THE DETERMINANTS OF LEARNING INNOVATION OF MACROECONOMIC THEORY OF ECONOMIC EDUCATION PROGRAM AT FACULTY OF TEACHER TRAINING AND EDUCATION EKASAKTI UNIVERSITY OF PADANG

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Abstract

This type of research is descriptive research. The population of this research is all students of Economic Education Study Program Faculty of Teacher Training and Education academic year 2014 and 2015 they are 59 students. The sampling technique is random sampling with 45 samples. The analysis technique used is descriptive analysis and factor analysis by using SPSS (Statistical Product and Service Solution) 15 versions. The result of the research found that the determinants of learning innovation Macroeconomic Theory in Economic Education Study Program Faculty of Teacher Training and Education Ekasakti University of Padang formed 4 factors, namely: curriculum factors, educators (lecturers), facilities and students. Curriculum factors have variance about 31,123%, factor of educator (lecturer) has variance is about 12,281%, facility factor have variance is approximately about 11,216%, students factor have variance about 7,825%. From the results of this study, researcher recommend to educators (lecturers) expected to provide homework to be done outside of the class to students such as assigning to find out the articles to add their knowledge in macroeconomic topics, to students in order to improve motivation to learn Macroeconomic Theory. It is hoped that the facility will be enhanced by materials and learning resources by giving the useful sites to students as a learning resource and in terms of curriculum to be able to make changes to the syllabus of Macro Economics Theory and to be able develop and arrange syllabus with the latest reference book.

Keywords: Innovation, Macroeconomic, Education, Theory

INTRODUCTION

In this globalization era, we need to prioritize education because Education is an important thing in life, through education we can develop human resources. To produce reliable and qualified human resources, the government needs to improve education through education level which has been programmed by the government. Government efforts to improve the quality of education here we must first examine the process until the educational results. It is necessary to do the research in the various components of education and all of it is a real effort of the government and society in order to educate and improve the quality of the nation's resources. Generally, science and technology is growing rapidly, but there is still a weakness in the change, namely the learning process.

In college in doing the learning process it is still in conventional learning method that always give different manner in education. It shows that the reality of the learning process is still teacher centered (centered on the teacher / lecturer). The methods used in the classroom generally use lecture methods and others. Besides, student learning outcomes in certain lectures are still relatively low. In general, the application of conventional learning is done through one-way communication, it is the condition of the learning situation is still focused on the lecturer only.

Ekasakti University of Padang is a formal education institution consisting of seven Faculties and 21 courses. One of them is the Faculty of Education and teacher training, which consists of four courses (Department). Economic Education Study Program is one of the four
existing courses in the Faculty of Education and Education. Economic Education Studies Program Faculty of Teacher Training and Education Ekasakti University of Padang, as one of the institutions believed to carry out educational program, is required to realize the goals of higher education development programs and the goals included in the national higher education program. The desire to realize the process and educational achievement is better poured through the vision and mission of the course Economic education, Faculty of Teacher Training and Education at Ekasakti University of Padang namely:

Being a program of economic education studies are superior and able to produce professional economic education, faithful and pious at the level national in 2025. The mission, to provide education, learning and guidance effectively to produce graduates in the field of entrepreneurial, superior, independent, faithful, devoted to an omnipotent and glorious god. Carry out research and development of science that supports the implementation of education and learning in order to be able to produce innovation in the field of economic education. Conducting community service activities, especially in the field of economic education through the utilization of science and technology to improve the education and welfare qualifications of the community. Improving the ability to produce published scientific. Foster and develop student activities as prospective educators and community members. Expanding network of cooperation both inside and outside of the country. To realize the visions we need to innovate in the learning process, as well as provide staff with adequate qualifications and quantity, in order to produce educational scholars who are academically and professionally in accordance with the needs of the community, excel, morally, and have a high work ethic and self-supporting. In accordance with the vision and mission of the course Economic education, Faculty of Teacher Training and Education at Ekasakti University of Padang, need to innovate in the learning process.

Innovation and efforts that have been done are expected to provide encouragement toward the motivation of learners to be more active and happy in learning process. As educators who always interact with learners, teacher should be able to innovate continuously in the learning process of every student’s work. Lecturers as educators seek to find, explore, approaches, methods and effective learning strategies and in accordance with the current learning system because it is one of supporting of the emergence of various new innovations that provide encouragement to the students in their daily activities and learning process.

