

Analysis of Learning

by Henny Zurika

Submission date: 31-Jul-2018 04:18PM (UTC+0700)

Submission ID: 986532116

File name: ICIESC_2017_Proceeding.pdf (251.21K)

Word count: 2240

Character count: 12791

ANALYSIS OF LEARNING ACCOUNTING WITH ADDIE MODEL IN IMPROVING LEARNING QUALITY

Henny Zurika Lubis (1*), Jamila²

7
1) Faculty of Economics and Business, University of Muhammadiyah Sumatera Utara, Medan
2) Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, Medan
*Corresponding Author: hennyzurika@umsu.ac.id

ABSTRACT

This study aims to improve the quality of accounting learning more effectively through the ADDIE model as one model of learning system design that shows the basic stages of the learning system is simple and easy to learn with the stages of Analysis, Design, Development, Implementation, Evaluation. This research uses research and development method or R & D Cycle, with population is lecturer and student at private university in Medan with sampling technique used is random stratified and data collection used is observation, interview and documentation study for learning needs analysis and modeling and then analyzing the data using descriptive method. Based on the results of data analysis that the learning process is generally done in a conventional way, not yet using an interesting learning media. Learning methods used are also less innovative. Student learning activities tend to listen only to lecturers' explanations, notes and work on problems, so the need for varied and innovative learning activities. It is necessary to analyze the learning by using ADDIE model which is expected to assist lecturers, to create an effective, efficient, and interesting learning program so as to improve the quality of accounting learning in the classroom.

Keywords: Learning Quality, Accounting and Model of ADDIE

INTRODUCTION

University as one of the institutions that prepare the workforce, is required to produce graduates as expected by the world of work. Required manpower is human resources who have competence in accordance with the field of work, has a high adaptability and competitiveness. Education at the college level should be run on the basis of the principle of human capital investment, the higher the quality of education and training obtained by a person, the more productive the person, so in addition to increasing national productivity, increasing the competitiveness of labor in the market global work. To be able to compete in the global market, to achieve these goals, the quality of education must be continuously improved. The quality of education is related to the quality of processes and products. Process quality can be achieved if the learning process takes place effectively and learners can appreciate and live the learning process meaningfully. Product quality is achieved when learners demonstrate a high level of mastery of learning tasks in accordance with their needs in life and workplace demands. Surely this should be followed up with fundamental changes in various related aspects. For example, the curriculum used, books and learning methods must also change. Seeing these conditions, the education must be able to play an active role in preparing educated human resources capable of facing various challenges of life both local, regional, national and international. It is not enough to master theories, but also willing and able to apply them in social life. He is not only able to apply knowledge acquired in college, but also able to solve various problems encountered in everyday life.

The problems that occur especially in the study of accounting course at in practice, the learning process is still focused on lecturers, lecturers still use the lecture method in the process of

learning in the classroom, the average teaching lecturer does not distinguish the learning model based on the competence to be achieved in curriculum, meaning that all the materials in the curriculum are delivered with a uniform model, ranging from lecture models, discussions and assignments, there are no specific models designed for certain competencies, to overcome the above problems, it is necessary to make an effort to better understand student understanding of accounting courses. In addition to lecturers have to master the material to be taught, lecturers must also be able to choose the model of learning and instructional media in accordance with the material to be taught, student skills, and learning objectives. With the right model and instructional media, it is expected that the teaching and learning process can be more effective and efficient. One of the learning models is ADDIE. The learning model focuses on students' ability in understanding learning well.

LITERATURE REVIEW

1. ADDIE Model

The ADDIE model is a model consisting of five phases or main stages of Analysis, Design, Development, Implementation, and Evaluation. According to Asrar Aspia M⁵urung et al (2013: 118) "Addie learning model is a more generic instructional design model and a guide in building the tools and infrastructure of effective, dynamic training programs and supporting the training performance itself". According to Dewi salma prawiradilaga (2013: 264) "The ADDIE model is a simple learning that shows learning-oriented design stages that teachers can use to create learning processes that take place in the classroom effectively, efficiently and attractively." The addie model is a bridge between learners, materials, and all forms of media, based on technology. This model assumes that the learning method not only uses lecture meetings, textbooks, but also allows to combine learning outside the classroom and technology into the subject matter. That is, this model ensures instructional development is intended to assist educators in the development of systematic and effective instruction. It is used to help educators manage the learning process and assess the learning outcomes of learners. Learning ADDIE model is an effective and efficient learning and interactive process, where the evaluation results of any phase can bring the development of learning to the previous phase. The end result of a phase is the starting product for the next phase. This ADDIE model consists of five phases or main stages:

