

Does the Development Economics Learning Design Need to Be Redesigned?

Nur Anita Yunikawati, Prih Hardinto, Ni'matul Istiqomah, and Magisty Purboyo Priambodo

Abstract—The way to design good education and learning activities is learning design. The teacher is the key actor to develop interesting learning and support the learning goals of the course. The purpose of this article is to rebuild and redesign existing learning designs in compliance with the life curriculum. With the ADDIE approach (analysis, design, development, implementation and evaluation). This research was conducted for one semester, in the subject of economic development. The findings of this research are a learning design that is appropriate in development economics lessons with the skills and concerns of learners. So learners can believe creatively on the basis of teaching design ADDIE approach, It is hoped that students will be more able to apply the theory of economic development into the real world by developing a new learning design.

Index Terms—Learning design, economics development, ADDIE approach.

I. INTRODUCTION

Learning design or some experts say that art for learning is an interesting field for more profound study: [1]-[6]. This is because education supervisors' demands are designed to ensure education is performed in a country. The teacher is therefore expected to be in a position to develop clear and easily understood and implemented learning plans in the classroom. As a knowledge of the design of learning according to Mor Y, the plan of learning operations, the resources and media used in learning processes to accomplish instructional purposes in each specific class is specifically illustrated as a creative activity for learning design. [7] provide a systematic review of the field of learning design and map the potential contributions of learning analytics along three dimensions: representations, methods and tools.

Bannan [8] states as a teacher / lecturer as a designer of teaching operations that achieve teaching goals and also satisfy the preconditions established by the manager, in line with the Kali, *et al.* [9] explanation. The strategy of learning design emphasizes a focus for the teaching and learning process, beginning at the training, core and closing phases, so that learning can be carried out according to the intended objectives. The preparation of the availability of syllabic and well-organized teaching resources from the subject taught is a key to the success of the teaching process Nunan [10], [11]. Why does that happen? The curriculum or lesson plan also highlights subjects for a single semester, i.e. from the

coverage of the subjects presented in each lecture, to the reading list. During lessons, teachers are referring to how resources are used to provide instruction. The teaching materials of our schools are what learning resources are chosen, techniques selected so that learners can eventually create a theory. As it is essential to establish clear learning objectives and the learning results in our design of the classes because the curriculum plays a crucial role. All the instructions for readings, lessons, and student mastery evaluations of the intended skills can be carried out within each part of the curriculum by means of clear learning objectives and learning results.

The Z generation is distinct from the earlier generation. The Z generation is distinct. In seeking responses to a phenomena, generation Z tends to be more active. Rothman [12] says that generation Z does not live without the Internet, mobile phone or iPod on a visa worldwide. They are technologically knowledgeable and communicate continually with individuals using social media. You want technology that is simple and essential to fix your multiple issues or to provide data you require to develop your person. Generation Z according to Northeastern University at 2014 [13] also tends to be very progressfull, regardless of gender orientation, when it comes to social activities or social policy issues generation Millennium or Z is different than the last generation.

Thus, it becomes homework for teachers / professors to be able to design classroom teaching on terms and conditions, and what generation Z needs. Teachers / preferents already have benefits over Generation Z learners in the context of experience. If the ability to create good learning in keeping with the characteristics and naturally with learning aims is not supported, however, then educational targets can not be accomplished efficiently and effectively. The learning goals can not be achieved. In addition, many surveys understand that a teacher / confessor's participation in the design of his / her teaching combines pragmatic and theoretical approaches [14].

Every year, revisions of our department's curriculum are performed on a number of issues, one of which is to meet the requirements to equip our learners with fresh knowledge and expertise. It is to be hoped that the teaching and learning process of this course will both benefit lecturers and students by rebuilding the Development Economy course. The advantage to a lecturer is that the content of the topic can be conveyed more and more effectively in line with the teaching goals of the course. Moreover, lecturers can supply content in line with the desires of learners of the Millennium that naturally have distinct teaching styles. As for learners, they can learn, and according to the growth of the times, what they

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really want to know.

Suppose that the aim of the economics development course is to help students develop their ability to "do economy": applying economic assessment knowledge, economic model and economic policy history, and examining current economic events and policies. The teaching staff must promote the atmosphere of active teaching to promote learners to create the capacity to apply and evaluate data and to go beyond simply reciting terminology [15], [16]. In an active learning setting, lectures, homework and class exercises all operate to involve learners in "doing" macroeconomics. Active learning promotes them to apply macroeconomics instruments and analyze real life occurrences especially on economic development policy.