Every educator is a very influential person in the learning process. Therefore educators should really bring the learners to the goals to be achieved. Educators should be able to influence learners, open-minded and have the authority. To produce good innovations in learning, it needs to complete the facilities, including educational facilities and infrastructure cannot be ignored in the educational process, especially in the learning process. The process will run smoothly if supported by a complete means. If we seek innovation in education, of course, facilities are things that influence the continuity of innovation that will be applied, without the support of facilities then the implementation of learning cannot run properly.

The application of educational curriculum is one of the supporters of innovation, so the college curriculum includes the teaching program and the tool is the guidance in the implementation of education and teaching in universities. Therefore the curriculum is considered as an inseparable part in the teaching and learning process in Higher Education. The curriculum is very influential on the advancement of education where it takes place.

Economic Education is one of the courses at the Faculty of Teacher Training and Education Ekasakti University of Padang in this Faculty there are four courses of which are courses of economic education. One of the subjects that is only required to the course of economics education is the Macro Economy Theory course. Macroeconomic Theory is a course that is owned or compulsory to the students of Economic Education, not required on other
courses that exist in Faculty of Teacher Training and Education Ekasakti University of Padang. Description of this course provides knowledge and understanding of economic behavior as nationally in the discussion by using graphics and mathematics, it is to find solutions of maximization and minimization as the goal of the national economy. In addition, Macroeconomic Theory Course in Economic Education is very important to be studied because it requires students to have basic concepts of macro economy, good analytical skills and ability in the field of mathematics which will be very necessary and useful for students if become an economics teacher. Basic macroeconomic concepts that can be used in college are used as a basis for an understanding of economics. Therefore the students of Economic Education Program must get good value in the macro economic theory course.

Based on discussions conducted with one lecturer who teaches Macro Economics; Theory course that give the learning innovation that has been done is using instructional media using LCD, so that lecturers can teach in class well. In addition, the lecturer also follows the development of theoretical references so that the theory is not only memorized but done well. While the innovation of learning that has not been done, it is planned that the theory models that are required in the Macroeconomic Theory takes a long time. However the lecturer who teaches Macroeconomic Theory has done the learning innovation, but in reality it has not been able to attract the attention of some students to enjoy the lesson.

In the process of teaching and learning there are still students paid less attention to lessons and less motivated in learning. Though the innovation is expected to improve students' motivation to learn well and full of innovation so that student learning outcomes can be increased in the course of Macro Economics Theory. In addition to these problems, the outcomes (learners) in the course of Macroeconomic Theory also decline and there are still students who failed (failed) in this subject. From the data obtained there are still students of Economic Education who got the value of E and D.

Seeing the comparison of the students’ scores on the macroeconomic theory course between the previous year and the year 2017, the result shows that the value of students is still bad. Value A has the lowest percentage in the odd semester of 2016 compared to the value of A in the July semester of December 2017. Value B reached 20.68% and decreased in 2017 to 6.66% students. While the value of A year 2015 about 46.67%. In addition, in the semester of July 2017 the failure rate reached 36.67% students who declared did not pass compared to the July 2016 semester of 55.16%.

The above phenomenon shows the existence of a problem that occurs in the learning process in the macroeconomic theory course. Therefore lecturers as mediators of the learning process should be innovative in the learning process in the classroom. This innovation can take the form of the use of interesting learning media, effective and efficient learning methods in accordance with the needs of students, timely entry and ending lectures. From the data obtained about the assessment of learning by students on Macroeconomic Theory shows that the learning media conducted by lecturers is still less interesting. It is seen from the July-December 2016 semester has an average of 3.64, and July-December 2017 has an average of 4.2% from some indicators it is seen that the use of learning media has a lower number compared with other indicators. Therefore, based on the phenomenon, lecturers as educators should have innovative learning media to motivate students in the learning process in the classroom.

In addition, based on observations and discussions conducted with several students of Economic Cooperative Education who studied Macroeconomic Theory (February), said that the learning activities undertaken by lecturers in the Macro Economy Theory course in Economic Education program is still a teacher centered (center is on lecturers). The method used was question and answer method. Lecturers rarely use other learning methods such as assignment, discussion, group work and so forth. So that student activity at that time only listen and record
and make student less actively ask or follow lectures. In terms of facilities, lecturers have been using the LCD as a tool in providing learning materials to students. However, not all LCDs of the study program can be used properly, so in installing / replacing the LCD again takes a long time. This causes the learning process to be disrupted and the lecture time becomes shorter than set and there are even classes that are not equipped with media tools. So in learning Macro Economic Theory of facility innovation should also be done so that the learning process can run smoothly in accordance with the planned.

