

## THE DEVELOPMENT OF MICROECONOMIC THEORY LEARNING MODULES

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Tujuan dari penelitian ini adalah mengembangkan modul pembelajaran untuk mata kuliah teori ekonomi mikro. Penelitian ini menggunakan tahapan pengembangan model 4-D yang dilakukan melalui 4 tahapan yaitu pendefinisian, perencanaan, pengembangan, dan penyebaran. Tahap pendefinisian peneliti melakukan analisis awal-akhir, analisis siswa, analisis materi, analisis tugas, analisis hasil belajar. Tahap selanjutnya adalah perencanaan. Pada tahap ini dilakukan penyusunan Rencana Pembelajaran Semester (RPS) sebagai acuan dalam penulisan materi dan perancangan modul pembelajaran teori ekonomi mikro. Selain itu, pada tahap ini juga disiapkan draf awal produk pengembangan. Tahap selanjutnya adalah pengembangan. Pada tahap proses pengembangan bertujuan untuk membuat produk pengembangan modul pembelajaran teori ekonomi mikro yang telah direvisi oleh validator ahli. Validasi modul teori ekonomi mikro dilakukan oleh dua orang ahli, yaitu ahli materi dan ahli media sebanyak dua kali. Modul pembelajaran yang dikembangkan dinyatakan layak setelah melalui dua uji ahli, baik ahli materi maupun ahli media. Ahli materi menyatakan persentase penilaian akhir sebesar 90% dan ahli media sebesar 93%. Tahap terakhir adalah penyebaran. Modul pembelajaran produk pengembangan modul pembelajaran mata kuliah teori ekonomi mikro memiliki ISBN, dengan nomor ISBN: 978-602-50986-4-2 dan HAKI dengan nomor aplikasi dan tanggal EC00202001295, sehingga dengan ini dikembangkan produk pengembangan modul pembelajaran ekonomi mikro. modul pembelajaran teori siap disebarluaskan.

**Kata kunci:** Modul Pembelajaran, Teori Ekonomi Mikro

### Abstract

The purpose of this study is to develop a learning module for microeconomic theory courses. This research uses the stages of 4-D model development which is carried out through 4 stages, namely defining, planning, development, and deployment. The stage of defining researchers conducts early-end analysis, student analysis, material analysis, task analysis, learning outcomes analysis. The next stage is planning. At this stage, the preparation of the Semester Learning Plan (RPS) is carried out as a reference in writing material and designing learning modules for microeconomic theory. In addition, at this stage, an initial draft of the development product is also prepared. The next stage is development. At the stage of the development process, it aims to create a product for the development of microeconomic theory learning modules that have been revised by expert validators. The validation of the microeconomic theory module was carried out by two experts, including material experts and media experts twice. The learning modules developed were declared feasible after going through two expert

tests, both material experts and media experts. Material experts state the final assessment percentage at 90% and media experts at 93%. The final stage is deployment. The learning module of the microeconomic theory course learning module development product has an ISBN, with an ISBN number: 978-602-50986-4-2 and IPR with the application number and date EC00202001295, so that with this the product development of the microeconomic theory learning module is ready to be disseminated.

**Keywords:** Learning Modules, Microeconomic Theory

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## INTRODUCTION

According to Law No. 20 of 2003 can be said that education is a very important thing for human life. Therefore, many educational institutions, both formal and non-formal, are developed to improve the quality of human education in a better direction.

Formal and non-formal education cannot be separated from learning activities. Through these learning activities, it aims to produce quality graduates. (Prastyaningrum & Imansari, 2017) stated that many factors affect the level of quality of an education, including professional and qualified teachers (lecturers or teachers), the use of interesting and varied teaching methods, positive student learning behavior, a conducive learning atmosphere and the use of appropriate learning tools in supporting the learning process.

In the 21st century, all changes occur rapidly in all fields, including education. Higher education as an institution that plays a role in realizing quality human resources in a country. In an effort to support this, support is needed, one of which is from qualified lecturers. Where lecturers are able to innovate and be creative in their learning (Hidayati & Badrus, 2022). Learning innovation requires creativity from lecturers. We need to understand that creativity is sought to help the development of all aspects both cognitive, affective and psychomotor in the teaching and learning process. The creativity of a lecturer includes preparing teaching materials that can help students understand the material delivered by the lecturer.