Active learning methods, as well as inverted classrooms [17]-[19] are well-documented within the literature on economic education. We [20] contribute to the conversation in literature by combining the strain of flipped learning that could form part of a flickered and active learning environment [21]-[25]. In this article, although a large part of the literature describes either an individual independent activity or the broad outcome of a course using a series of activities, we aim at both: providing an exhaustive course outline, combining the individual components used in an active learning environment with the results of student learning as a result.

Detailed data on issues and phenomena encountered in learners and teachers about the Development Economics curriculum are obtained from the above context. Based on the previous context. Following information collection, we try to define several factors regarding the shortcomings in the program used so far. We also portray, after the need assessment, the expectations and wishes both of teachers and learners for the perfect curriculum. The information is qualitatively clarified by explaining what was discovered in a narrative together with a description. We can redefine the recent development economic course program from this need assessment.

II. METHODS

This research is a qualitative research development research model in this case the development of life-based learning tools. The learning tools developed have two parts, namely the One Semester Learning Design (SLD) and the Lecture Reference Unit (LRU). The research procedure of developing this learning device is in accordance with the ADDIE learning model. There is one learning design model that is more generic, Branch namely the ADDIE (analysis, design, develop, implement, evaluate); [26]-[30] classifies two broad methods of data collection technique, i.e., secondary sources and primary sources. We will deal only with primary sources as a way to get the intended data. Further, [31] divides primary sources of data collection into observation, interviewing and questionnaire. With regard to our study, we used mostly questionnaire and unstructured interview to hear perspective from our students and our colleagues about things that needed to be improved and elaborated from the sample of syllabus and contents of course. This research was performed over a period of one semester

and applied to learners taking economic development classes in the Economic Education Study Program. Selecting learners from the program of economic education study as research artifacts because learners from the program of economic education study have taken a teaching strategy course, so they have the capacity to evaluate teaching models.

III. RESULT AND DISCUSSION

A. Study Results Syllabus Documents

Based on the analysis of the One Semester Learning Plan (LSD) used at Universitas Negeri Malang, the following facts were discovered. The first fact relates to the Standards of Learning Achievement of the Subjects used. The Standards of Learning Achievement in Development Economics Subjects are not in line with current developments in Development Economics. Learning Achievement Standards are formulated as follows: students are able to understand the basic concepts of development economics, the development paradigm evolution, development theory, development history; students are able to apply economic development theory studies to analyze development problems in Indonesia; students are able to interpret existing development problems and policies, and provide recommendations.

TABLE I: SYLLABUS RECOMMENDATION OF RESPONDEN

Number	Recommendation	Percentage (%)
1	Revision	78%
2	No need revision	22%

Based on the Table I above, as many as 78 percent want a review of the syllabus and the design of teaching. While 22 percent want the ancient syllabus to be used. The results of the analysis of the current LSD also look at the learning material. From the analysis, it is known that the material or content presented only measures cognitive aspects so that the effective and psychomotor aspects have not been touched. The material presented for one semester is as follows: History of the definition of development and development theory; Dualism and market segmentation in development; Review the main institutional problems in development; industrial, agricultural and rural development, and financial sector

Another aspect that we examine is the aspect of the learning method used. Several methods used in the Development Economics course are adjusted to the intended material and competencies. In summary, there are several learning methods used, namely the task method, the question and answer method, and the discussion method. Finally, the aspect of the LSD that we analyze is the assessment system. There are several assessment techniques used by lecturers in learning this course. These assessment techniques include assignment assessment and group discussion techniques.

B. Current LSD Analysis Results

The meaning of redesign in this paper is the effort of lecturers or lecturers in redesigning the existing LSD that is used in universities. In this redesign activity, the lecturer carries out activities in the form of selecting aspects learned in the Development Economics course and arranging them according to the right and correct sequence patterns.

The redesign of the LSD starts from the selection of needs and input from students and lecturers through a questionnaire called a needs analysis questionnaire. Analysis of needs can be prepared by considering several elements or aspects that will be developed by lecturers or instructors. The aspects asked in the needs analysis consist of: 1) opinions about the current LSD, 2) learning objectives of the Development Economics course, 3) aspects or competencies to be discussed, 4) learning materials, 5) method or approach, 6) assessment. Some of the elements above can still be added or subtracted according to the designs made by lecturers and instructors.

Regarding LSD or the ongoing curriculum, we ask a number of questions in the needs analysis questionnaire. The question can be in the form of a request for approval or disapproval of the ongoing LSD. The questions in the questionnaire must be accompanied by reasons or arguments for the lecturers and students who are made as the subject under study. These opinions and arguments will be useful in the syllabus redesign process that will be carried out.

