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Development of an Economic Learning Strategy Module Based Problem-Based Learning to Improve Learning Quality and Teaching Skills

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ABSTRACT

This research aims to develop a Problem Based Learning (PBL) based Effective Learning Strategy (ELS) module to improve the quality of learning and teaching skills. The ELS module is designed to provide systematic guidance to educators in implementing PBL in their learning. This study used a data analysis technique, namely a comparison test using SPSS software. The evaluation results show that this module provides a practical approach to improving teaching skills, focusing on setting up problem-based tasks and facilitating problem-solving oriented discussions. Based on the results of the study, it can be concluded that the development of coursebooks has a significant impact on improving student learning outcomes. Before the use of the textbook, the average score obtained was at a certain level of 74.98, but after the use of the textbook, there was a significant improvement in the learning outcomes with a significantly increased average score of 86.16.

Keywords: problem-based learning, quality of learning, teaching skills

INTRODUCTION

Higher education in the era of globalization requires the development of innovative and relevant learning methods, and one of the courses that requires such learning approaches is economics. Economics students need to develop a deep understanding of economic concepts and their analytical skills. Problem Based Learning (PBL) is a promising alternative as it allows students to face real economic problems and develop problem solving skills. PBL, or problem-based learning, is a type of instruction that provides students with engaging learning activities designed to get them more involved in their studies (Ramadhan, 2021).

Problem-based learning (PBL) is an innovative learning method that provides active and efficient learning conditions (Fuadi & Muchson, 2020). One type of learning that emphasizes the process of learning and that is based on the paradigm of constructivism is called problem-based learning (Siregar, 2014). Another name for problem-based learning is collaborative learning, which combines the skills of instructors and learners (Syamsidah & Suryani, 2018). Problem-based learning has three main characteristics it consists of a series of educational tasks, the tasks are aimed at solving a problem, and the solution

is achieved through the application of scientific thinking (Sofyan et al., 2017).

PBL creates an authentic learning context that allows students to relate economic theory to real-world situations. However, the use of PBL in the context of economic learning is still limited. Therefore, this study aims to develop a module of economic learning strategies based on problem-based learning (PBL) that can improve the quality of learning and teaching skills of students. Educators, who have the main responsibility for the success of the learning process, must be able to understand the meaning, characteristics, principles, provisions, and the process of making modules, because the purpose of learning modules is to improve the quality of the learning process (Sihotang, 2020).

A collection of core competencies, basic competencies, and carefully and methodically planned learning experiences are contained in learning modules, which are instructional materials designed to help students achieve learning objectives. Core competencies, basic competencies, learning objectives, learning materials, and assessments are all included in the learning module at a minimum (Sihotang, 2020). The developed module will provide instructors with guidance on how to effectively implement PBL to ensure meaningful and deep learning experiences for students, while enhancing instructors' teaching skills. In addition, the development of this module is in line with global trends in higher education that emphasize active and participatory learning approaches. Through the application of PBL, it is expected that students will become not only recipients of information, but also critical and independent decision makers in solving economic problems. With this learning module, it is expected to improve the quality of learning and teaching skills.

The importance of improving the quality of learning in higher education is not only related to the understanding of concepts, but also to the development of students' teaching skills. Knowledge (cognitive), attitudes (affective), and skills (psychomotor) are three areas of learning objectives that are formed from quality learning (Herawati et al., 2018). Learning management is the focus of learning improvement to ensure the implementation of learning smoothly and produce reliable results, the process of success or failure of learning activities conducted so far determines the quality of learning (Suardipa & Primayana, 2020). The quality of learning can be a measure of the degree of success in achieving the learning objectives set (Rokhani & Marlianingrum, 2021). The quality of learning is influenced by the instrumental input of educators, the quality when seen from how optimal educators are able to facilitate learning (Budiyarti, 2020). When learning produces high quality outputs that meet predetermined goals, then learning can be considered high quality; synergy between learning inputs and processes is needed to achieve high quality learning (Innayah, 2020). In addition to quality improvement, teaching skills are also needed in the teaching and learning process in primary, secondary and tertiary schools.

