

AN ANALYSIS OF THE EFFECT OF MEDIATION OF ECONOMIC EDUCATION ON THE RELATIONSHIP OF 21ST CENTURY DIGITAL SKILLS ON THE PERSONAL COMPETENCY OF ENTREPRENEURSHIP

Gabriel Baha Puhun¹, Soetarno Joyoatmojo² and Mintasih Indriayu³

¹Master of Economic Education, Sebelas Maret University, Surakarta

²Lecturer in Master of Economic Education, Sebelas Maret University, Surakarta

³Lecturer in Master of Economic Education, Sebelas Maret University, Surakarta

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ABSTRACT

Education is a very important part for the development of a country. One of the problems currently encountered in the world of education in Indonesia is the low learning outcomes achieved by students. This is due to the low level of mastery of subject matter and the lack of utilization of instructional media and the use of lecture methods by the Economics teachers. The cooperative learning of the visual media-based Group Investigation (GI) is very suitable to be applied in the teaching and learning process, so that students can play an active role in the teaching and learning process and Economics learning outcomes can achieve the set targets. The method in this study used classroom action research. The variables in this study were the application of the learning model of visual media-based Group Investigation (X) and the improvement of learning outcomes (Y). The results showed that the application of the learning model of visual media-based Group Investigation in improving Economics learning outcomes was carried out in six stages, including: (1) stage 1 (Grouping), (2) stage 2 (Planning), (3) stage 3 (Investigating), (4) stage 4 (Organizing), (5) stage 5 (Presenting), and (6) stage 6 (Evaluating). The application of the learning model of visual media-based Group Investigation could improve the learning outcomes of students in grade X of the State Senior High School 1 of Eban for the 2019/2020 academic year. This improvement was evidenced by the percentage of student learning outcomes completeness in cycle I of 61.15% with an average score of 73.5. In cycle II, the completeness percentage increased to 85.2% with an average score of 79.65.

KEYWORDS: Education, group investigation, visual media, student learning outcomes

1. INTRODUCTION

Education is a very important part for the development of a country, both formal and informal education. One of the problems currently encountered in the world of education in Indonesia is the low learning outcomes achieved by students. The low student learning outcomes in Indonesia can be seen from the data released by the Programme for International Student Assessment (PISA) in 2015 in which Indonesia was ranked 62 out of 72 countries surveyed. The survey shows that the quality of education in Indonesia is still far behind other countries. East Nusa Tenggara Province has the lowest level of education compared to other provinces in Indonesia. This can be seen based on the results of the national exam (UN) released by The Center for Educational Assessment (Puspendik) in 2018 of every province in Indonesia, in which East Nusa Tenggara (NTT) Province was ranked 34 out of 34

provinces that take the national exam, and East Nusa Tenggara Province has the lowest UN score for the Economics subject. This initial observation was carried out on grade X students of the State Senior High School 1 of Eban. The observation was made by interviewing teachers of the Economics subject and grade X students of the State Senior High School 1 of Eban. Based on the interviews with subject teachers, it was found the fact that student achievement was still low, still below the KKM and not in accordance with the targets set by the school. In the teaching and learning process, the teacher still used the lecture method. In the teaching and learning process activities in the classroom, the teacher still played an active role, while the students only acted as listeners in teaching and learning activities in the classroom. The subject teachers also did not use learning media in the process of teaching and learning activities. Based on field observations, it was also found that the Economics teacher in grade X of the State Senior High School 1 of Eban was not a graduate of Economic Education or a Bachelor of Economics Education, but the Economics teacher in grade X of the State Senior High School 1 of Eban was a Bachelor of Communication.

