Blogspot-based Learning Model to Improve Economic Self Directed Learning

Zul Afdal, Disman, Munir
Universitas Pendidikan Indonesia
afdholtea@upi.edu

Abstract - **Material complexity of the subject matter can be about problem meaning for participant is taught in studying. Of advance research result is concluded indeed besides college material complexity, about problem learned happening also since palls it media approaching that utilized by educator at deep pass on learning material to educative participant. Theoretical learning that gazes to show face is perceived inadequate representative words economics concept that needs to be understood by comprehensive, so doesn't give meaning studying experience in term create self-directed learning and wherewith. It has implication to grasp on self-participant person is taught in talk over economy concepts are right. Research was done to get bearing hand in glove with solution how increase self-directed learning quality and wherewith, one of effort which is done which is with learnings technological help.** *ELearning* **assisted blogspot perceived can make learnings assistive tool economics (macro / micro) one that effective, innovative and productive. To the effect research for cast independences increasing compare study, and participant concept mastery is taught on economics college eye (macro / micro) on candidate learns. Economic learning gets help** *blogspot* **this will compare with economy learning gets module help or handout. This research indeed conclude economy learning gets help** *blogspot* **can reach economics study that despite reach student and participant logic be taught, and all something which is engaged economy activity every day.**

Keywords: ELearning, Blogspot, Economics, Macro / Micro, Self Directed Learning

I. INTRODUCTION

In streamline economic learning process at college, obviously there are many productive efforts that did by educator energy on higher education institute. Process this productive efforts shall do focuses on each factor that significant can regard college student studying result thoroughly. By undertaking observational kind sort hits about problem about problem at in the effort increase studying result, have goods of course will get too result theory and newly concept and model in upgrade learning process. Development processes learning towards superordinate haven't become global priority policy at mostly college, particularly in procurement allocating lents fund research to information technological exploit as supporter of learning process. [1]

Effectiveness processes teaching and learning constitute positive relationship as a whole among participant variable is taught, facilities educator and medium [2], so one of the ways development it on digitalises' era now is with technological peripheral exploit information and communication in processes learning. Learnings developmental process with this peripheral enables to do studying activity and teaching more effective and efficient of all party which concerning, well of participant zone is taught and also educator energy, or also matter of medium and facilities zone second that. Method that utilized by educator energy in explain lecturing material all this time perceived by innovative reducing, effective and efficient, one of development it because learning method that stills to be utilized by conventional method purification, without marks sense creativity IDE via digital technological support superordinate.

Talk over and analysis pretty much assistive tool in developmental model economic learning with various possible media and game simulation that finally gets to arise active interaction with real world via technological help, as utility game at deep study economy study that is engaged mark sense litigation case, taxes blackout, and domestic or international diplomacy. Modification of one game which gets learning material that can be utilized at within class or as training of student to help learning material mastery [3]. In conventional pure learning method, educator energy always becomes key in economic learning success that is done, educator energy is charged can word admissible material by participant is taught, that participants teaches to get the picture material thoroughly. With just have discourse method / recitation as priority, performing processes learning that did by educator energy definitely will arise a lot of constraint means, constraint who will be found one of it concerns studying independence and participant concept mastery be taught in absorb learning aim that passed on by educator energy. Low and less optimal it usufructs that gotten by educative participant and educator energy that begat by insufficiently creative and innovative in utilize medium equipment and facility whatever available on education institution.

Along with research result, simulation indeed economic learning and developmental model learning with investment material / frequent educator incentive utilizes appear attending learning technology. Game simulation one of it, it involves two phases where about educative participants "grocer" and participant is taught another " buyer". This stage bear investment decision and also production decision. Game on this online class can be utilized to motivate educative in gets discussion of learning material go together and also independent [4].