Teaching skills are the foundation or basis for educators to carry out teaching and learning activities (Arsana, 2019). Teaching skills relate to introducing and summarizing lessons, explaining, asking questions, using variations, providing reinforcement, teaching in small groups and individually, managing the class, and facilitating small group discussions (Helmiati, 2013). The basic skills of educators include the ability to set performance goals, the ability to diagnose learners, the ability to select instructional strategies, the ability to engage learners, and the ability to evaluate the effectiveness of instruction (Jundi & Yasin, 2020). An educator can create learning contexts, circumstances, and situations that promote enjoyable learning by learning and practicing basic effective teaching techniques (Purba et al., 2022). Students will lose interest in learning if educators do not use skills in the classroom, student

boredom is a problem that often disrupts the teaching and learning process (Chrisvianty et al., 2020).

Research on the development of teacing modules based on problem-based learning (PBL) plays an important role in improving the quality of learning and teaching skills. First of all, the PBL approach emphasizes active and engaged learning, where students play an active role in solving real-life problems. By using teaching modules specifically designed for this approach, students can be more engaged and involved in learning, deepen their understanding of the material, and develop critical skills such as problem solving and analytical thinking. This research also provides an opportunity for educators to adapt their teaching approaches, enrich students' learning experiences, and improve their teaching practices.

Research on the development of PBL-based instructional modules opens the door to innovation in education. By encouraging the use of problem-based learning approaches, this research promotes the integration of technology, teamwork, and the development of 21st century skills into the curriculum. A well-designed instructional module can help create a learning environment that allows students to develop a deeper understanding of the material, encourages critical thinking, and prepares them to face real-world challenges. Thus, research on the development of PBL-based instructional modules not only supports the improvement of the quality of learning, but also paves the way for the continuous improvement of teaching practices that are relevant to the needs of the times.

This research is relevant to the demands of curriculum development leading to contextual learning and student empowerment. Thus, it is expected that the modules resulting from this research can make a positive contribution to improving the quality of economic learning in higher education and improving teaching skills. Based on the background that occurs in the field, the researchers are interested in conducting research with the title "Development of Economic Learning Strategy Module Based Problem-Based Learning to Improve Learning Quality and Teaching Skills".

LITERATURE REVIEW

1. Teaching Module

Modules are teaching materials prepared for independent learning process of students, learning by using modules allows a student who has a high learning speed to complete learning activities faster than other students (Ariawan et al., 2022). Instructional modules are defined as anything that can be used to stimulate the learner's thoughts, feelings, attention, and skills or abilities to facilitate the learning process (Sihotang, 2020). To keep up with the times, educational resources are no longer limited to books; students now have easier access to a wide range of study materials through the Internet, journals, articles, electronic books, and electronic modules (Salfia, 2021).

Instructional modules are learning tools that are structured and designed to help students understand subject matter in a systematic way. Typically, modules include learning objectives, content, and learning activities specifically designed to improve students' understanding and skills in a particular subject. By using learning modules, the learning process becomes more focused, efficient, and can be tailored to the individual needs of students.

2. Economic Learning Strategy

Learning strategies are the ways in which teachers will select learning activities that will be used during the learning process. Learning strategies are the ways in which teachers will select learning activities that will be used during the learning process (Dila et al., 2021). All the pieces of instructional materials and steps or activities that teachers use to help students achieve specific learning goals are collectively referred to as learning strategies.

Economic science itself is empirical from human experience in the world and this experience is processed in the world of relations, processed analytically with reasoning in cognitive structures, and economic concepts are formed, and these economic concepts have global or universal values that are manipulated with economic notation (Shandra, 2024). Economic learning is the process of providing students with learning experiences through a series of planned activities so that they become competent in the economic content they are learning. Educators need to adapt teaching methods to the times, while students are expected to experience growth in various aspects, interrelated competency standards ensure a solid understanding so that difficulties in learning the next material can be minimized (Judan Rambey, 2021).

