

Innovative Learning "Stand Exhibition" In the Project Model to Easily Make Students Understand the Understanding of Economic Science

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Abstract : *The aim of this study is to findout an innovative learning. The innovative learning in economics lesson is very needed to increase the students' awareness toward Indonesia's economic development progress. How to make the students easy to understand economics definition? In this study, the innovative lesson, "Exhibition Stand" combined with project based learning was implemented to discuss and reflect the students' product related to the learning topic in classroom. Since this was an action research so it needed a research design. This study was a one shoot model. This research design consisted of two cycles. In the first cycle, the students were given the explanation of the economics definition then the task project (planning step). After they finished planning the task project, and did it, they observed and reflected their task project by using "Exhibition Stand". This step was cycle 2. This activity was developing the cooperative learning collaborated with the task project. Project Based Learning does not only orientatethe students toward the task project but also provides the suitable product which was planned before.*

Keyword: "Exhibition Stand", project based learning.

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I. INTRODUCTION

In the current era of globalization competition is increasingly rapid. Indonesia is one of the developing countries that continues to try to advance its economy. This is important so that the Indonesian nation can be equal to the developed nations. Education has a very important role in the development of human resources. The subject of Economic Education is one of the fields of study whose study discusses the Wellfare Economic. 'Millennial' generation Indonesia is required to be responsive to disruptive changes. One of Indonesia's advantages in the midst of the global economy is a very high 'demographic bonus'. Will this be a blessing or disaster. This is where the role of education is generation, preparing a generation that is reliable, entrepreneurs, who will build this country towards essential prosperity.

Educators or 21st century teachers are teachers of high order thinking skills. As a teacher who has the ability to teach thinking must have the ability to develop innovative learning. So that students are trained to think critically and creatively.

This study aims to find learning innovations. Learning innovations in economic subjects are very necessary, to foster awareness of students towards the progress of Indonesia's economic development. Designing an interesting learning, learning that makes students as centers of learning (student center), active, creative, competitive, and can work together in a team.

Even so it does not mean the role of the teacher is not needed (ignored). There are times when teacher-centered learning, on the other hand, is student-centered. This is often referred to as cooperative learning strategies. Bernie Trilling and Charles Fadel (2009) announced in its publication entitled 21st Century Skills, turned out to balance the implementation of teacher-based learning with students' learning is a learning berbsis wise. (Warsono and Hariyanto, 2013: 3). So the most important thing in cooperative learning is the strategy and method of learning chosen relevant to teaching materials and able to activate students.

How can students easily understand economic lessons in the material chapter on economic understanding? In this study, tested an innovative learning named "Exhibition Stand", to discuss and reflect on the results of the students' work products related to the topic of the subject matter, combined with project-based learning model or project-based learning.

Project learning is a learning approach in which teachers provide complex, difficult, complete projects or assignments, but are realistic / authentic to students and then are given sufficient assistance so that they can complete their assignments. Learning this model is classified as comprehensive learning, so the learning

environment must also be designed so that students can deepen the material, and do other meaningful things. (Kunandar, 2007)

Project-based learning focuses on the existence of a number of problems that are able to motivate, encourage students to deal with conceptual concepts and hands-on experience. PPA is a unique and different learning technique with generally teaching techniques. PPA increases typical student learning habits and new learning practices. Students must think original until finally they can solve a problem in real life (Warsono and Haryanto 2013: 154).

Brown and Champione (1964) in Warsono and Haryanto (2013: 155) state that there are basic components in project-based learning, namely (a) there are challenging problems that encourage students to organize and carry out an activity, which overall directs students to a project that meaningful and must be resolved alone as a team. (b) the end of the day in the form of an artifact or a series of artifacts, or a solution to an ongoing task that is meaningful to the development of their knowledge and skills.

The problem is, does the "Exhibition Stand" provide attraction for students when used in learning material Understanding Economics? Are students easy to learn about Understanding Economics by means of an "Exhibition Stand"? Do students succeed in understanding the lessons of Understanding Economics by means of an "Exhibition Stand"? this is the problem that we will discuss in the study.