Modules are one of the teaching materials that can help lecturers and students in the learning process. With the modules

they have, students can teach themselves and also exercise their own control over the intensity of learning they do. Some relevant research on learning modules provides positive results for the learning process. Learning modules are one of the practical learning media and can support the continuity of learning activities. Learning using modules can be interpreted as independent learning that focuses on mastering competencies from module material that can be learned at certain times according to their potential and conditions (Fianti, in Syamsudin et al., 2020).

(Parmin & Peniati, 2012) revealed that the advantage obtained from learning with the application of modules is to foster student learning motivation because it makes it easier to obtain learning information, students can find out which modules have been successful and in which parts of the module they have not succeeded, and the learning materials are divided more evenly in one semester. Based on this explanation, module learning developed through effective use of research results will be able to change student conceptions towards scientific concepts. In turn, their learning outcomes can be improved as optimally as possible in terms of quality and quantity.

The success of curriculum implementation in higher education if supported by the competence of educators in this case good lecturers. In an effort to meet these demands, it is supported by good lecturer competence in an effort to realize innovation in learning and make learning more interesting and fun. The success of the learning process if students can construct knowledge and also find theories or definitions and concepts, by using the cognition they have and

connecting basic knowledge with the knowledge they get from the fun learning process. This fun learning is actually expected learning. With fun learning, students will be happy in carrying out the process they go through in the learning process.

The phenomenon that develops based on the results of interviews and unstructured observations in Pamulang University obtained information that the learning process is more likely to achieve curriculum targets and has not met the factors that support the success of the learning process, in this case the availability of supporting modules. The existence of modules provided by lecturers is actually expected to develop interpersonal relationships, so that later students can develop and also increase knowledge in economics by using philosophies that will involve many students in active and innovative learning processes.

(FORIJATI & ANAS, 2020) states that the material in economic learning is generally conceptual and rote learning. Likewise with microeconomics, where the focus of microeconomics learning is the household activities of producers, consumers and distributors in real situations. The source of economic learning is a fact, conceptualized and generalized. A set of facts will form a concept. Learning skills and innovations provided by teachers or lecturers are needed in explaining concepts so that students can construct knowledge and theories obtained from experience both from lecturers and from other learning material sources.

The Microeconomic Theory course is a compulsory subject in the S-1 Economic Education Study Program, FKIP, UNPAM. This course is generally designed to study the scope of economics. The learning

outcomes of this course are: Students are able to calculate profits in perfect competition markets and imperfect competition markets, then describe the equilibrium curve, and are able to calculate nominal and real wages in input markets precisely and in accordance with microeconomic theory that is developing today.

Lecturers in this case as educators have a role to direct students in independent learning guided by learning modules. In the learning module, there is material that is in accordance with the curriculum and also task exercises contained in each meeting. The use of modules is expected to condition the learning activities carried out by students to be more well-planned, independent and tuntas and can produce high-quality output.

A lot of research has been carried out in an effort to develop modules and proven to have a positive impact on the quality of learning. Such as the module developed by (Gde Ekayana, 2019) that the development and application in the learning process gives good responses from students during the use of learning modules. Students are interested in trying the product and are enthusiastic about participating in the learning process.

Based on the problems that have been described, the researcher concluded that the development of learning modules for Microeconomic Theory courses needs to be carried out. The results of this research will be in the form of learning modules that can be used by students as a source of learning materials. In addition, it can also be used as an evaluation guide for Macroeconomic Theory courses. It is hoped that the Microeconomic Theory module can help students' learning difficulties and improve

their learning outcomes.

## **METHODOLOGY**

This research uses research and development methods (Research and Development). Research and Development is a research method used to produce a particular product. The development model used as a reference in this study is the Thiagarajan model. Thiagarajan model is known as the 4-D model which is carried out through 4 stages, namely define, design, develop, and disseminate.