Development processes education wend *eLearning* constitute an alternative deeping to increase education quality default at any given education institution, since *elearning* constituting technological purpose decision Internet in forwarding learning with wide range and not circum scribed by spatial and time. Analytically which done, there is three criterions in *elearning* which is: (1) *elearning* constituting network with competence to update,

keep, distribution and divides material teach or information, (2) *elearning* constituting dispatch network gets to last user computer by use of standard Internet technology, (3) *elearning* constituting network that focuses on broadest view about learning at returns traditional learning paradigm [5].

Computer exploit constitutes part of main at deep implemented *elearning*. Therefore, computer has gotten superordinate place as one of new strategy as to establish model which creative and innovative on education process. At digitalization age now will get effective utility computer with supported internet connection. Economic learning reform necessarily don't be behind in modernization will process learning this kind of, defining educator energy role and forms experience back study so become really effective in helping studied college student understands from experience think scientific and real. Computer purpose systematically and most structure of course it can increase learning well before or after teaching. utilities study computer and Internet in learning latterly have become focus of some research at world [6].

Media role optimize (computer) in learning already being done by severally previous researcher. One of it Bateman's research, his conclude indeed processes compare college student group that get learning with *Computer Used Facebook* and group that accept material via gazes face (conventional). Its research result points out that college student that accept lecturing by use of computer can solve material average faster a few hours of college student that accept pass material gazes to show face / discourse [7].

Concerning with the importance for implementation *elearning* at college, from study foreword is found that acknowledged despite have a lot of college have had facility that adequately is equal to perform learning gets computer technology and Internet help. In learning gets help computer not everything is said *elearning* [8]. Learning *elearning* one that actually have requisite and particular rule. *Elearning* one that is utilized deep observational it is *elearning* with application help *blogspot* already ordinary being utilized educator and participant is taught to distribute an information at digital world [9].

Colleges student learned process will tend regular, but divides college student who can utilize *elearning* as tool helps to study that effective and efficient on their behalf. It proves to overbid studying and attitude achievement them, than without utilizes *elearning* [10]. Learned college student by use of *elearning* getting better average value, meanwhile college student that accept pass material gazes to even show face have point that insufficiently optimal [11].

This research cans be worth study, all to the good at deep learning for introduce at a swoop wants to test learning effectiveness by use of *elearning* get help *blogspot* at college. This research is executed at severally college at Riau's Province. This college is chosen on a basic early observation result which is technological infrastructure accessibility judgment information already is equal to as medium of computer laboratory already connected with Internet network, *hotspot area* (*wireless network connection*), environmentally surrounding campus already in big supply "warnet" (Internet booth) [12]. Besides, sites *elearning* get help *blogspot* one that easier being utilized (*compatible)* at all *mobile phone* as *ipad*

and *hand phone*. So making way for college student to wait for it while will access sites *elearning* get help *blogspot* this deep follow learning process [13].

Of theoretical explanation sort and empirical above, researcher wants to make learning *elearning* get help *blogspot* as developmental as learning model via developmental content forwarding material teaches economics [14]. In harnessed research *elearning*, will there is many experiment class that will compare with control's class, with miscellaneous control variant numeric. Experiment class is first to be called class *full elearning* and experiment class secondly been called class *blended elearning* [15]. It is done to increase research significance that will be done. Besides in this research will also ask for comment college student and their after's lecturer engaged at deep model test-driving. Backgrounded by all cognitive study, former research and empiric phenomenon upon, researcher does research about "Blogspot-Based Learning Model to Improve Economic Self Directed Learning".

II. UNDERSTANDING SELF DIRECTED LEARNING

Directing the student to participate in choosing and determining what will be learned and how and what path will be gone in. The task of the teacher is directing the gradually receding, but behind it is real important task of the teacher who is planning and preparing a "self-learning situation" so that what students actually achieved as planned and desired by teacher. Learning is process that invites students undertake independent actions involving sometimes one person, usually in groups. Independent action is designed to connect academic knowledge with student's everyday life in such a way as to achieve meaningful goals. This objective may produce a result that is real and not real [16].

