

Economic Learning Media Development Based on Local Locality

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Abstract

This study aims to describe the learning medium of economic education at senior High School in Banjarmasin with media based on local wisdom.

This research uses qualitative method as developed by Miles & Huberman, starting from data collection, data reduction data display, and then made conclusion. Data were collected in the order of Basic Competence (KD) of Economics lesson, from Class X, XI, and XII. The data are grouped into media that are (a) audio, (b) visual, and (c) audio & visual. Respondents are economic teachers, MGMP Economics, the school, especially the principal in question.

From this research, it is known that the use of learning media based on local wisdom in high school in Banjarmasin City has been done mostly using audio, visual or audio & visual media, in every Basic Competence (KD) of economic learning. Already there are inserted with the media based on local wisdom, but has not been explored to the fullest.

Keywords: Economic Learning, Learning Media, Local Wisdom

1. Introduction

Teaching and learning process requires media, because according to Kemp and Dayton (1985) media has benefits (a) the delivery of materials can be uniformed, (b) the learning process becomes interesting, (c) the learning process is more interactive, (d) the amount of teaching and learning time can be reduced, (e) the quality of learning can be improved, (f) the learning process can occur anywhere and anytime, and (g) the teacher's role can change in a positive and productive direction. In the economic learning in high school has many that have been prepared by the Department of Education nationally, but if the subject of economic learning related to local content seems not yet unearthed. According to Bretz (1971), the media is divided into three types: (a) audio, audible media, (b) visual media ie visible media, and (c) media that can be heard and seen or moved. Media based on local wisdom can also be delivered through these three kinds of media.

Problems relating to economic learning media, often forgetting traditional trading practices, in terms of trade size and behavior. Traditional Market as the implementation of space utilization which is a space for the community (seller - buyer) interact directly in the process of buying and selling. Traditional market as one form of spatial arrangement in the city in the utilization of urban space that supports economic activity locally. Traditional market as a place of mobility, interaction of people directly in transactions. In the traditional market communication occurs directly between the seller and the buyer because there is a bargaining process in which the seller sets the agreed price by raising slightly from the standard price.

This research indicates that the teacher does not bother with the problem of this learning media, because there is no obligation to make it, and also no one is watching it. Teachers are already comfortable with what is available in textbooks, as well as media provided by the school. There is a possibility that teachers are reluctant to use the existing media because it is no longer feasible or the number is less and can be used at the same time with other teachers. Available media, especially national ones, rarely come into contact with local wisdom. Now it is time to develop the local wisdom learning media, to introduce to the present generation to compare it with the national media. Various activities, designations, measuring tools and naming of transactions locally have begun to be forgotten because of the rapid progress of economic activity today.

Studies have shown that the application of learning guided by variation theory enhances the learning ability and the ability of teachers and students. However, these encouraging results are evident in studies conducted in Hong Kong

SAR and China Mainland (Lai, 2005; Lo, Pong, and Chik, 2005; Pang, 2002; Pang, 2006; Ma, 1999; Marton and Tsui, 2004; Keung, 2009), Sweden (Runesson, 2005), and English (Thabit, 2006). Carry out study lessons in developing countries, installing new study areas with different stops in cultures and contexts with western and eastern countries. Inspired by positive teacher learning outcomes, the need to adapt the model as a platform to engage teachers in reflecting on the best way to implement the development of local wisdom-based economic learning media in senior High School in Banjarmasin city.

Media with local wisdom is a media that shows regional characteristics, with the aim of introducing to students the local wisdom of the region.

2. Research Methods

The design used in this research is qualitative research as developed by Miles & Huberman (1992), starting from data collection, data reduction data display, and then made conclusion. To collect data, interviews were conducted in the following order of Basic Competence of Economics lessons, from Class X, XI, and XII. Data obtained on learning media that are audio, visual, and audio & visual. This study aims to enrich the learning media of economic education at senior High School in Banjarmasin City with media based on local wisdom.

This research is descriptive, that is describe what is and what is done by teacher of economic subject in conducting its teaching and learning process. This research is also a qualitative research, generally do not specify the number of samples first. However, for this study, it is determined purposively about which school is chosen and taken approximately 60% both Senior High School and Senior High School Private. This study also considered the distribution of schools within the city of Banjarmasin. Each teacher of the selected sample will be interviewed about what medium he uses in each Basic Competency in classes X, XI, and XII, and what medium he has ever made for a media based on local wisdom. In addition interviewed also the school associated with this learning media. As the validation is also conducted interviews to the deliberations of teachers of economic subjects Banjarmasin about instructional media in question.

