

Development Of Economic Teaching Materials Based On Case Study In Improving Student Economic Literacy Economic Education Study Program

Khairuddin E. Tambunan¹, Mica Siar Meiriza²

{tambunan.pagaraji16@gmail.com, meirizamica02@gmail.com}

Universitas Negeri Medan^{1,2}

Abstract. Along with the development of the world of education which changes very quickly so that it is required for a student to be able to improve his literacy. Where the increase in student literacy skills will increase the competitiveness of the students themselves. In general, literacy is a person's ability to process and understand information while doing the reading and writing process. Thus, a student is expected to be able to process and meaning all the information obtained either through reading or writing. Meanwhile, or economic literacy is an meaningful and basic of economic theory, conceptual and applicatable. This era have to develop of science and technology in the internasional market, society as a consumer requires basic of economics in spending their income for decision making in utilizing limited resources to meet unlimited needs. People who have knowledge of economics will understand government policies better than people who do not have an understanding of economic literacy. With economic literacy, students can understand the meaning of conceptual of economic as a whole and are able to develop for the benefit of individuals and society. Research aim to develop materials of teaching related to economic literacy through case studies. Students have to the ability to understand economic problems based on their economic literacy abilities. Meanwhile, the target of this research is to improve students' understanding of economic literacy of case studies. This research is a development research conducted at the Economic Education Study Program.

Before the research was carried out, a feasibility test was carried out on the teaching materials, both in terms of content and learning design.

Keywords: Education, Case Studies, Economic Literacy, Teaching Materials

1 Introduction

The movement of development of science and technology specifically in the field of economics requires a comprehensive understanding of literacy in the economic field. We know that literacy of economic is a set of to understand internasional economic development. Some time, literacy of economy is expected to be able to improve students' ability to understand the knowledge gained and have in applying it in everyday life. Where humans and the economy are two things that cannot be separated. Economics is the study of the use of limited resources to meet unlimited human needs. All of these needs are used to maintain their survival, but not all human needs can be met.

This happens because human nature is never satisfied with everything it has, and the existing resources are not sufficient to meet all of these human needs. This limited resource is what we know as scarcity. Management of community-owned resources is important because it

involves scarcity. Scarcity means that people have limited or scarce resources so that they cannot produce as many goods and services as they want. The desire to fulfill the necessities of life is a human instinct. In fulfilling their needs, humans are faced with economic problems that apply as a result of an imbalance between unlimited human needs. This shows the ease of obtaining various goods and the convenience of other facilities. The shift in consumption behavior is due to the adoption of new values that are both positive and negative. This behavior affects the majority of students and adolescents regardless of their parents' income.

The role of parents in purchasing goods for their children's needs began to shift along with the rapid development of technology and information. For today, in buying an item, teenagers tend not to ask for consideration from their parents but they trust their friends more. This situation has become a habit for students even though they have not earned their own income. The tendency leads to less effective consumption, namely consumption behavior that no longer considers the economic situation of their parents, but they are more likely to follow fashion and trends, as well as the influence of television advertisements and social friends. As revealed by Sina, (2019)¹ literacy of economic is a set for change behavior mindset to unintelligent to intelligent. But, we have to know how our income to saving and investment, protection, and meet the necessities of life.

Importance of economic literacy will make our decision for minimize the consumptive behavior of humanbeing in consuming. Likewise, according to Budiwati, (2014)² economic literacy is important in everyday life. This statement is in line with the opinion of Stern, in Nuraeni, (2015)³ that "Economic literacy is very important because it is a measure of whether people understand the forces that significantly affect their quality of life." most of it is theoretical in nature unconsciously and unintentionally causing all about learning process more practically for teaching. Change of mindset is urgent to lectures, students are limited to understanding while taking notes. As lecturers is the center of the role in activated learning outcomes and it seems as if become the only source of knowledge. The learning pattern of active lecturers with passive students has low learning effectiveness. The effectiveness of student learning is generally limited, occurring at the end of the exam. The learning that is applied currently focuses on understanding the material.