Self-directed learning is defined as learning activity that lasts more driven by their own volition, his own choices and own responsibility of learning. The concept of independence in learning rests on the principle that individuals learn just on learning outcomes, ranking skills, development of reasoning, attitude formation until the discovery himself, when he experienced himself in the process of acquiring the learning outcomes [17]. The ability to monitor their own learning can be raised with the exercises that reflect the awareness of students to meet their needs in learning. It is also often said to be the ability to "stand on its own, critical reflection, make decisions, and act independently". Thus, students realize that as a learner, he must be responsible for the need to acquire specific knowledge or skills [18].

Departing from the definition above, it can be self-directed learning understanding that a change in a person that is the result of experience and training which is driven by a will, choice, and responsibility itself causing ability to supervise their own learning. And in behaving the freedom to make decisions, judgments, opinions and accountability [19].

What is this notion of self-directed learning that keeps being mentioned as a part of adult education? When an individual or group decides that they want to learn certain information, knowledge or skill, they often seek the help of

a teacher or professional instructor to tell them how to proceed and to supervise the learning process. However, another alternative for an individual is to assume the primary responsibility for planning, initiating, and conducting the learning project. Such behavior can be called either self-instruction, self-education, independent study, individual study self-teaching, or self-directed learning.

Identifies three reasons for self-directed learning as follows [20]:

1. Individuals who take the initiative in learning, learn more things and learn better, than do people who sit at the feet of teachers possibly waiting to be taught.
2. Self-directed learning is more in tune with our natural processes of psychological development.
3. Many of the new developments in education ... put a heavy responsibility on the learners to take a good deal of initiative in their own learning.

He continues with three implications as follows:

1. It is no longer realistic to define the purpose of education as transmitting what is known.
2. There must be somewhat different ways of thinking about learning.
3. It is no longer appropriate to equate education with youth.

He add also five key assumptions which underlie self-directed learning:

1. Self-directed learning assumes that the human being grows in capacity and needs to be self-directing as an essential component in maturing.
2. Self-directed learning assumes that the learners' experiences become an increasingly rich resource for learning that should be exploited along with the resources of experts.
3. Self-directed learning assumes that individuals become ready to learn what is required to perform their evolving life task or to cope more adequately with their life problems.
4. Self-directed learning assumes that the natural orientation of individuals is task or problem-centered.
5. Self-directed learning assumes that learners are motivated by internal incentives such as the need for self-esteem.

However, it is interesting that Knowles does acknowledge that there are situations where the learners' experience is of little value including: when they have no previous experience in the subject matter, where readiness to learn is governed by one's level of maturity, and when the learner is motivated by external pressures. Confessor and Confessor explain, "The point is made that there may be situations where teacher-directed learning is to be preferred over self-directed learning [21]. But even here Knowles continues to emphasize learner responsibility and critical thought".

Throughout history, some adults have planned and conducted their own learning. For example, Socrates, Benjamin Franklin, Abraham Lincoln, and John Stuart Mill were considered self-educated men. The earliest tradition in American schools was that of each student learning his lessons by himself; during the nineteenth century graded classrooms and group instruction became common in North American schools. During the 1950's and 1960's, self-teaching became an important component of a variety of experimental programs in both elementary and secondary schools. Three specific attempts to promote self-teaching in schools [22].

First is self-selection where children or adults will actually select books that meet their level of maturity and their learning needs. My problem with this approach is that many individuals do not know what they need to learn in subjects for which they have little knowledge [23].

A second example of self-teaching is the use of programmed instruction and teaching machines. Tough points to three major principles of programmed instruction: (1) The student should learn from printed materials rather than from the teacher or the group; (2) He should learn at his own pace; and (3) He should test his own progress. It is interesting to note that when Tough wrote these principles he had no idea the potential of personal computers and their effect on methods of education [24]. .