The low level of mastery of subject matter and the lack of utilization of instructional media and the use of lecture methods by the Economics teachers cause the comprehension of learning material by students to be low and the learning outcomes obtained by students are low. Based on the data obtained in the field regarding the score of the Economics subject for daily tests and midterm semester exams, there were still many students whose scores were below the minimum completeness criteria (KKM). The second interview with the students found the fact that the student achievement was low because, in the teaching and learning process, the students had difficulty in understanding the economic lessons, especially understanding the concepts, basic principles, and memorizing formulas and definitions. The students were less interested in the Economic subject because they thought that the Economics subject was boring. This was due to the use of lecture methods and the use of instructional media that were less attractive to students in the teaching and learning process of Economics subject. The low student learning outcomes of the State Senior High School 1 of Eban in Economics can be seen in the following table:

Table 1 Daily test scores and midterm semester exam scores for Economics of grade X of the State Senior High School 1 of Eban

Students'	Daily Test 1		Daily Test 2		Daily Test 3		Midterm Semester Exam	
	Number of students	Percentage	Number of students	Percentage	Number of students	Percentage	Number of students	Percentage
Students whose scores were above the KKM	9	31%	11	42%	6	19%	12	46%
Students whose scores were below the KKM	18	69%	16	58%	21	81%	15	54%

To answer the problems in the teaching and learning process encountered by grade X of the State Senior High School 1 of Eban, especially in Economic subject, it requires analysis. The application of the learning model of visual media-based Group Investigation (GI) type is very suitable to be applied to improve the learning outcomes of grade X students of the State Senior High School 1 of Eban. According to Sangadji (2016: 96), cooperative learning of the Group Investigation type is an active student learning model that makes lessons more meaningful and has a positive relationship with student learning achievement. Meanwhile, Rosidah (2017: 124) argued that the use of visual media in the teaching and learning process can increase student interaction and can create a conducive learning situation. The cooperative learning of the visual media-based Group Investigation (GI) type is very suitable to be applied in the teaching and learning process, so that students can play an active role in the teaching and learning process and Economics learning outcomes can achieve the set targets. The improvement of student learning outcomes in Economics subject can be carried out by cooperative learning of the visual media-based Group Investigation (GI) type. This is supported by a study conducted by Hartato (2016:131) who found that with the application of cooperative learning of Group Investigation on the History subject, it could increase student activity and learning outcomes. The study conducted by Hartato is supported by the findings of Sangadji (2016: 37) in which the results of their study showed that the cooperative learning model of Group Investigation can improve student learning outcomes. In this study, the improvement of student learning outcomes could be seen based on the student learning outcomes before and after the implementation of the cooperative learning model of Group Investigation.

Based on the above background, the problem that will be examined in this study is the improvement of learning outcomes in the Economic subject using the cooperative learning model of visual media-based Group Investigation (GI) type. The formulation of the problem is described as follows: Does the application of cooperative learning of the visual media-based Group Investigation (GI) type can improve the learning outcomes of grade X of the State Senior High School 1 of Eban in Economics subject?

LITERATURE REVIEW

Studying and Learning of the Economics Subject

Studying is an activity carried out by each individual that is related to cognitive, affective, and psychomotor with the aim of developing skills and knowledge possessed by each individual (Djamarah, 2008; Pribadi, 2009; Qudsyi, Wijaya, and Widiasmara, 2017; Zakiai, Sunardi, and Yamtinah, 2017). Learning is a designed process. The designed process involves humans, materials, facilities, equipment. All components in the process must be interrelated so that learning objectives can be achieved (Hamalik, and Oemar, 2014; Pribadi, 2009; Sujarwo, 2011).

Economics learning is part of learning material at the secondary school level that studies individual behavior in the community to meet their needs, which in meeting their needs, individuals are faced with limited resources while human needs are unlimited (Samuelson, 2009).