II. HEADING

Research model. This study is a one shoot model study. The approach used in this study is a quantitative descriptive approach. The quantitative descriptive approach according to Arikunto (2006: 12) is that many approaches are required to use numbers starting from data collection, interpretation of the data and the taking of the results.

Research design. This research is an action research, it is necessary to design a study so that the implementation of research is better. The research design used consisted of two rounds, in the first round students were given material explanations of economic understanding, then given project assignments (planning stage). After students plan the project, implement it, then enter the second stage, namely observation and reflection on the results of project assignments through innovative learning "Exhibition Stand". This learning activity is the development of cooperative learning that is collaborated into project-based learning methods.

This research is action research by means of one shoot model or once down to the subject of research then the data is processed and analyzed. Data is obtained from authentic assessment of classroom learning. The subject of the study was students of Social Sciences Class X Al Azhar Sale Rembang, having the address on Jl Blora No 05 Sale Rembang

III. INDENTATIONS AND EQUATIONS

This research was conducted in 2 cycles and each cycle consisted of 4 stages, namely planning, observation, implementation, and reflection. Before the first cycle the survey was conducted on the X grade students of IPS MA Al Azhar Sale. From the survey conducted the researchers found a problem that in learning economic subjects were still not optimal. Students tend to not pay attention and difficulty giving answers when given questions. The method that has been used so far has not been able to make students active in participating in the material provided. For this reason the researchers tried to apply the exhibition stand model learning method to encourage students to be more active and participate in material delivery.

In the first cycle the researcher composes a research instrument consisting of the Learning Implementation Planning (RPP) as a guideline for the learning process, prepares teaching materials or materials which will be taught, prepares student project assignments, prepares students' evaluation tools and student activities as well as student skill sheets as guidelines judgment.

After carrying out the planning, the researcher carried out learning activities using the Project Based Learning model or project-based learning. The first step in project-based learning is to provide questions or reviews that have been owned by students. But at this stage many students pay less attention to the teacher's explanation so when asked students are not able to answer it.

Next the teacher divides students into groups consisting of 5 groups, each of which consists of 4-5 people. At this stage there are still many students who are still passive but the number of students who are passive is less than before. Only certain active students answer questions.

Next is to arrange a schedule for implementing project activities by making an exhibition stand model. Students are required to conduct literature studies with sources from books and online media. Then explain it in the form of products to be presented in the stand they will make. Students in one group are divided into 2 groups. The stand guard group consisted of 2 people serving as booth guards and 2 people on duty to visit another stand then asked about the products that had been presented. The fourth step is monitoring the progress of project completion and step five testing the results of the project. And step six evaluates project processes and results

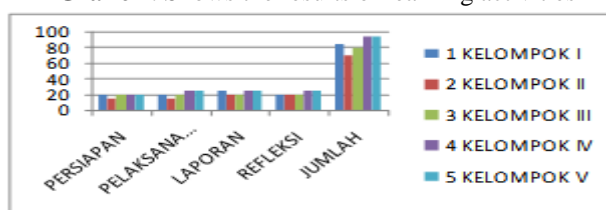
IV. FIGURES AND TABLES

At the monitoring stage the teacher makes observations about the activities of students in collecting material and making materials to be presented. The teacher provides a solution to the complaints given by students.

Table 1. Shows the results of learning activities

NO	GROUP	ASPECTS OF ASSESSMENT				JML
		PREPARATION	IMPLEMENTATION	REPORT	REFLECTION	
1	I	20	20	25	20	85
2	II	15	15	20	20	70
3	III	20	20	20	20	80
4	IV	20	25	25	25	95
5	V	20	25	25	25	95

Grafic 1. Shows the results of learning activities



After the exhibition stand was carried out

It is known that the acquisition of student skills varies. Group I obtained a score of 85, group II got a score of 70, group III got a value of 80, while group IV and V obtained a value of 95. The scores obtained each were accumulated from several assessment criteria, namely, planning, implementation, reporting, and reflection. The maximum value determined in each aspect is 25.