From the method applied, students do not have a picture of the application of the material in the business world. Therefore, existing teaching materials and current teaching methods have not able for students'. Thats means is students must have ability to skills of analytical, attention of problems, solutions problem and ability to assesment our need in the field. Thus the understanding possessed by students is not carried out continuously and contextually in cases that are around students. The explanation means that researcher intends to develop case study-based economic teaching materials to improve students' economic literacy. Thus, students will better understand cases or economic problems and their solutions and be able to improve their understanding of economic literacy.

2. Literature Review

2.1. Teaching materials

This point means a ability of of lecturer and student to interpreted a set of teaching activity and subject matter that are arranged completely and systematically based on the learning principles used by lecturer and students in the teaching program. Teaching program are should be systematic, where is lecturer and student can to meaning that learning was arranged in make it easy and teaching materials are have to interesting and focus. Interesting means that teaching materials as a needed for learning process, and specially the contents of teaching materials are ability to design it to the comprehensive learning and teaching program as targets.

The learning program have to make that activities use the teaching materials are very important for all user. Difficulty of the effectiveness of their activity not meaning if it is not accompanied by complete teaching materials. Some time, as students, in the learning cannot effective without learning and teaching materials for students to experience of problems. Learning will make a teacher have a lot of time to explains with the learning material as quickly and not systematic. Therefore, materials for teachers are very urgent to be development and to improve the quality of learning process. Basicly, teaching materials a roles of learning activity for teachers and students.

2.2. Case Study

As defene of case study is as an in-depth, detailed, and detailed investigation or examination process on a particular or special event that occurred. Case studies can be obtained from formal research methods. Yin (1996)⁴ explains that case studies are an empirical knowledge-seeking process to investigate and examine various phenomena in real-life contexts.

Furthermore, Pollit and Hungler (1990)⁵, both explain that the case study is a research method whose focus lies in determining the dynamics of further questions about why someone thinks, does something, or even develops himself. Thus, this focus is very important for the case study method because it requires intensive analysis. The main focus is on the reasons why a person wants to achieve a goal, not the outcome or achievement of that person's goal.

2.3. Economic Literacy

Economic literacy literally means household regulations, but over time, the economy adjusts in the relevant direction. Precisely it becomes a science that studies how individuals fulfill their unlimited needs and wants using limited resources.

Based on this definition, it is clear that economics is always in touch with choice, because the right choice is a choice that maximizes satisfaction and is not an optimal choice, given the existence of rational limitations. Furthermore, the concept of economic literacy is according to the author's own view. Economic literacy in this paper is defined as a person's crystallized understanding of making smart choices regarding resource allocation. Based on this definition, the author emphasizes the aspect of determining the daily economic decision-making. This is because economics is always in touch with daily activities. An example is how people will make decisions regarding whether to buy vegetables in large quantities by spending a certain amount of money or whether they will be combined with several other options.

2.4. Development of Case Study-Based Economics Teaching Materials to Improve Students' Economic Literacy

The procedure for developing case study-based teaching materials according to (Mentari & Laily, 2016)⁶ where the output in the form of case study-based teaching and learning produced by the procedure is teaching materials that have been validated by experts and then these teaching materials are tested which will then be revised before being applied in learning

Table 1. Details of Activities and Outcome Indicators

No.	Type of Activity	Outcome Indicator
1	Development of case study-based teaching materials	Initial initial draft of case study-based teaching materials for two topics
2	Validation of the initial draft of case study-based teaching materials	The draft of teaching materials has been validated by experts and is ready to be tested in learning
3	Testing of case study-based teaching materials in learning	The results of pre-test and post-test students participating in Indonesian economics lectures
4	Review, evaluation, and implementation of case study-based teaching materials	Improved teaching materials that are ready to be used in learning

2.5. Case Study Based Teaching Materials

The development materials is designed for each discussion, in which there are competencies and learning objectives to be achieved. The format of teaching materials for each discussion is designed according to standards with components that meet the requirements as teaching materials. The components of case study-based teaching materials include: identity, learning instructions, table of contents, learning objectives, case studies, learning materials, practice questions, reading or learning resources and references. To ensure that the teaching materials developed must be valid and feasible and implemented in learning. Text formatting

2.6. Relevant Research

Richard J. et al, (2018)⁷ in a study entitled that all of materials teaching relevans with Islamic values integrated case study methods, it was concluded that the validation results of teaching materials based on Islamic values integrated case study methods on human motion system materials were in the very feasible, with a percentage of 89%, and the results of the readability on the integrated case study method of Islamic values in the human movement system material are in the very feasible category with a percentage of 95%.