Cooperative Learning Model of Visual Media-Based Group Investigation (GI) Type

The learning model is an overall overview of interrelated learning concepts, and the application of suitable learning models can affect student learning outcomes (Pribadi, 2009; Rahman, Ansari, Ahmar, & Rusli, 2016). Cooperative learning is learning that provides opportunities for students to interact and work together in groups. By interacting and working together in groups, students can listen to what others say, share ideas and information, ask questions, criticize other people's ideas, and use the information obtained for a common reason and problem-solving (Derlina & Hasanah, 2017; Gillies, 2014; Lie, 2002; Munir, Baroutian, and Certer, 2018; Rahman, Ansari, Ahmar, Rusli, 2016; Slavin, 2011; Sujarwo, 2011; Sulisworo and Suryani, 2014). By applying cooperative learning, the expected learning objectives will be achieved and there will be an improvement of learning outcomes effectively.

The Group Investigation model is a learning model that is very suitable to be applied to improve student learning outcomes, because with the application of the Group Investigation model, students play a more active role in the teaching and learning process and the teacher only acts as a resource and facilitator. Group Investigation is also positively related to student learning outcomes (Aqib, 2014; Derlina and Hasanah, 2017; Prayudi, 2015; Sangadji, 2016; Soimin, 2014). Learning media is a tool or means used in the teaching and learning process to support the learning process. Learning media has an important role in the teaching and learning process because it is a tool used by teachers to explain the subject matter to students (Munadi, 2013; Musfiqon, 2011; Raiyn, 2016; Rosidah, 2017;

Sanaky, 2009; Sardiman, 2009; Shabiralyani, Hasan, Hamad, & Iqbal, 2015; Smaldino, Russel, Heinich, & Molenda, 2008). The following is the syntax or stages for the visual media-based Group Investigation; (1) Stage 1 (Grouping) identifies economic problems and clarifies unclear economic terms and concepts. This process uses visual media as a means to equalize students' initial perceptions, (2) Stage 2 (Planning) formulates and plans tasks that will be studied using visual media provided by the teacher, (3) Stage 3 (Investigating) carries out systematic investigations by students, (4) Stage 4 (Organizing) searches additional information to prepare a final report using visual media, (5) Stage 5 (Presenting) presents the results of group discussions using visual media, (6) Stage 6 (Evaluating) evaluates the results of discussions by the teacher using visual media.

Learning Outcomes

Learning outcomes are achievements achieved by students in a teaching and learning process. Learning outcomes can also be used as a measure of success in a teaching and learning process. By applying the cooperative learning model of visual media-based group investigation type, it can improve student learning outcomes (Aqib, 2014; Aziz, Yusof, and Yatim, 2012; Danis, Bungana, and Milfayetty, 2017; Huda, 2013; Nasution, 2017; Shoimin, 2014; Stevani, 2016).

METHODS

This study was conducted using classroom action research. This classroom action research was conducted at the State Senior High School 1 of Eban, Cengkeh Street, North Timor Tengah District, East Nusa Tenggara Province. The implementation time of this study was from the beginning of the preparation of the proposal in April 2019 to December 2019. This is because classroom action research (CAR) requires several cycles that need an effective teaching and learning process in the classroom. In this classroom action research (CAR), the subject of the study was 27 students of grade X of the State Senior High School 1 of Eban. The subject consisted of 8 men and 19 women. There were two variables in this study, including the application of the learning model of visual media-based Group Investigation (X) and the improvement of learning outcomes (Y). The data collection was carried out with the intention of obtaining relevant and accurate materials, in which the techniques used had different characteristics. The data collection tools in this classroom action research (CAR) included tests and observations. The application of the learning model of visual media-based Group Investigation can be considered to be successful if $\geq 65\%$ of students of grade X of the State Senior High School 1 of Eban have scores above the minimum completeness criteria (KKM). The data collected in each observation activity from the implementation of the research cycle were analyzed descriptively by using the percentage technique to see trends that occurred in learning activities. This study was carried out in 2 cycles and will increase if cycle II does not meet the achievement indicators.