It can be concluded that economic learning strategies involve interactive approaches that promote a deep understanding of economic concepts and their real-life applications. These include group discussion methods to broaden horizons on economic issues, case studies to apply theory in a practical context, and simulations or role-playing to enhance understanding of market dynamics and economic decision-making. By using these various strategies, students can develop the analytical, critical, and problem-solving skills necessary to understand and respond to changes in the global economic environment.

3. Problem-Based Learning

Problem-based learning is a learning model that shapes students' progress so that they develop expertise in solving problems in learning activities and can encourage students to develop more critical thinking skills (Hermuttaqien et al., 2023). The advantage of the problem-based learning model compared to the lecture method is that problem-based learning requires students to be more active, think critically and work together in solving problems related to the learning material, so as to improve students' learning outcomes and have a significant impact compared to learning with the lecture method. Problem-based learning is a learning model that presents an innovative learning activity to students and is expected to increase a student's activity, this learning focuses on students in improving student achievement and motivation to learn (Ramadhan, 2021). By implementing problem-based learning, it is expected to provide learning experiences that are more interesting, relevant, and responsive to students' needs. By paying attention to students' learning styles and providing challenges through problem solving, it is expected that students will be more actively involved in the learning process and increase their interest in learning (Shandra, 2024).

Problem-Based Learning (PBL) is an approach to learning that places students in situations where they must solve real-world problems or cases that are relevant to the subject matter being studied. Students are encouraged to be active in identifying problems, gathering information, analyzing data, and developing solutions. This approach emphasizes project-based learning and collaboration among students, as well as support from facilitators or teachers. PBL not only helps students gain a deeper understanding of subject matter, but it also develops problem-solving, teamwork, and critical thinking skills that are in high demand in the real world.

4. Quality of Learning

The quality of learning is the process of how learning activities performed so far run well and produce good results, so that the implementation of learning runs well and the results are reliable, learning improvements are directed to learning management (Suardipa & Primayana, 2020). The quality of learning is created when educators are able to use methods that are appropriate to the learning material (Susilo et al., 2023).

Learning quality refers to a set of attributes or characteristics that determine how effective a learning experience is in achieving learning objectives. It includes

factors such as the relevance of the subject matter to students' needs, the clarity of learning objectives, the appropriateness of teaching methods to the material and students' learning styles, and the level of student engagement in the learning process. In addition, the quality of learning is related to the ability of the teacher or facilitator to provide constructive feedback, facilitate enriching discussions, and create an inclusive and safe learning environment. Assessing the quality of learning also involves monitoring students' progress, their level of understanding, and their ability to apply knowledge in real-life situations. By paying attention to these aspects, the quality of learning can be improved to achieve optimal learning outcomes.

5. Teaching Skills

Instructional skills are an important component that teachers must master and consist of questioning skills, reinforcement skills, the power of variation, explanation skills, opening and closing skills, small group discussion skills, class management skills, and individual instruction skills (Amrin, 2021). In order to be effective, educators need to master basic teaching skills, including the ability to ask questions, give affirmations, hold variations, explain, open and close lessons, lead discussions, organize classes, use learning media, and use technology (Susanto, 2022).

Teaching skills are a collection of skills and strategies that an educator possesses to effectively deliver subject matter to students. These include the ability to organize meaningful and structured learning, to communicate ideas in ways that are easily understood by a variety of learners, and to create a supportive and encouraging learning environment for students. In addition, teaching skills include the ability to facilitate discussion, provide constructive feedback, and adapt teaching approaches to students' needs and developmental levels. The ability to build emotional connections and manage the classroom effectively are also essential teaching skills. By mastering good teaching skills, an educator can create positive and meaningful learning experiences for all of his or her students.

MATERIALS & METHODS

Research and development (R&D) or development research was conducted in this study. R&D research is a type of research that produces certain goods and evaluates their effectiveness (Sugiyono, 2022). The research was conducted at the Economic Education Study Program, Faculty of Economics and Business, Universitas Nusantara PGRI Kediri, which became the subject of research, namely level 2 students of Economic Education Study Program who took the economic learning strategy course as a preparation material before facing teaching practice in the field.