Finally, is the attempt in colleges and universities to promote independent study. One of the early attempts to promote independent study was conducted at Stanford University in the 1930's. During later years, many other universities have encouraged independent study where students make decisions about learning with little assistance from faculty members. Boethius pointed out that independent study is called by various names such as honors courses, senior thesis, individual study, and independent reading; and that it can be defined as "the pursuit of special topics or projects by individual students under the guidance of faculty advisers apart from organized courses"[25].

Forster proposes a more comprehensive definition of independent study in terms of four variables: (1) Where students acquire knowledge by his or her own efforts and develop the ability for inquiry and critical evaluation; (2) it includes freedom of choice in determining those objectives; (3) it requires freedom of process to carry out the objectives; and (4) it places increased educational responsibility on the student for achieving course objectives. Clearly, there is a trade-off here where more control also means accepting more responsibility [26].

The principles in self-directed learning are:

a) Create an atmosphere of learning, prepare purposes and rounded ability to learn.
b) Make a long-term plan and write a list of what will be done.
c) Between these times are provided breaks and interludes are fresh and are quiet.
d) Summarize each brother processing results, prepare yourself to discuss with others.
e) Learn to be aimed and directed. Interest will guide learning to meet expectations.
f) Learning requires guidance, either from teachers or from the textbook itself.
g) Learning requires an understanding of what it learned in order to obtain understanding.
h) Learning requires practice and repetition so that what is learned can be mastered.
i) Study abroad is an active process where there is a dynamic interplay between the pupil with the environment.
j) Learn to be accompanied by a strong will and desire to achieve the goal.

III. RESEARCH METHODOLOGY

This study uses qualitative and quantitative approaches to research and development methods. This method was chosen because in this study will be designed and developed a new product and or enhance existing products with the steps that can be justified scientifically and naturally. Products developed in this study is a learning model based blogspot for improving and strengthening the concept of independence of student learning [27].

In addition, the selection of this method because it has a number of scientific reasons. First, because of the importance to give birth to a learning model that can be justified scientifically and can be applied in the field. According to Gail, et al. (2003b), "research in the field of education are generally less directed basic research and applied research. Whereas in the field (in college), their highly anticipated product development learning model is applicable". By paying attention to these needs, the researchers believe that the methods of research and development to deliver a reliable product based elearning with blogspot.

Second, because the methods of research and development has the advantage to close the gap between basic theoretical research with applied research that is practical. This gap can be brought closer to the research and development [28]. Some reference sources that are read by the author has explained about the foundations and principles of learning elearning, but

in the text there has been no report that shows its effectiveness if used for more specific purposes. At the same time, researchers in need of a learning model that is geared towards improving and strengthening the concept of self-directed learning of students in basic subjects introductory economics courses (macro / micro). With these conditions and to obtain applicative learning model, then there needs to be a solution that can generate a model [29].

Third, because the methods of research and development can convince investigators. This method has the idea of combining the three methods of mutual support for the birth of a model that is a preliminary study, evaluative at this stage of the trial process models, and experimental at this stage of testing the efficacy of the model [30]. Some experience of research conducted by graduate students showed that his research was very successful. With research experience has been repeated that empowers researchers to choose the method of Research and Development.

