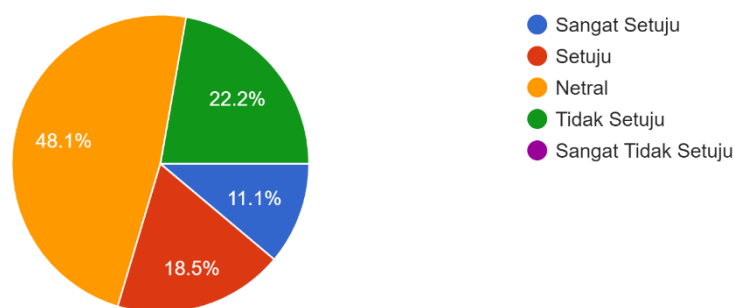


Figure.3 Obstacles to Understanding the Material

Based on the results, data was obtained that students experienced problems in understanding the macroeconomic theory course material with a neutral percentage of 48.1%, disagreed at 22.2%, agreed at 18.5% and strongly agreed at 11.1%. With these results, the researcher concluded that students were actually still having problems understanding macroeconomic theory material.

Many factors influence learning difficulties, one of which is learning resources. This is in accordance with what was stated by (Pratiwi et al., 2015) that there are two causes of learning difficulties, namely internal and external factors. Internal factors include basic understanding of the material, lack of interest and practice as well as students' learning attitudes. External factors include the way lecturers teach and also the learning resources used.

Lecturer's Explanation

Apakah Penjelasan dosen sudah cukup bagi anda untuk memahami materi dalam mata kuliah teori ekonomi makro

27 responses

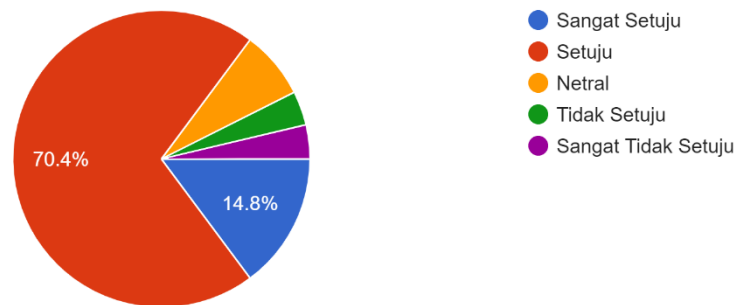


Figure.4 Lecturer's explanation

In this data, it can be seen that 70.4% of students said they agreed that the lecturer's explanation was sufficient to understand macroeconomic theory material. The remaining 14.8% said they strongly agreed.

In a lesson, it is not enough just to explain the lecturer. Students need to have teaching materials that can support their learning process.(Pratita et al., 2021) revealed that through the use of teaching materials that have been designed according to learning needs, students can be directed to be more active in learning activities. This is because they can independently study the material contained in the teaching materials before they attend lectures.

Student Learning Style

Apa gaya belajar yang sesuai dengan anda?

27 responses

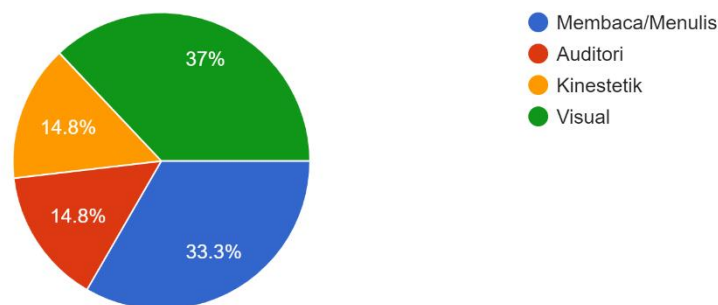


Figure.5 Student Learning Style

Based on the results of the questionnaire, it is known that students' learning styles are reading/writing: 33.3% auditory, 14.8%, kinesthetic, 14.8%, and 37% visual.

Many students experience difficulties in their learning. (Sukaswanto, 2013) states that students' learning difficulties are thought to be caused by the way they learn or the existence of obstacles that cause students to be hampered in their learning activities.

The type of teaching materials that students want

Jenis bahan ajar yang diinginkan mahasiswa
27 responses

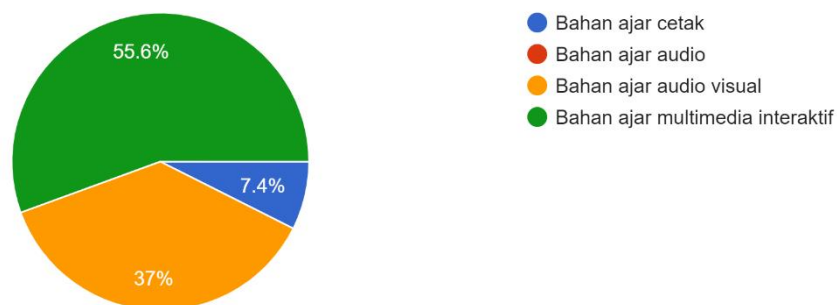


Figure.6 Types of Teaching Materials that Students Want

Based on the data, it is known that the type of teaching materials that students want is printed teaching materials with a response of 7.4%, audio visual teaching materials at 37% and interactive multimedia teaching materials at 55.6%.

A teaching material can be unique and specific. Unique means that the teaching materials can be used by students in a particular learning process. Meanwhile, specific can mean that teaching materials can be designed in such a way as to achieve the set learning objectives. The systematic preparation of teaching materials should be adjusted to the characteristics of the user (Nuryasana & Desiningrum, 2020).

CONCLUSION

Quality education will of course be realized through quality learning. One component of quality learning is the availability of teaching materials that can be used as a guide in the learning carried out. Based on the results of research regarding the analysis of students' needs for teaching materials in macroeconomic theory courses, the results showed that students needed printed teaching materials with a response of 7.4%, audio visual teaching materials were 37% and interactive multimedia teaching materials were 55.6%. In developing teaching materials, it is hoped that they will be able to meet student needs according to the set learning objectives and can overcome student difficulties in learning.

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