- (A) Analysis : That is the need to determine the exact problem and solution and determine student competence
- (D) Design : That is determining the special competence, methods, teaching materials, and learning strategies.
- (I) Development : Producing programs and teaching materials to be used in the learning program
- (I) Implementation : Implement the learning program by applying the design or specification of the learning program
- (E) Evaluation : Evaluate the learning program and evaluate the learning outcomes



Figure: 2.1 Stages of the ADDIE Model

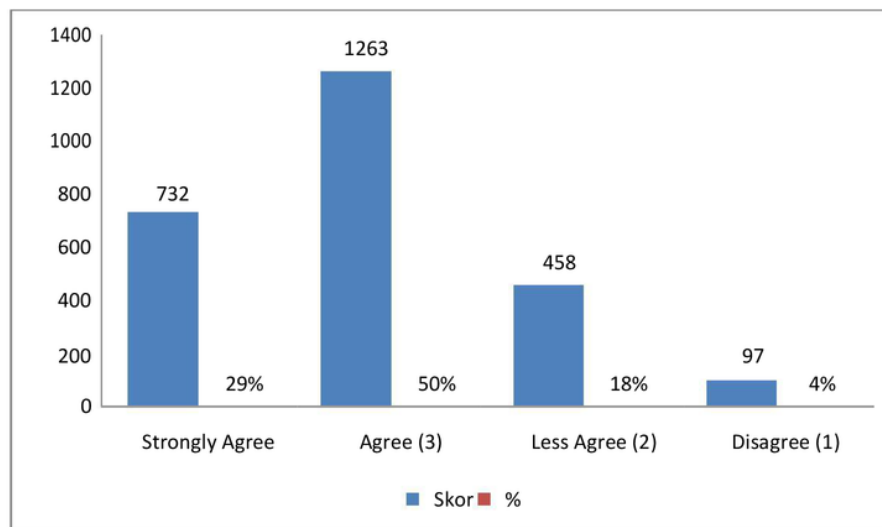
RESEARCH METHODS

12
This Research Using the type of research development (Research and Development). According to Sugiyono (2011: 297) "research and development methods or more known Research and Development is a research method used to produce a particular product, and test the effectiveness of the product. sampling technique used is random stratified and data collection used is observation, interview and documentation study for analysis of learning needs and modeling and then analyzing data by using descriptive qualitative method.

RESULTS AND DISCUSSION

1. Analysis Phase

Researchers do needs analysis is a necessary step to determine the abilities or competencies that need to be understood and learned by students in improving learning outcomes or learning achievement in accounting learning. At this stage the researchers conducted a questionnaire to students who have taken the course introduction accounting Based on the questionnaire of student interest in accounting study note that students who follow accounting introductory courses have educational background, gender and age vary with student interest in accounting learning is both with the category states agree and strongly agree at 79% it can be seen in graph 5.4 means in learning accounting subjects especially respondents expressed interest in studying accounting although there is still less understood material caused by student learning activities tend to only listen to explanations lecturers, taking notes and working on the questions. It will make the students depend on the lecturers, making the lecturer as the only source of learning. And did not rule out the students easily bored and passive.



Graph 5.4.
Interest in Student Learning Accounting

2. Design Phase

The next step in the design phase, the center of attention needs to be focused on trying to investigate the learning problem at hand. This is the essence of the analysis step, that is studying the term and determine the alternative solution that will be taken to be able to solve the problem of learning that has been identified through the requirement analysis step by compiling the competency formula that must be achieved in the Introduction to Accounting course and preparing the semester

learning plan (RPS) , making teaching materials and learning media and the preparation of assessment instruments.

3. Development Phase

Development is the third step in implementing the model of ADDIE learning system design. Development steps include activities to create and modify teaching materials or learning materials to achieve learning objectives that have been determined. There are two important goals that need to be achieved in doing the development step, namely:

- Producing, or revising, teaching materials that will be used to achieve previously formulated learning objectives, and
- Choose the best media or combination of media that will be used to achieve the learning objectives.

4. Implementation Phase

Implementation or delivery of learning materials is the fourth step of the model of ADDIE learning system design. Implementation steps are often associated with the implementation of the learning program itself. The main objectives of the implementation phase, which is the realization step of the design and development, are as follows:

- Guiding students to achieve learning goals or competencies
- Ensure problem solving / solutions to overcome learning outcomes faced by students.
- Ensure that at the end of the student learning program it is necessary to have the necessary knowledge, skills, and attitude competencies.