The learning model economy based blogspot for self-directed learning in several universities, was developed based on the results of the study of conceptual and empirical studies. The results of the study showed an improvement in the learning-based economy blogspot at several universities in order to achieve self-directed learning [31].
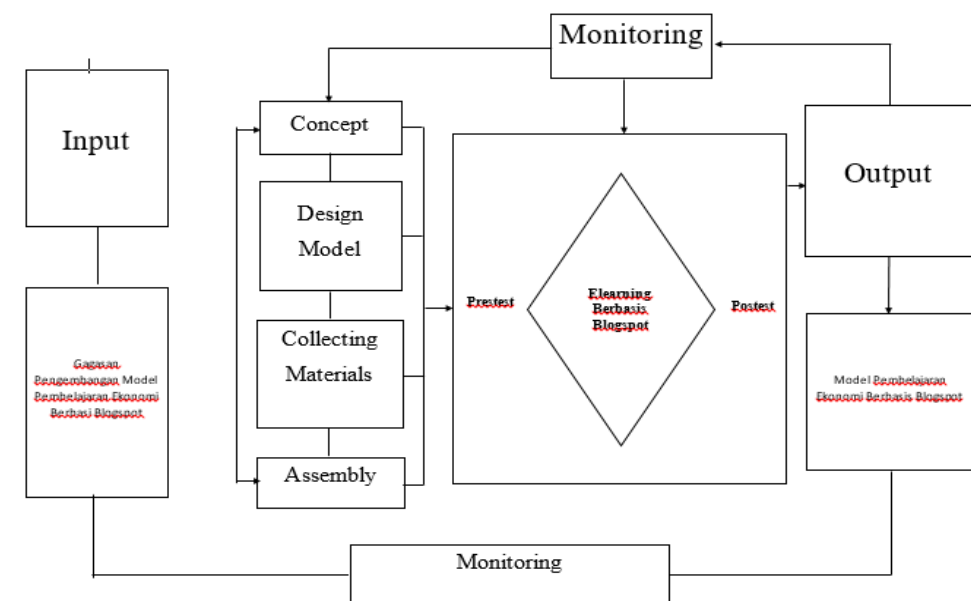

Fig. 1. The First Learning Model Based Economy Blogspot

IV. FINDINGS & DISCUSSIONS

In this section the researcher will describe the findings and discussion of research results based on the goals and framework of the research problems which include: (a) The findings of the results of the initial study, the condition of the learning process of economic science subjects (macro / micro) in higher education today; (b) Response lecturer / student of the condition of the learning process of economic science subjects (macro / micro) in College today. (c) The findings of the shape of the learning model economy based blogspot to increase the

independence of student learning in the subject of economics (macro / micro) in higher education (d) The findings of the shape of the learning model economy based blogspot to improve the mastery of concepts students in the subject of economics (macro / micro) in higher education (e) the response of faculty / student to the implementation of economic learning model based on blogspot economic science subjects (macro / micro) in higher education .

Based on the initial survey results about the process of learning to master the basic concepts of economics in

universities, researchers obtained information about the condition of various things that can affect the quality of learning outcomes, both on the faculty, students and facilities and infrastructure that support the learning process. In learning activities, the lecturer has a strategic role for the creation of quality learning process, therefore teachers should own and control aspects of pedagogical, andragogic and ICT literacy. This aspect becomes the initial findings of researchers in seeing the extent to which these pedagogical insights can be implemented. In general understanding of faculty College of aspects of pedagogical still relatively well this is one of them caused by the educational background of those who generally is a graduate of the Master of Education and Doctorate, affecting the ability to create a learning plan well, the use of relevant methods, teaching materials and in doing evaluation of learning.