In addition to the lecturers, students, methods and learning facilities, things to note in innovation is the curriculum. The curriculum is designed to be based on competency studies that must be owned by students. The curriculum can be seen from the syllabus of macroeconomic theory course. In the lesson of Macroeconomic Theory in Economic Education Studies Program there are models of theory on the syllabus that cannot be discarded in the learning process. So that learning objectives that initially planned cannot be achieved. Therefore, the innovation of learning curriculum of Macroeconomic Theory in Economic Education Study Program is also important, such as syllabus of lectures and learning materials used so that the learning objectives can be achieved well according to the needs of learners.

From the phenomenon and problems above it can be stated that the learning innovation Macroeconomic Theory in Economic Education Study Program Faculty of Teacher Training and Education Ekasakti University of Padang is determined by various factors. To find out what are the determinants of innovation learning Macroeconomic Theory then it is necessary to do a separate study through research activities. With these considerations, the authors are interested to conduct research on "The determinants of innovation learning Macroeconomic Theory in Economic Education Studies Program Faculty of Teacher Training and Education Ekasakti University of Padang".

**DISCUSSION**

Based on the problem restrictions, then the formulation of the issues to be discussed and analyzed in this research are: What are the factors that determine the innovation of learning Macroeconomic Theory in Economic Education Studies Program Faculty of Teacher Training and Education Ekasakti University of Padang? The research objectives to be achieved from this research is to know and analyze the determinants of learning innovation in Macroeconomic Theory courses in Economic Education Studies Program Faculty of Teacher Training and Education Ekasakti University of Padang. Research that the authors do is included into descriptive research. According to Mardalis (2007: 26) Descriptive research aims to describe what is currently applicable. In it there are efforts to describe, record, analyze and interpret the conditions that currently occur or exist.

The data collected in this research is primary data and secondary data. Primary data related to the determinants of learning innovation Macroeconomic Theory in Economic Education Study Program by conducting questionnaires to respondents. And secondary data such as the number of Economic Education students year in 2014 and 2015 regular A and regular B obtained from the study program. Source of data in this study is the students of Economic Education academic year 2014 and 2015 regular A and B in the Faculty of Teacher Training and Education of Economics education program as a sample of research. In this study the authors use data collection techniques is by using questionnaire or questionnaire to obtain data. In this study the authors distributed questionnaires or questionnaires to students of Economic Education Faculty of Teacher Training and Education year entered 2014 and 2015 consisting of regular A and regular B.

The type of questionnaire used is Likert scale that is always (SL), often (SR), sometimes (KK), rarely (JR) and never (TP). At the Likert scale the form of the statement is positive and
negative. If the statement is positive then the score is 5, 4, 3, 2, 1 and vice versa if negative statement then its score 1, 2, 3, 4, 5. Test the validity of data aims to determine the extent to which the validity of data obtained from the dispersion questionnaire (questionnaire). Or by detecting the Corrected Item Total Correlation value of SPSS output. If the Corrected Item Total Correlation value obtained for each statement is greater than r table then the data can be said to be valid. Validity test is conducted on 30 respondents, and because n = 30, then the statement is said valid if the value of r calculation is greater than r table that is equal to 0.3610 and positive.

Based on the results of data processing trials of 30 respondents to the questionnaire distributed, it turns out there are 2 invalid statements of 41 statements available. Where is this statement for lecturer variables that are smaller than 0.3610. Both item statements in the invalid research questionnaire are discarded, so in 39 statements can be valid. Factor Analysis, to see the learning innovation used "principal component analysis" which aims to capture the factors in learning innovation. In addition, it is expected that a new variable will be formed in the learning model. To facilitate the analysis of this research data, then in data processing and data analysis used computer program package that is SPSS.

RESULT

This study aims to analyze the indicators of determinants of learning innovation Macroeconomic Theory at the Faculty of Teacher Training and Education Ekasakti University of Padang. The presentation of data of each variable is in the form of frequency distribution, where each respondent gives an assessment in accordance with the views of respondents. There are 39 statements that have fulfilled the validity and reliability test. Description and distribution of respondents' answers can be described as follows: Lecturers from the results of research seen in table 6 can be explained that the lecturers of Micro Economy Theory has made innovations, it is seen from the average score of the variable 3.57 with TCR 71.48%. Innovation by lecturers is seen in the discipline of lecturers from time to time and innovation in learning media. Nevertheless according to the perception of students, still not a significant change (innovation) on the method of learning conducted by lecturers. The following is described about indicators of lecturer factors.