RESULTS OF THE STUDY

Pre-action Data

The frequency distribution of the scores of Economics subject with minimum completeness criteria (KKM) = 75 is as follows:

Table 2. Examination scores of grade X in semester 2 for Economics subject

Range	Frequency	Percentage (%)	Notes
≤ 69	7	26	Not Completed
70-74	9	33	Not Completed
75-79	4	15	Completed
80-84	4	15	Completed
85-89	2	7	Completed
≥ 90	1	4	Completed
Total	27	100	-
The Highest Score	90	-	-
The lowest Score	65	-	-
Average Score	74.7	-	-
Number of Completed Students	11	41	-
Number of Not Completed Students	16	59	-

Inter-meeting Analysis in Cycle I

The observation analysis of the application of the visual media-based Group Investigation model on the teacher and students in cycle I of meetings 1 and 2 is as follows:

Table 3. Comparison of the average of observation results of the application of the visual media-based Group Investigation model on the teacher and students in cycle I

Group Investigation	Meeting		Average	
	1	2		
Teacher	Average	2.86	3.11	2.98
	Percentage (%)	71.50	77.66	74.58
Student	Average	2.75	3.16	2.95
	Percentage (%)	68.79	79.16	73.97

Analysis of the assessment of learning outcomes in Economics subject matters of Central Bank and payment instruments in cycle I can be seen in Table 4 as follows:

Table 4. Recapitulation of comparison of the learning outcomes of Economics subject in cycle I

Cycle I	Average	Completed (%)	Not Completed (%)
Meeting 1	72.04	51.90	48.10
Meeting 2	74.96	70.40	29.60
Average	73.50	61.15	38.85

Based on Table 3, it can be seen that the observation results of the application of the visual media-based Group Investigation model carried out by the teacher in cycle I of meeting 1 had not been implemented optimally. Based on the data in Table 4 above, the average score of student learning outcomes in Economics had increased from meeting 1 to meeting 2. This was because, at the meeting 2, the stages of the application of the visual media-based Group Investigation model had been well organized. In cycle I, the average score of student learning outcomes in Economics was 73.50 with a percentage of completeness of 61.15%, so it can be concluded that the learning outcomes of students in Economics had not reached the target of the research performance indicator (80%).

Inter-meeting Analysis in Cycle II

The observation analysis of the application of the visual media-based Group Investigation model on the teacher and students in cycle II of meetings 1 and 2 is as follows:

Table 5. Comparison of the average of observation results of the application of the visual media-based Group Investigation model on the teacher and students in cycle II

Group Investigation	Meeting		Average	
	1	2		
Teacher	Average	3.27	3.63	3.45
	Percentage (%)	81.79	90.91	86.35
Student	Average	3.36	3.58	3.47
	Percentage (%)	84	89.64	86.82

Analysis of the assessment of learning outcomes in Economics subject matters of Central Bank and payment instruments in cycle II can be seen in Table 6 as follows:

Table 6. Recapitulation of comparison of the learning outcomes of Economic subject in cycle II

Cycle II	Average	Completed (%)	Not Completed (%)
Meeting 1	77.63	77.80	22.20
Meeting 2	81.67	92.60	7.40
Average	79.65	85.20	14.80

Based on Table 5, the observation results of the application of the visual media-based Group Investigation model carried out by the teacher in cycle II of meeting 1 had not been implemented optimally. Based on the data in Table 6 above, the average score of student learning outcomes in Economics had increased from meeting 1 to meeting 2. This was because at meeting 2, the stages of the application of the visual media-based Group Investigation model had been well organized. In cycle I, the average score of student learning outcomes in Economics was 79.65 with a percentage of completeness of 85.20%, so it can be concluded that the learning outcomes of students in Economics had reached the target of the research performance indicator (80%).