Another aspect of concern to the researchers to observe the conditions of a lecturer in economics (macro / micro) in higher education is related by making lesson planning (syllabus and SAP). In this aspect the lecturer does not have a significant constraint in preparing a syllabus and SAP (Prepared the Unit Show) as well as to develop indicators. This is evident from their response that indicates lecturers always make the learning device in the form of a syllabus and SAP at the beginning of the semester and always developed more each semester. Meanwhile, in terms of the elaboration of indicators which refer to the Indonesian National Qualifications Framework (KKNI), generally professors had no difficulty in it and this shows they have been able to outline indicator is an important aspect of achieving the learning targets. The ability of faculty to outline the indicators show that the process of formation of the lecturers at the College has been running well.
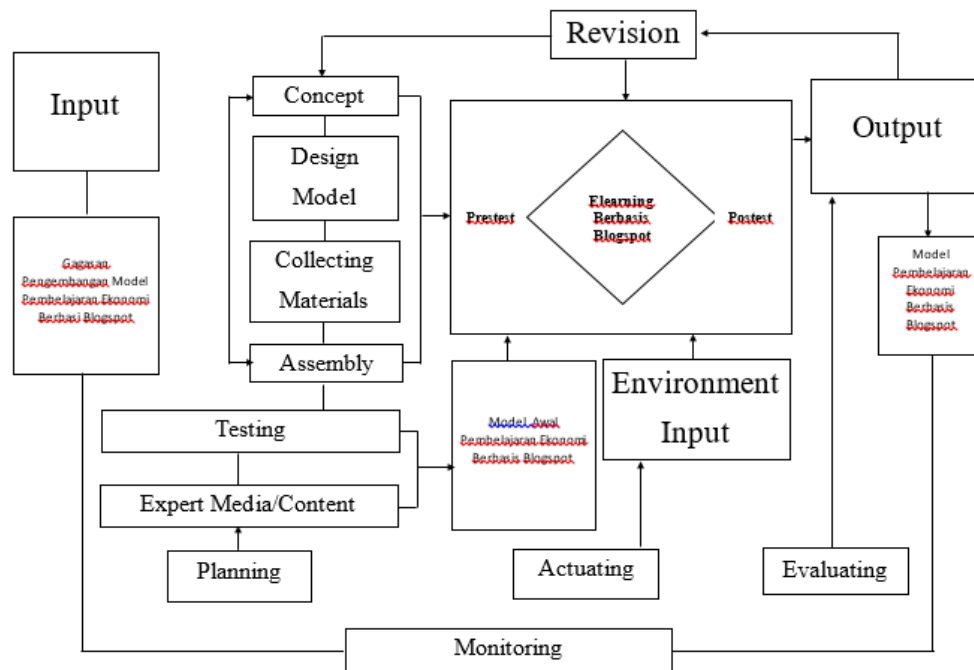

Fig. 2. The Last Learning Model Based Economy Blogspot

A learning model can be said to be good not only seen from the achievements of high learning measurable but can also be seen from the response of the model in this case the student. Responses lecturer / student who describe learning conditions economic science subjects (macro / micro) in higher education is still the value of student results are below the average value of quality, students find it difficult to find references that can help their understanding in learning, when they do not understand or want to ask for enlightenment in the study or in the lab activities are a shame and are afraid to ask their professors, in addition to the students also complained never get bored with the course, they expect something new in learning activities at economic science subjects (macro / micro) they expect no innovations in learning activities, not only by the method that's it. Based on these problems, the use of media-based blogspot considered as an alternative solution to the problems. From the research conducted, On α = 0,05, get is directed step-up difference studies economics (macro / micro) utilizing economic learning model gets help *blogspot* overbid as compared to conventional model (handout and module). attainment is self-directed learning program study economy

education on college at Pekanbaru's City at indication on yielding data processing by tests Lavene thread resultant as follows: TARBIYAH UIN SUSKA'S college = 0,152, FKIP UIR'S college = 0,215 and FKIP'S colleges UNRI= 0,112.

V. CONCLUSION & SUGGESTIONS

Overall lecturer in economics (macro / micro) at the College in the city of Pekanbaru has prepared the unit show lecture (SAP) and the syllabus well but the reality in the field of lecturers often make the learning process without reference to SAP and syllabus have been made, so often the emergence of a discrepancy between the lesson plans that were created with the ultimate goal to be expected.

In the development of teaching materials, especially with regard to the material or materials teaching economics (macro / micro), generally College using handbook or job sheet which has long had no view and analyze whether the source of the teaching materials are still relevant to current conditions. Seeing it is necessary to attempt creative and

innovative course of study for renewing or updating the teaching materials used by the College

Based on the objective conditions in the Universities, the use of conventional learning models (handout and modules) that emphasizes on one-way communication tends to be more widely used. Students should be enabled as subject and object of learning, so that the level of self-directed learning students learn in developing learning can be increased.

In terms of evaluation of learning outcomes, general lecturer in Pekanbaru City College provides an objective assessment. They make an assessment not only of cognitive aspects, but also includes affective and psychomotor aspects of evaluation or assessment conducted consists of two kinds, namely the evaluation / test the theory in the form of formative tests.

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