The level of discipline undertaken by lecturers of Microeconomic Theory from time to time has gone well. This is an evident from an average score of 3.85 with a TCR of 77%. This innovation is visible when the lecturer enters the room on time as well as ends the lecture. In addition, the innovation in the learning method conducted by the lecturer of Micro Economy Theory in general runs quite well, it can be seen from the average score of 3.49 with TCR 69.56%. Innovations that occur look when the lecturer provides a wide opportunity for students to ask at the end of the course. It can be seen from the average score of 4.34 with TCR 86.8%. Likewise with the response given lecturers to the questions submitted by students, it is seen from the average score of 3.79 with TCR 75.8%. However, according to the students' perception, the lecturer of Micro Economy Theory has not made any significant innovation by doing the role playing method in the lecture, it can be seen from the average score of 2.67 with TCR 53.4% and assigned to look for the articles, this also seen from an average score of 3.14 with a TCR of 62.8%.

In addition, the innovation in learning media conducted by the lecturer of Macroeconomic Theory has happened quite well, it is seen from the average score of 3.68 with TCR 73.6%. Innovation can be seen from lecturers using instructional media in accordance with lecture material. This can be seen from the average score of 3.78 with TCR 75.6%. Nevertheless, according to students' perceptions of learning media is still not interesting and motivate students to learn, it is seen from the average score of 3.58 with TCR 71.6%. Facilities from the results of research seen that the change (innovation) in terms of facilities have occurred quite well, it can be seen from the average score of 3.74 with TCR 74.9%. Innovation is happening visible in
the learning place used. Nevertheless, according to the students' perception, there is still no significant change (innovation) in learning resources. The following is described about the indicator of the facility factor.

Innovation at the place of learning has occurred well, this is seen from the average score of 3.83 with TCR 76.6%. Innovations that occur visible from lecture room equipment such as tables, chairs, lecture desk, whiteboard and eraser are available completely. This is evident from the average score of 4.23 with TCR of 84.6%. Nevertheless, according to the perceptions of students of economic education, it still has not changed significantly in the cleanliness of the lecture hall. This is evident from the average score of 3.55 with TCR 71%. In addition, innovation in learning resources has also occurred quite well, this is evident from an average score of 3.58 with a TCR of 71.6%. Innovation that occurs visible from the completeness of library books. This can be seen from the average score of 3.66 with TCR 73.2%.

Nevertheless, according to the perception of the students there has not been any significant change from the source of learning, that is giving the internet sites as learning resources. This can be seen from the average score of 3.49 with TCR 69.8%. Curriculum From the results of the research shown in table 9, it can be explained that the curriculum innovation has happened quite well. This can be seen from the average score of 3.78 variables with TCR 75.62%. Innovations made visible from the syllabus and learning materials. Nevertheless, according to the students' perception, there is still no significant change (innovation) on the goals / plans.

The following is an indicator of curriculum factors. Innovation in the syllabus is already happening well, this is seen from the average score of 4.09 with TCR 81.75%. Innovation that occurred visible from the syllabus lectures conducted by lecturers of Theory Micro Economics. This is evident from the average score of 4.28 with TCR 85.6%. Similarly, developing syllabus in accordance with the curriculum, it is seen from the average score of 4.07 with TCR 81.4%. Nevertheless, according to the students' perception, there is still no significant change in the syllabus, which is to compile syllabus by using the latest reference book. This is seen from an average score of 3.96 with a TCR of 79.2%. Innovation in the lesson material has also happened quite well. This can be seen from the average score of 3.49 with TCR 69.75%. Innovation that occurred visible from the use of several textbooks in learning Macroeconomic Theory. This is evident from an average score of 3.88 with a TCR of 77.6%. Similarly, using the latest reading sources in learning. This can be seen from the average score of 3.79 and TCR 75.8%. However, according to the students' perception, there is still no significant change in the lesson material that is not yet have their own textbook. This is evident from an average score of 3.1 with a TCR of 62%.