The first step in the development of this module is define. Activities in this stage are start-end analysis, student analysis, material analysis, task analysis and product specifications. The purpose of this stage is to look for problems that arise during the learning process, especially the Microeconomic Theory course. The next step is design. The purpose of this stage is to produce a Semester Learning Plan (RPS) as a reference in writing material and designing learning modules. The results at this stage of design are called the initial draft. The third step is development. The purpose of the development phase is to produce a final draft of the learning module. The next step is disseminate. The deployment process is the final step in development with the aim of popularizing the product from the results of development. Thus, at the final stage, this is a step in using modules that are developed more widely for students in different classes.

This research uses a quantitative descriptive approach with the aim of developing a Microeconomic Theory Module. This research involves development research experts, namely material experts and media experts. Material expert Mr. Saiful Anwar validated the feasibility of the content and the feasibility of the

presentation. Meanwhile, media expert Mr. Badrus Sholeh validated the module size, module cover design, and module content design.

Data collection was carried out using questionnaires based on Likert scale as instrument rating scale.

## **RESULTS OF RESEARCH**

The results of research on the development of learning modules for microeconomic theory courses in the S-1 Economic Education Study Program, Faculty of Teacher Training and Education (FKIP) Pamulang University are discussed in accordance with the stages of development activities or 4D models) that have been carried out.

### **1. Define**

#### **a. Initial and Late Analysis**

Based on field observations, researchers can identify problems that occur in teaching and learning activities. Microeconomic theory courses are compulsory courses, but learning modules are not yet available. It is necessary to develop learning modules to help students learn and understand the material.

#### **b. Student Analysis**

After analyzing and finding problems in the learning process, analysis activities were carried out on students why they were still lacking in understanding the material, especially the calculation material. Students revealed that it is necessary to develop learning modules that can help them understand the material delivered by lecturers in microeconomic theory courses. In addition, they feel that if learning modules are

available, they will be more independent and more motivated in learning the course

c. Material analysis

The course module developed is microeconomic theory for students in semester 3. The scope of Microeconomic Theory Material is: 1) Basic Concepts of Microeconomics: the scope of economics, the definition and brief development of economics, the properties of economic theory, the differences between microeconomics and macroeconomics, actors of economic activity; 2) Basic Economic Problems: the main problems of the economy, the economic system; 3) Demand and Supply: factors affecting demand and supply, the law of demand and supply, demand and supply curves, demand and supply functions, individual demand and supply, market demand and supply, shifts in demand and supply curves; 4) Elasticity of Demand and Supply: factors affecting the elasticity of demand and supply calculate the elasticity of demand and supply, types and kinds of elasticity of demand and supply; 5) Consumer Behavior Theory: distinguishing cardinal and ordinal approaches in consumer behavior theory, assumptions of cardinal and ordinal approaches, measuring instruments of cardinal and ordinal approaches, consumer satisfaction in cardinal and ordinal approaches, factors that can affect maximum satisfaction in cardinal and ordinal approaches; 6) Production Theory: understanding and function of production, forms of production and production period, production with one variable, production with more than one

variable, changes in the price of factors of production; 7) Production Cost Theory: understanding and types of production costs, how to draw production costs, economies of scale and uneconomy, profit maximization and supply; 8) Market Type: perfect competition market, monopoly market, oligopoly market, and monopolistic competition market; 9) Input Market Theory: characteristics of input markets, determination of wages in the labor market, economic rent, capital and interest rates; 10) Market externalities and failures: market externalities and inefficiencies, firm solutions to externalities, government interference with externalities, factors causing market failure, public goods, taxation principles, the role of government. The task that must be done by students who are taking this course is to analyze and solve the applicative questions contained in the practice questions.

d. Task Analysis

The task analysis is adjusted to the applicable KKNi starting curriculum so that students can feel the benefits of the existence of the modules developed.

e. Learning Outcomes Specification

After completing the microeconomic theory course, students are able to calculate profits in perfect competition markets and imperfect competition markets, then describe the equilibrium curve, and are able to calculate nominal and real wages in input markets precisely and in accordance with microeconomic theory that is developing today.