Table 1. Senior High School in Banjarmasin City

Number	School	State	Private	Amount	Sample (60%)
1	Senior High School	13	7	20	13
2	Vocational High School	5	12	17	10
3	Islamic Senior High School	3	4	7	2
Total Amount		21	23	44	25

Source: Education Department of Banjarmasin City (2016)

The data collected (data collection) will be reduced (data reduction) or directly presented (data display) to conclusion (conclusion, drawing/verification), in accordance with qualitative data analysis Model Miles & Huberman (Rohidi, 1992). The collected data, which has been reduced and has been displayed, will be used as material for further analysis after verification is taken as a result of the research. The results of this study serve as a reference for developing a media based on local wisdom. In the next stage will be conducted trials, validation and verification until the socialization of media-based local wisdom to teachers who care for economic lessons.

3. Research Result

1. Recapitulation of Use of Learning Media

Class	No	Basic Competencies	Type of Media Used			Number of School
			Audio	Visual	Audio & Visual	
X	3.1	Understand the basic concepts of economics	10	6	9	25
	3.2	Analyze scarcity (the relationship between resources and human needs) and strategies to address resource scarcity	6	11	8	25
	3.3	Analyze the main economic issues (what, how, and for whom) and alternative solutions through various economic systems	6	6	13	25

3.4	Understand consumer and producer behavior and its role in economic activity	7	5	13	25
3.5	Understand the market and the forms of the market (monopoly, oligopoly, perfect competition, monopolistic competition, etc.) and its role to the economy	8	10	7	25
3.6	Analyzing economic and policy issues (micro and macro)	2	9	14	25
3.7	Understand the concepts, methods, and benefits of the calculation of national income	5	9	11	25
3.8	Understand the financial institutions of the Bank and other financial institutions (concepts, functions, roles, and products).	2	12	11	25
3.9	Understand the concept of the capital market and its role in the economy	4	9	12	25
4.1	Presents the concept of query, supply, and balance price in the form of schedules / tables, functions, and curves	2	11	12	25
4.2	Present consumption, savings, investment and balance income functions in the form of graphs (in a simple closed economy / two sector economy)	2	11	12	25
4.3	Calculates the price index and inflation (concept, causal factors and the impact of inflation on the Indonesian economy)	1	10	14	25
4.4	Presents the concept of demand and money supply in the form of functions and graphs	3	10	12	25
XI					
3.1	Analyze the basic concepts of economic development, economic development issues, influencing factors, and strategies to overcome them	7	9	9	25
3.2	Understand the meaning, function, and purpose, APBN and APBD	11	9	5	25
3.3	Analyze employment issues, causative factors and efforts to address labor issues in Indonesia	1	15	9	25
3.4	Understand government policy in fiscal and monetary matters	2	8	15	25
3.5	Understand the concept of management, and management functions within the company's processing	7	11	7	25
3.6	Understand the concept of entrepreneurship, how to manage a business / business simply and the role of entrepreneur in the economy	5	6	14	25
3.7	Understand accounting as an information system	2	8	15	25
3.8	Understand the concept of accounting equation	2	6	17	25

	3.9	Understand the concept of service companies	4	14	7	25
	4.1	Apply the principles of preparing and closing the service company accounting cycle	2	12	11	25
	4.2	Create a simple business plan and apply it effectively and creatively	6	8	11	25
XII	3.1	Understand the concepts, benefits, advantages, and drivers of international trade	6	8	11	25
	3.2	Analyze international cooperation in the field of economy and its impact on the Indonesian economy	4	13	8	25
	3.3	Analyzing the role of economic actors in the Indonesian economic system (State-Owned Enterprises, Private-Owned Enterprises, Cooperatives)	1	15	9	25
	3.4	Understand the concept of trading company	4	9	12	25
	4.1	Apply the preparation of the trading company's accounting cycle	4	11	10	25
	4.2	Apply closing accounting cycle of trading company	3	10	12	25
	4.3	Present the preparation and closure of the trading company's accounting cycle	1	10	14	25
	4.4	Applying the theory of school cooperative management	2	15	8	25
	Total Amount		132	316	352	800
	In Percentage		16,5%	34,5%	44%	100%

4. Discussion

The media used is generally a power point, based on Computer Informatics Technology that has been able to display media in audio, visual, and audio & visual. The medium is provided by the school through the Deliberation Teachers Subject and some are made by themselves according to the teacher's creativity as well as download appropriate materials from the internet.