3 Objectives and Benefits of The Research

3.1 Research Objectives

The objectives of this research are

1. To develop case study-based economic teaching materials
2. To determine the level of economic literacy of students of the Economic Education Study Program
3. To find out the feasibility of case study-based economic teaching materials
4. To know the practicality of case study-based economics teaching materials
5. Effectiveness of developing case study-based economic teaching materials

3.2 Research Benefits

The benefits of this research are:

1. For institutions as a reference for developing case study-based economics teaching materials to improve students' economic literacy
2. For students as a way or strategy to improve economic literacy.
3. For further researchers as a reference for developing research in the form of developing case study-based economic teaching materials or those related to economic literacy.

4 Research Methods

4.1. Research Approach

In carrying out development research using the Borg and Gall, (1983)⁸ model, there are ten steps that are passed so that it will produce a tested product. However, these steps are not standard steps that must be followed, because each researcher can choose and determine the most appropriate steps based on the situation and field conditions. Based on this thought, the researchers chose three main stages in this research study, namely the preliminary study stage, development, and model testing

4.2. Subject of Reserach

The research using data is lecturers and students in fourth semester, Economic Education Study Program

4.3. Data analysis

The development of case study-based economic teaching materials is declared feasible and good if it meets several criteria in the test, including aspects of validity, practicality and effectiveness as follows:

a. Feasibility test

According to Wagiran, (2013)⁹ explained that the assessment data obtained from the validator was analyzed descriptively qualitatively and used as a reference for revising the product, so as to produce a decent product. The product design developed is assessed by the validator using a validation sheet. The results of the assessment of all aspects are measured using a Likert Scale. Likert scale is a number of positive or negative statements about an attitude object. The main principle of the Likert scale is to determine the location of a person's position on a continuum of attitudes towards an attitude object ranging from very negative to very positive. In this study, the answers to the instrument items were classified into five choices.

Feasibility of researcher implemented used of the differential statistics. According Ernawati and Sukardiyono, (2017)¹⁰: we have to calculating the average score to find the weight of response of validator's by with the following formula:

$$\text{Average Total Score} = (\text{Total Score}) / (\text{Number of Assessors})$$

Then the formula for the percentage of results can be calculated by the following formula.

$$\text{Result} = (\text{Average Total Score}) / (\text{Maximum Score}) \times 100\%$$

Eligibility categories are:

Table 2. Eligibility Criteria for Teaching Materials

No	Score (%)	Eligibility Category
1	< 21 %	Very Inappropriate
2	21 – 40 %	Not Eligible
3	41 – 60 %	Fairly Eligible
4	61 – 80 %	Eligible
5	81 – 100 %	Very Eligible

b. Test of Practicality

For the practicality test, we will assesment students with the teaching materials. Assessed to test the book readability assessment on a limited sample of textbooks that have been made using a Likert scale. This practicality test examines the readability of teaching materials in terms of ease for users, efficiency and effectiveness of time. Where is from the total value range of the resulting Likert scale. From the total value, we will be converted to a value criterion that is determined by the level test of practicality. Analysis of the practicality of the product in the questionnaire can be calculated by the following formula (Akbar, 2011)¹¹:

$$V_p = \text{TSEp} / (\text{dS-max}) \times 100\%$$

Information :

V_p = Practicality Validity

TSEp = Total Practicality Empirical Score

S-max = Maximum expected score

After knowing the value of practicality, to describe the results of practicality can be seen from the following criteria:

Table 3. Practical Criteria

Description	Category	Description
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75,01% - 100%	Very Practical	Usable Without Revision
50,01% - 75,00%	Practically	Usable With Minor Revisions
25,01% - 50,00%	Less Practical	Recommended Not To Use
00,00%- 25,00%	Impractical	Unusable

Sumber: Sugiyono, (2011)

5 Results and Outcomes

1. Development Phase (develop phase)

The development stage includes material expert validation and case study-based learning design of economic teaching materials to see the feasibility and practicality of the developed teaching materials. The teaching materials that have been compiled are then validated by 2 (two) validators consisting of 1 (one) set of learning lecturer expert and 1 (one) lecturer who expert of design

a. Expert Validation

The validation of material experts, the case study-based economic teaching materials that have been developed are declared eligible to be used as teaching materials in the teaching and learning process.