From the table and graph above group II experienced difficulties in the process of preparation and implementation. Students who are familiar with the lecture model find it difficult when they are required to be more active in preparing their plans and implementation.

Table 2. Value Student Group I

Name	initiative	Activeness	Cooperation	discussion	Jml
A. KHUSAMUDIN	20	20	20	25	85
BURHANUDDIN	20	20	20	20	80
DEDIK PRASETIYO	20	25	20	20	85
ELA FITRIANI	20	25	25	20	90
A. KHUSAMUDIN	20	25	20	25	90

Table 3. Value Student Group II

Nama	initiative	Activeness	Cooperation	discussion	Jml
RUDY HARTANTO	20	25	20	25	90
RUSMIARINDIKO	15	15	20	20	70
SITI HILYATUS.S	20	20	15	20	75
SITI MAQFIROH	20	20	20	20	80
RUDY HARTANTO	20	20	20	25	85

Table 4. Value Student Group III

Nama	initiative	Activeness	Cooperation	discussion	Jml
SITI ROSIDAH	25	25	20	25	95
SOLIKUL FALIQ	20	20	25	25	90
WAASLIHLI	20	25	20	20	85
AHMAD WARID	20	25	25	20	90

Table 5. Value Student Group IV

Nama	initiative	Activeness	Cooperation	discussion	Jml
LUTFI NUR AINI	20	25	25	20	95
YUSUF DARMAWA	25	20	25	20	90
MAULANA .I	20	25	20	20	85
M. MALIK	20	25	25	20	90

The four tables above explain the value of each student with the criteria for initiation assessment, activeness, cooperation and discussion. This Project Based Learning method increases students' activeness in taking lessons, this is evidenced by the activeness value of students who almost all get grades 20-25. Only one student gets an active score of 15.

Based on the observations and analysis above, it turns out that there are still some obstacles that are faced by teachers and students, namely among others; (1) The teacher is not ready to prepare the assessment form. (2) Teachers pay less attention when students carry out product presentation / presentation activities. (3) Time limitations. (4) The teacher has difficulty controlling the situation when students are doing exhibition stands. (5) Students have difficulty determining the product model to be made so the results are less than optimal. (6) There are still many students who are still embarrassed in doing product presentation activities because they are not used to it.

Based on the analysis above, the thing that needs to be done before the activity starts is; (1) The teacher is expected to master the syntax of Project Based Learning. (2) Before the activity is carried out breeding to easily control the situation at the time of the activity. (3) Trying to adjust the time available. (4) The teacher provides encouragement and stimulation to students so that they are able to imagine the product to be made. (5) The teacher gives motivation to students so that students dare to express their opinions.

The results of the reflection of the exhibition stand activities were used as a material to improve the implementation of the learning that had been done. Based on the results of the implementation of the actions of cycle I and cycle II can be known by the Project Based Learning model can improve student learning. Based on the results of observations or observations during the learning process, it can be seen that students' activities in learning have increased as informed in table 1. In addition, teacher activities also increased.

V. CONCLUSION

Project Based Learning Model Learning exhibition stands can improve student learning outcomes. This is evidenced by the increase in student learning outcomes from aspects of assessment individually or in groups. Students are more active and more free to express their ideas. Activities also increase, such as student learning activities, as well as the activities of teachers as teachers and educators.

Acknowledgements

Based on the results of the study, the research can provide suggestions, including the following: First, for students. **S** students are expected to always be active to keep up, express opinions, and communicate in the process of learning activities. Students must be creative, broad-minded and positive in expressing their ideas. Students must be able to find available references by utilizing technological advances. Second, for the teacher. Teachers should enrich the learning model model so that learning activities are varied and not boring. Teachers should provide motivation to students during the learning process, especially in the material chapter Understanding Economics. Teachers must be able to associate learning material chapters of Knowledge Science with technological advances or facts that exist around students, and be able to take advantage of the development of increasingly sophisticated learning models. Third, for madrasas. Trying to improve the quality of educators and education so they can innovate in the world of education. Fourth, for researchers. To fellow researchers to be able to continue this research, in order to find a more appropriate model for learning, especially material understanding of economic theory.

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