The picture of media usage on its competence and suit is 16.5% using audio, 39.5% using visual, and audio & visual media as much as 44%. So it can be seen that the use of more media using audio & visual.

There are Basic Competencies that can display media based on local wisdom. For example in Basic Competence 3.5 class X on "market" can be displayed the famous traditional market "Floating Market" in Banjarmasin. It's just that the teacher is more tied to a generally accepted textbook. Teachers are less creative than thinking about adding to things related to local wisdom.

Basic Competence Findings and concepts that can be displayed in local wisdom media.

Basic Competencies			
No		About	Material Of Local Wisdom
1	3.3	Analyze employment	In the Banjar Regency Peatlands during harvest season, there is labor mobilization, harvesting of paddy whose salary is divided by proportion in accordance with the harvest, for example harvesting 10 rice cultivars, paid 1 tin paddy, either individual or group.

Basic Competencies		
No	About	Material Of Local Wisdom
		Mangaruni wetland for example every 1 piece paddy can be fixed yield 1 tin, or in accordance with yield of harvest. If the 100crops harvest is divided into the proportional tenor of 10 or 1: 10
2	3.5	Market and its economic role Floating Market in Muara Kuin, Lok Baintan in Banjar District, using Jukung Market and Tungging Market in Belitung, Banjarmasin kind of surprised market late evening.
3	3.6	Understand the concept of entrepreneurship, how to manage a business / business simply and the role of entrepreneur in the economy Particularly at school State Senior High School 4 Banjarmasin, students are taught to entrepreneurship in the form of making their own traditional cloth <i>sasirangan</i> , and they are also marketing it. There are more business in banjarmasin city, i.e.: collector waiting for the seller, collectors come to the producer, shop sell daily necessities, the traders of many markets are selling for the market, resident trader, boating traders - sailing from city to coastal city, seller allows to vote, deal price selling, and purchase entirely and merged with other items, the Sunday Market, the Monday Market, the Tuesday Market, the Wednesday Market, the Thursday Market, the Friday Market, and the Saturday Market.
4	4.1	Supply and demand Local wisdom that is visible is at the time of sale and purchase transactions, there are agreement sentences spoken at the time of the transaction, the sentence "exchange-selling" sentence "exchange" spoken by the buyer, while the phrase "selling" spoken by the seller. At the time of the rice harvest season, people who have excess money become "awaiting". He bought directly from farmers, then sold to the market with more price, for example buy 1 tin paddy with the price of 20.000IDR, sold again in the market 1 tin with price of 25.000IDR
5	4.2	Consumption, saving, investment and income: Teashop in Banjar society this term is defined as sitting in tea stalls and eat wadai cake as a substitute for breakfast at home The habit of Banjar people holding the "mahanyari", it is a ritual for after each harvest, start a new business, in order to make business smooth and blessing. This rituals is for occupy a new home, buy a new means of transportation to avoid the disaster,

Basic Competencies		
No	About	Material Of Local Wisdom
6	4.4	<p>The concept of demand and supply (value for money)</p> <p>Borrowing is associated with gold price. For example; if borrow as much as 10.000.000IDR and if gold price is 500.000IDR per gram, so it is equal to 20 grams of gold, then should be returned with 20 grams of gold also. If the price of gold at the returned time is 600.000IDR per gram, then returned money is. 12.000.000 IDR.</p> <p>In traditional markets there are sizes:</p> <ul style="list-style-type: none"> • Bushels are made of perforated wood, contents 5 2 kg of rice. • Tin is a former kerosene tin, its contents 5 bushels. • Bamboo basket for the fruit. • stack of goods volume is area in 10 x 10 meters

The local wisdom-based material in economic learning can actually be made a media that shows regional characteristics, with the aim of introducing to students about local wisdom owned by their respective regions, especially in South Kalimantan. Teachers need to be more creative in making media. Now, the teachers themselves do not know much about the activities or terms of trade that are based on local wisdom. The over time did not rule out that later students no longer know about economic activities that show the typical of the region.

5. Conclusion

Based on the data obtained and the results of the analysis can be concluded that the use of media in accordance with its competence in learning is as much as 16.5% using audio, the use of visual media as much as 39.5%, and the use of audio and visual media as much as 44%. There are certain basic competencies that can display local wisdom.

6. Suggestion

For the use of instructional media in each school should be used learning media adapted to the basic competence of learning materials and equip it with local wisdom. Teachers individually or discuss it in the Deliberation Teachers Subject to continue to explore the economy based on local wisdom and develop it enriches the students' knowledge.

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