## 2. Design

At the design stage, there are several steps, including, the preparation of the Semester Learning Plan (RPS) as a reference in writing material and designing learning modules for microeconomic theory. The Semester Learning Plan (RPS) is prepared according to the format that is in accordance with the KKNi that has been given by LP3 Pamulang University. The learning module design contains an outline design of the learning module to be developed.

### 3. Develop

At the stage of the development process, it aims to create a product for the development of microeconomic theory learning modules that have been revised by expert validators. The validation of microeconomic theory module was carried out by two experts, including material experts and media experts.

The media expert test was carried out twice. Suggestions for input from material experts for the first validation include: (1) the curve needs to be corrected; (2) the number of practice tasks for the evaluation of each meeting is added and (3) the bibliography source in the picture is added.

The media expert test was carried out twice. The suggestions for improvement in the first validation test are as follows: (1) accuracy in determining the font so that it is easy to read; (2) font size adjusted back and (3) accuracy in determining the layout of the image.

Comparison of test results of material experts and media experts from stage I to stage II include the following.

**Table 2**  
**Comparison of Phase I and Phase II**  
**Expert Validation**

No.	Validasi Ahli	Persentase	
		Tahap I	Tahap II
1	Ahli Materi	67%	90%
2	Ahli Media	59%	93%

Based on the results of expert validation tests, it can be concluded that the learning module of the microeconomic theory course is feasible to be tested on students and become an independent learning material for them in an effort to increase understanding of microeconomic theory material. Thus, the objectives of learning can be achieved and produce learning outputs well.

### 4. Disseminate

At the dissemination stage, the product of developing the learning module of the microeconomic theory course has an ISBN or International Standard Book Number, with ISBN number: 978-602-50986-4-2 and IPR with application number and date EC00202001295, January 11, 2020, so that with this microeconomic theory learning module development product is ready to be disseminated.

## DISCUSSION

The existing economics books are still very diverse and need adjustment so that they can be in line with the curriculum in the Economic Education study program at Pamulang University. (Hidayati, 2020) stated that the world changes so quickly. Thus, there will be many adjustments that should be made to the world of Indonesian education.

Learning is an effort that every educator consciously has for students. Therefore, it is expected to direct students in interacting with learning resources in an effort to achieve the goals to be achieved (Luqmansyaf & Hidayati, 2021). Lecturers are required to innovate and be creative in carrying out learning, so that students are more motivated and the learning outcomes achieved can later be satisfactory (Hidayati & Anwar, 2019).

The existence of modules can be used as teaching materials that replace the function of lecturers. If the function of the lecturer is to explain, then the module should be packaged as well as possible so that it can be a material in a language that is easily understood by students. As revealed by (Elya & Maulana, 2022), the learning process is also inseparable from teaching materials that can function as tools to make it easier for students to understand the material. (FH et al., 2021) in preparing the right learning materials, an educator can compile teaching materials that are in accordance with the curriculum and are able to meet the needs of students.

As revealed by (Nugroho et al., 2019) which states that learning modules need to be developed because they can help students achieve a level of completeness of learning individually. Educators can direct and see the achievement of learning goals with guidebooks from learning modules. Students can choose to continue in the next learning activity even though they have not reached the level of completion in the previous learning activity. Likewise, students can choose to complete a learning activity and then continue to the next learning activity. The task of the teacher is to see the extent of students' ability to complete learning activities.

## CONCLUSIONS

This research uses the stages of 4-D model development. The validation of microeconomic theory modul was carried out by two experts, including material experts and media experts. The final assessment of the material expert validation states the final assessment percentage at 90% and the media expert at 93%. The final stage is deployment. The learning module product development of the microeconomic theory course learning module has an ISBN, with an ISBN number:

978-602-50986-4-2 and IPR with the number EC00202001295, so that with this the product development of the microeconomic theory learning module is ready to be disseminated to students.

## Suggestions

This research is only developed in microeconomic theory courses. Therefore, further development is recommended in other courses that have the potential to be developed. The development of learning modules is expected to be something that can move lecturers in innovating in their learning activities.

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