Comparison of Results of Action

Application of the Group Investigation Model

The analysis of the application of the Group Investigation model in cycle I to cycle II carried out by the teacher and students can be seen in the following table: Table 7. Observation analysis of the teacher and students in the application of the Group Investigation model in cycles I and II

Model Stages of the Group Investigation	Cycle I		Cycle II	
	Teacher	Student	Teacher	Student
Stage 1 (Grouping)	72.87%	77.12%	93.50%	95.75%
Stage 2 (Planning)	74.87%	75.00%	85.37%	87.50%
Stage 3 (Investigating)	75.00%	72.87%	87.37%	79.12%
Stage 4 (Organizing)	74.87%	70.87%	79.12%	81.25%
Stage 5 (Presenting)	74.87%	77.12%	85.37%	95.75%
Stage 6 (Evaluating)	75.00%	70.87%	87.37%	81.25%
Average	74.58%	73.97%	86.35%	86.77%

Learning Outcomes of Economics Subject

The following is a comparison of the score of learning outcomes in Economics subject on Central Bank and payment instruments:

Table 4.21. Comparison of the score of student learning outcomes in Economics subject in cycles I and II

No.	Cycle	Average Score	Student Completeness	
			Completed (%)	Not Completed (%)
1.	Cycle I	73.50	61.15	38.85
2.	Cycle II	79.65	85.20	14.80

DISCUSSION

Learning by applying the visual media-based Group Investigation model is carried out in cycles, each of which consisted of 2 meetings. The application of the visual media-based Group Investigation model consists of 6 stages, including: (1) stage 1 (Grouping), (2) stage 2 (Planning), (3) stage 3 (Investigating), (4) stage 4 (Organizing), (5) stage 5 (Presenting), and (6) stage 6 (Evaluating). In step 1 (Grouping), the teacher explains the group division technique and divides groups based on student diversity. The students in this stage listen well to the teacher’s explanation and take action according to the teacher’s direction. This is in accordance with the opinion of Dewi, Iswari, & Susanti (2012) which stated that in stage 1, a detailed explanation is required and students are interested in participating in a whole series of Group Investigation learning model activities. This activity aims to

stimulate student attention in learning and generate a sense of interest in learning. In step 2 (Planning), the teacher provides and explains the tasks that must be completed by students in groups. Besides, the teacher must provide introductory material to stimulate the student to understand the material being studied. This is in accordance with the opinion of Anas, Anhar, & Sumarmin (2018) which stated that step 2 (Planning) is very important in building student understanding to carry out learning activities. There are several studies stating that, at this stage, there are some cases that cause student disagreements in carrying out learning activities. In stage 3 (Investigating), the teacher guides the students to find various suitable reference sources. The teacher also guides the students to summarize information from the references using visual media. This result is in accordance with the opinion of Rajagukguk, Bukit, & Marisi (2017) which stated that stage 3 can build students' creative skills in seeking information according to predetermined themes or materials. In stage 4 (Organizing), the teacher guides the students to find additional information. The teacher also guides the students to compile a final report using visual media, such as Microsoft Power Point. These results are in accordance with the opinion of Pitoyo, Herman, Suwandi, & Andayani (2014) which stated that the learning process in the cooperative learning model can build new ways of thinking in a constructive manner through heterogeneous group division. Stage 5 (Presenting) and stage 6 (Evaluating) require massive contributions and roles from teachers. Starting from mentoring in the presentation stage, the teacher must be able to maintain an atmosphere of discussion so that the students can continue exchanging opinions. At the presentation stage, the students often passively listen to their classmates present the results of group discussions (Baharudin and Wahyuni, 2010). The evaluation stage is very crucial for the sustainability of learning activities in equating perceptions and the results of the conclusions based on the information collected by students (Huda and Miftahul, 2013).

The percentage of completeness of the score of student learning outcomes with KKM of 75 in cycle I reached 61.15% with an average of 73.5. In cycle II, the learning outcomes of Economics increased to a passing rate of 85.2% with an average of 79.65. These results showed that there was an increase in the score of each cycle and each meeting in each cycle. These results are consistent with a study by Fitria (2017) who found that the implementation of the Group Investigation model has a positive, significant effect, and can improve learning outcomes.

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