Innovation in goals / plans has happened quite well. This can be seen from the average score of 3.76 with TCR 75.2%. Innovations that occur visible from lecturers planning lessons by using examples of microeconomic cases. This is evident from an average score of 3.8 with a TCR of 76%. However, according to the students' perception, there is still no significant change, ie planning to discuss the latest issues in micro economic topic at the end of the lecture. This can be seen from the average score of 3.76 with TCR 75.2%. Factors of educators (lecturers) is the second factor that determines the learning innovation especially the Macroeconomic Theory courses in Economic Education Studies Program Faculty of Teacher Training and Education Ekasakti University of Padang. The percentage variance for this factor is 12.172%. It is known that the factor of educators is the second factor determinant of learning innovation Macroeconomic Theory. The most decisive indicator is the assignment of tasks that must be done outside the class with a loading factor of 0.802, followed by the indicator assigned to look for articles with loading factor 0.762, timely indicators entering lectures with loading factor 0.626 and last indicator of media usage is interesting and motivate learning by factor loading 0.563.
This indicates that the innovations made by lecturers in the subjects of Microeconomic Theory in Economic Education Studies Program Faculty of Teacher Training and Education Ekasakti University of Padang, such as providing tasks that must be done outside the class, assigning articles, entering lectures on time and using media that are interesting and motivating learn. Factors of educators (lecturers) has an important role in the learning process. This is in accordance with the opinion Wijaya (1992: 23), that educators are people who are very influential in the learning process. Therefore, educators should always try to make changes so that the learning process is not boring for students. Facilities factor ranked third which determines the learning innovation especially Macroeconomic Theory in Economic Education Studies Program Faculty of Teacher Training and Education Ekasakti University of Padang.

The percentage variance for this factor is 10.382%. It is known that facility factor is the third factor determinant of learning innovation Macroeconomic Theory. The most crucial indicator is the provision of internet sites with 0.853 loading factor, followed by the library indicator with loading factor 0.753, and the last indicator of lecture settings according to the lecture method with a loading factor of 0.523.

This indicates that the innovations that occur in the lecture facilities of Macro Economics Theory in Economic Education Studies Program Faculty of Teacher Training and Education Ekasakti University of Padang, such as providing internet sites as a source of learning, complete the books that are in the library and set up the lecture room in accordance with the method of lectures, so it can help expedite the learning process. This is in accordance with the opinion Wijaya (1992: 24), that the learning process will run smoothly if supported by a complete means. Therefore, changes (innovation) of facilities is needed in the learning process. Student’s factors is a fourth factor that determines the learning innovation especially Macroeconomic Theory in Economic Education Studies Program Faculty of Teacher Training and Education Ekasakti University of Padang. The percentage variance for this factor is 7.908%. It is known that the factor of students is the last factor determinant of learning innovation Macroeconomic Theory. The most decisive indicator is not afraid to issue opinion by 0.819 loading factor, followed by indicators responding to friends' questions with loading factor 0.768, and the last indicator to do the task without the help of others with loading factor 0.686.

This shows that student's motivation in Macro Economy Theory is also important in the learning process such as not afraid to express opinion, can respond to questions from friends and able to do the task given by the lecturer without the help of others. This is in accordance with the opinion of Sardiman (2007: 80) that the motivation to learn is important in the process of instructions. The role of motivation in learning can be interpreted as a motivator for someone to do learning activities, such as feel happy and eager in receiving the material delivered. So that the learning activities undertaken can run well as expected.

CONCLUSION

The determinants of learning innovation Macroeconomic Theory in Economic Education Studies Program of Faculty of Teacher Training and Education Ekasakti University of Padang have 4 factors. The main factor is the curriculum factor. The second factor is the factor of educators (lecturers). The third factor is facility factor. Based on the results of factor analysis is known that the determinants of innovation learning Macroeconomic Theory in Faculty of Teacher Training and Education Ekasakti University of Padang derived from the factor of educators (lecturers) is the provision of tasks that must be done outside the classroom. The determinant factor that comes from the factor of students is not afraid to issue opinions in the learning process. From the facility factor is known that the provision of internet sites as a source of learning becomes the determinant factor of learning innovation Macroeconomic Theory. And the last of the curriculum factors is known that the development of syllabus according to the learning curriculum becomes the determinant factor of learning innovation Macroeconomic
Theory at Faculty of Teacher Training and Education of Ekasakti University of Padang. The fourth factor is the factor of learners (students).

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