Data analysis techniques used to determine changes in the quality of learning both before and after the use of economic learning strategy modules based on problem-based learning, the results obtained will be carried out comparative tests with the help of SPSS. From the results of data analysis of learning outcomes obtained, it will be known whether there is an increase in learning outcomes or not between before and after the use of economic learning strategy modules based on problem-based learning.

RESULT

Table 1. Comparison of Learning Outcomes

Paired Samples Statistics					
		Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pair 1	UTS	74,98	43	6,954	1,060
	UAS	86,16	43	4,203	,641

The table below illustrates the difference in scores before and after using the textbook in the learning context. Prior to the introduction of the new textbook, students recorded an average score of 74.98, which reflects their performance before the intervention. However, with the implementation of the new textbook, there was a significant improvement in learning outcomes, with the mean score increasing to 86.16. This improvement demonstrates the effectiveness of the textbook in supporting student understanding and learning.

Table 2: Correlation of Learning Outcomes Before and After Using SPE Textbooks

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	UTS & UAS	43	,319	,037

The table above provides an overview of the level of correlation between the research variables during the study period. The analysis shows that there is a correlation level of 0.319, which is 31.9%. This figure reflects how close the relationship is between the variables observed in the study. In this context, the significant level of correlation indicates that the textbook has great potential as an effective tool for improving student learning outcomes.

Table 3. Significance Level of UTS and UAS in SPE Courses

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	UTS - UAS	-11,186	6,884	1,050	-13,305	-9,067	-10,655	42	,000

The table above shows that there is a significant difference in the level of significance at both the midterm (UTS) and final semester (UAS) stages, with a significance result (2-tailed) of 0.000 <0.05. This indicates that there is a real difference in the students' learning outcomes after using the textbook based on Problem-Based Learning (PBL) economic learning strategy. This indicates that there is a real difference in student learning outcomes after the application of Problem-Based Learning (PBL)-based economic learning strategy textbooks. In other words, the use of these textbooks significantly contributes to the improvement of students' academic performance.

DISCUSSION

The table 1 available data confirms the positive impact of using the new textbooks on students' academic performance. The increase of 11.18 points highlights the important role of textbooks in improving learning performance, which means that textbooks are not only a reference, but also an effective tool in improving the quality of learning. Therefore, it can be concluded that the textbook successfully contributed significantly to the improvement of students' academic performance in the learning environment analyzed.

The table 2 available data suggest that consistent improvements in learning outcomes can have a significant positive impact on the overall quality of education and the teaching skills of teachers. The use of effective textbooks not only improves students' academic performance, but also makes their learning experience more meaningful. In addition, the results of this study also underscore the importance of continually developing and refining the instructional materials presented in coursebooks to meet the needs and development of students, as well as developments in the ever-changing field of science. Therefore, these findings provide a strong basis for considering the use of textbooks as one of the effective strategies for improving the quality of education.

The results of this study indicate that PBL textbooks have great potential as an effective tool for improving student learning

outcomes. The consistent improvement in grades provides a positive boost to the overall quality of education and provides a strong basis for future improvements in teaching methods. The results confirm that the problem-based learning approach can provide significant benefits to students in understanding the material and applying the concepts in real-life contexts. Thus, this study provides a deeper understanding of the important role of textbooks in improving the quality of learning at the tertiary level and provides a strong foundation for the development of better education in the future.

CONCLUSION

Based on the results of the study, it can be concluded that the development of textbooks has a significant impact on the improvement of students' learning outcomes. Before the use of textbooks, the average score obtained was at a certain level, namely 74.98, but after the use of textbooks, there was a noticeable increase in learning outcomes with an average score that increased significantly, namely 86.16. These results provide a positive indication of the effectiveness of textbooks in improving student understanding and performance. The notable difference between the learning outcomes before and after the implementation of the coursebook suggests that the development of teaching materials plays an important role in creating a more effective learning environment. This supports the idea that investing in the development of teaching materials can be an effective strategy for improving the quality of education and for achieving innovative learning outcomes in a sustainable way.

Declaration by Authors

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