The validation of material experts and learning design is intended to find out the opinions of material and learning design experts about the feasibility of content and the feasibility of presentation. The validation of this material was carried out by Deni Adriani, S.Pd, M.Pd, who is a lecturer at the Faculty of Economics, State University of Medan. Meanwhile, for the validation of learning design experts by Dr. Haryadi, S.Kom, M.Kom, who is a lecturer at the Faculty of Economics, State University of Medan. This is done to obtain information about the materials and designs of teaching materials developed.

b. Data of Learning Design Expert Validation Results

The results of the lecturer as expert of learning design assessment of the aspects of the case study-based economic teaching materials developed, it was declared "good" with a total average percentage of 87.26%. Based on the results of the validation carried out by the validator, it can be concluded that the media validity assessment can be said to be valid so that it is feasible to use.

c. Learning Material Expert Validation Results Data

The feasibility assessment of material validation according to learning material experts is considered "very good" with a total average percentage of 90.77%.

The results of the material expert's assessment of the feasibility of the case study-based economic teaching material aspect in learning. Overall, it shows that the results of the expert assessment of learning materials are in the range of 81% X 100% or are in the very good category.

d. Practicality Test Results Data

The practicality test is needed to find out whether the teaching materials developed are practical or not. The practicality test in this study was carried out by involving lecturers and

students taking Indonesian economics courses. The practicality of case study-based economics teaching materials can be seen through questionnaires filled out by lecturers and students as users of case study-based economics teaching materials developed. The aspects that are considered for the practicality of this case study-based economic teaching material are the aspects of module practicality, module effectiveness, presentation, use, and readability.

e. Practicality Test Result Data by Lecturer

The practicality test was carried out by a lecturer in the Indonesian economy course, namely Mr. Charles Fransiskus Ambarita, S.Pd, M.Si, who is a lecturer in the Economics Education Study Program, Faculty of Economics, Unimed, related to the development of case study-based teaching materials. The results obtained based on the observation sheet are 59. When used for the practicality formula, it is found that the existing score is converted into percent to 86.76%. Thus, case study-based economics teaching materials are included in the "very practical" category.

Where for each aspect it can be described that the practicality of the module is 91.66%, with a very practical category, the effectiveness aspect is 91.66%, in a very practical category, and for the presentation aspect it is 87.50% with a very practical categories. As for the aspect of use, it is 87.50%, with a very practical category and for the aspect of readability it is 83.33% with a very practical category. Thus, based on the results above, it shows that case study-based economic teaching materials are practical according to lecturers as users.

f. Data on Practicality Test Results by Students

The next stage is a practical test for students as participants who take Indonesian economics courses. Based on the assessment of the questionnaire distributed via google form, with a total of 35 students, an average score of 48 was obtained. The results of this practicality test were then used using the existing formula, so that the number of small group trial scores in percent was 85.96%. Thus the results of the practicality test are included in the "Very Practical" category. Thus, based on the results above, it shows that case study-based economic teaching materials are practical according to students as users.

6. Conclusions

Based on research results obtained, it can be concluded that the development of case study-based economic teaching materials to improve students' economic literacy is appropriate to be used based on an assessment by material and learning design expert validators. Meanwhile, for the practicality test, based on the test results of data obtained from students, case study-based teaching materials are practical to be used in Indonesian economic subjects.

Acknowledgement. Alhamdulillah, the researcher expresses his highest gratitude to Allah for blessing to complete this article. This article entitled "Development Of Economic Teaching Materials Based On Case Study In Improving Student Economic Literacy Economic Education Study Program." The researcher appreciation to dean of conomics, and to have lecturer and students. Finally, thank you to everyone to the successful this article. This article not really perfect, so it will be useful not only but also for the readers. I will welcome to constructive thoughtfull suggestion and critics

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