Ongoing LSD can also be corrected with input and suggestions from lecturers. By accommodating and receiving various inputs, the syllabus can be redesigned to suit your needs. The type of LSD that is designed can be similar to the running LSD or may also be different. This is done to achieve learning about Development Economics in accordance with the analysis of user needs, both lecturers and students.

Based on the needs analysis, the lecturers suggested modifying or at least reprocessing the current LSD. LSD which is based on the KKNI curriculum is still not appropriate because it provides a limited portion of Development Economics learning, theoretically, it does not show the characteristics of material depth. So based on the needs analysis it is suggested to add the contents of the LSD related to the latest issue of Environmental Development.

C. Reconstruct Learning Design

The following discussion will be revealing what had been found on data gathering and the use of those data in the new design of syllabus and the contents of Economic Development throughout last semester. We will discuss ADDIE's steps based on its chronological order, that is, analysis, design, develop, implement, and evaluate. The cycle of ADDIE model can be summarized in Fig. 1 below.



Fig. 1. ADDIE model Kurt [32].

Garner recommends four divisions in the phase of analysis: instructional goals, educational analysis and learning goals. These elements are discussed one by one in the near future. In our project, we start analysis by examining the previous curriculum to see what needs to be revised and what can be added for creating the new curriculum. The first thing we notice is the scope of the artistic writing in the old syllabus

itself. We found out that something that was not covered by the issue of economic development was discussed in the old curriculum.

The following are activities at each stage of developing a learning model or method, namely: a. Analysis At this stage, the main activity is analyzing the need to develop new learning models / methods and analyze the feasibility and requirements for developing new learning models / methods. The development of new learning methods begins with a problem in the learning model / method that has been applied. Problems can occur because the existing learning model / method is no longer relevant to the needs of the target, the learning environment, technology, student characteristics, and so on.

The analysis phase is a process of defining what students will learn. So to find out or determine what must be learned, we must do several activities, including: 1). Conducting needs analysis, which is to determine the abilities or competencies that students need to learn to improve learning outcomes. 2). Performing performance analysis, namely to find out and clarify whether the problem being faced requires a solution in the form of making learning tools.

The output which we generate is in the form of potential participants ' features or profiles, identifying gaps, identifying requirements, and carrying out a thorough needs-based assessment. After evaluating the issue that a new learning model / method needs to be developed, the investigator must also analysis the feasibility and requirements to create a new learning model / method. The evaluation process is performed to answer: 1) Is the fresh method / model able to solve the teaching issues? 2) has facility assistance to apply to the fresh model / method? 3) whether the lecturer or teacher is able to apply the new learning model / method?

In this analysis, there should be no good model / method design but it cannot be applied because of some limitations such as there are no tools or the teacher is unable to implement it. Analysis of new learning methods needs to be done to determine eligibility if the learning methods are applied.

Design. The design stage has similarities with the development of teaching and learning operations in developing the learning model / method. This exercise is a systematic process that begins with the development of learning goals, the creation of scenarios or teaching tasks and the development of learning instruments, the design of learning equipment and the assessment of results. The design of this model / method of teaching remains conceptual and will be the basis of the next growth. This phase is also called designing. 1) Determine the experience that learners must learn when participating in teaching activities to discover the structure that is produced, so that the issue of students ' performance lacuna can be overcome. 2) Identify targets for teaching. 3) Arrange the test in which the test should be based on the teaching goals developed. 4) Determine the right learning strategy by using the discussion method to achieve these goals.

Development in the ADDIE model contains product design realization activities. In the design phase, a conceptual framework has been developed for the application of new

learning models / methods. In the development phase, the conceptual framework is realized into a product that is ready to be implemented. For example, if the design stage has been designed using new models / methods that are still conceptual, then at the development stage a learning device is prepared or made with such new models / methods such as media and subject matter.

Implementation Concepts and techniques established in actual circumstances, namely in classrooms, have been introduced at this point. The primary objectives of the implementation stage are: guiding students towards learning objectives; ensuring that problems can solve or solutions are developed in order to solve student deficiencies; generating the understanding, abilities and attitudes required for learners. Following the implementation of the technique, a first assessment is performed to provide feedback on the use of the next model.

D. Implementation of Learning Development Economics

Based on the ADDIE Addie Design Model in the first stage namely performance analysis, it is found that most students have a low understanding of the surrounding environment. This becomes a big problem if this generation Z student is indifferent to the environment because basically the Development Economics course is very closely related to the daily lives of students. While based on the needs analysis, the following results are obtained:

1) Performance Analysis: Low understanding of students about macroeconomics, in addition to the low concern of students towards policies made by the Indonesian state relating to economic development. 2) Needs Analysis: Insights are needed for students to know the condition of the surrounding environment and empirical data on the Indonesian economy. Stimulation is needed so that students are more competent to analyze the Indonesian economy. Basic macroeconomic knowledge is needed to support the analysis of the Indonesian economy. A trial is needed to guide students in analyzing the problems of economic development and the Indonesian economy. Cooperation between students is needed to motivate students to show their concern for the environment and the country's economy. There is a need for interesting and innovative media because generation Z in learning material requires variations in models and learning methods as well as variations in media and teaching materials.

The statement shows the capacity gaps during the design phase: students can not achieve the skill level, particularly in regard to the attitudes and abilities determined after the training phase. Students can only achieve the skill level of 60% of the skills norms described, in particular with regard to attitude and skills.

Used main issues are: What particular skills and skills do learners need after the training program has been completed? Students can comprehend the fundamental ideas of development economics, evolutionary paradigms of development, development theory, growth history. Students can use economic development theory to evaluate developments issues and policies in Indonesia.

What indicators can be used to measure students' success in participating in learning programs: students can answer

quizzes related to the material, besides that students can analyze problems related to economic development such as poverty, inequality and environmental development. This is in line with the opinion of Hallidays (2019) that at least students are able to analyze economic development materials including poverty and inequality besides macroeconomic data. What equipment or conditions are needed by students to be able to demonstrate competencies - knowledge, skills and attitudes after attending a learning program? Data on GDP of Indonesia and other countries, in addition to data on population growth, poverty and inequality. Through these data, students will be skilled at analyzing the economy of the Indonesian state and can provide policy solutions in terms of reducing poverty levels in Indonesia. d. What teaching materials and activities can be used to support learning programs? Economic Development Books, data from the Central Statistics Agency (BPS), international journals, videos and other supporting books.

Development. The key questions: What teaching material must be purchased to be used in achieving learning objectives? Lecturers do not have to buy teaching materials, lecturers can use the available books other than that through scientific articles in national and international journals. The millennial era of lecturers is demanded to direct students to be able to export more deeply about the nature of knowledge through the experience they have gained so that by using teaching materials from national and international journals that in fact all can access the skills to master the material can be easier. What teaching materials must be prepared to meet the unique and specific needs of students? In teaching material, lecturers can make concept maps related to Development Economics material. Meanwhile, to motivate students in understanding the material, lecturers can make tools as a medium such as pictures about the environment and learning videos about the development environment.

Implementation. The key questions to be answered by a learning program designer during the implementation steps are as follows: What learning methods are most effective for use in the delivery of learning materials or materials? Jigsaw's method to explain the theory of economic growth and development theory. Problem Based Learning (PBL) to solve problems about poverty and inequality. In addition, group discussions are also very supportive and relevant for learning agricultural development materials, industrial development and financial development. What kind of effort or strategy can be done to attract and maintain students' interests so that they are able to focus on the delivery of the material or substance of the learning delivered? By working in groups or discussions, students are expected to be interested in the material to be studied besides the varied games and quizzes that will encourage students to be more motivated to study harder.

Evaluation, at this evaluation stage, the efficiency and effectiveness of learning are measured through assessment activities to measure the validity of the competencies that have been achieved, which can be formative evaluations that include observations, interviews, and questionnaires. Some important questions that must be raised by the instructor of the learning program in conducting the evaluation steps, including: Do students like the learning program they have

been taking so far? How much are the benefits felt by students in participating in learning programs? How far can students learn about the material or substance of learning? How much are students able to apply the knowledge, skills and attitudes they have learned? How much does the contribution of the learning program implemented to student achievement?

IV. CONCLUSION

We learnt a lot during the whole phase of the fresh curriculum design and writing. The main problem with which we designed and found educational materials was that we didn't know if the learners wished to study them and read them. The use of the ADDIE template has made it easier for us not to know what the learners really wished to know. The assessment carried out for each phase and last phase also assisted us to comprehend better what should be included in the training model and what should be excluded from its design.

CONFLICT OF INTEREST

This research has not conflict of interest.

AUTHOR CONTRIBUTIONS

As the first writer, Nur Anita Yunikawati launched all thoughts and as a classroom lecturer. As the second writer, Prih Hardinto helped compose the teaching instruments. Needless to say, matul istiqomah helped collect information and record teaching videos. Magisty is responsible for video recording and information processing

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