5. Evaluation phase

The evaluation phase in this model is conducted to assess the effectiveness of learning as well as student learning outcomes. The evaluation process of all learning components needs to be done in order to obtain a complete picture of the quality of a learning program.

CONCLUSION

Based on the analysis of accounting learning that the ADDIE model is a learning model that emphasizes the improvement of learning systems based on needs and adjusts to the learning environment oriented to the implementation structure. System improvement is done gradually, first; what problems are being faced, what exactly the student wants and what needs to be owned by students and so on (analysis), second; determine the right alternative or solution to deal with (design), third; here will be done is to develop teaching materials (development), fourth; delivering learning that has been analyzed, designed and developed (Submission), fifth; provide an assessment (evaluation).

SUGGESTION

That by using the ADDIE model can help lecturers or instructors in creating and implementing effective, efficient and interesting learning programs so as to improve the quality of classroom learning.

ACKNOWLEDGEMENTS

8
The authors would like to thank the Directorate General for Research and Development of the Ministry of Research, Technology and Higher Education (DIKTI), who has provided financial support to researchers and Rektor UMSU who provides a lot of support and facilities for researcher in this research also to LP2M UMSU which has helped many researchers in providing information related to research and research teams that have helped researchers in completing this research.

REFERENCES

- [1] Aisah, Saleh. 2011. Desain Pembelajaran Model ADDIE. <http://lempong>
- [2] Aka Mahendra, I. G. J. (2012). Pengembangan Media Pembelajaran Berbasis Blog Pada Mata Pelajaran Teknologi Informasi Dan Komunikasi Kelas VII SMP Negeri 1 Sukasada. *Jurnal Teknologi Pembelajaran*, 1(1).
- [3] Arkün, S., & Akkoyunlu, B. (2008). A Study On The Development Process Of A Multimedia Learning Environment According To The ADDIE Model And Students' Opinions Of The Multimedia Learning Environment. *Interactive Educational Multimedia: IEM*, (17), 1-19.
- [4] Budiarta, I. W., Margi, I. K., Si, M., & Sudarma, I. K. (2014). Pengembangan Multimedia Interaktif Model ADDIE Untuk Meningkatkan Motivasi Belajar Sejarah Siswa Kelas X-1 Semester Genap di SMAN 1 Sukasada, Buleleng, Bali. *Jurnal Widya Winayata*, 2(1).
- [5] Dewi, K. T., Suastra, I. W., Pujani, N. M., & Si, M. (2013). Pengaruh Model Pembelajaran Analyze, Design, Develop, Implement, Evaluate (Addie) Terhadap Keterampilan Berpikir Kritis Dan Pemahaman Konsep Fisika Siswa. *Jurnal Pendidikan IPA*, 3(1).
- [6] Dimiyati dan Mudjiono. (2009). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta
- [7] Lubis, Henny Zurika (2014). *Pengembangan Model Pembelajaran Berbasis Kewirausahaan Pada PTS Dikota Medan*. Laporan Hibah Bersaing 2014 yang didanai DIKTI.
- [8] _____, (2015). *Implementasi Problem Based Learning dalam Meningkatkan Kualitas Pembelajaran Auditing*. Proseding 2015 UNP
- [9] Rahyubi, Heri. (2012). *Teori-Teori Belajar dan Aplikasi Pembelajaran Motorik*. Bandung: Nusa Media
- [10] Ratna Willis Dahar (2011). *Teori-Teori Belajar dan Pembelajaran*, Penerbit Erlangga.
- [11] Rukianing, L. A., Sudhita, I. W. R., & Mahadewi, L. P. P. (2014). Pengembangan Multimedia Pembelajaran Interaktif Pkn Dengan Model Addie Untuk Siswa Kelas VII SMP. *Jurnal Edutech*, 2(1).
- [12] Subana, N., Tastra, I. D., & Mahadewi, L. P. (2013). Pengembangan Multimedia Interaktif Dengan Model Addie Pada Mata Pelajaran IPA Kelas VII Semester I Di SMP Tp 45 Sukasada. *Jurnal Edutech*, 1(2).
- [13] Suprpto, F., & Lathanio, F. (2013). Pengembangan Aplikasi Multimedia Pengenalan Pemanasan Global Dan Solusinya Menggunakan Pendekatan ADDIE. *SESINDO 2013*.
- [14] Suyanto (2013). *Menjadi Guru professional Strategi Meningkatkan Kualifikasi dan Kualitas Guru di Era Global*. Esensi Erlangga Group.

Analysis of Learning

ORIGINALITY REPORT

14%

SIMILARITY INDEX

10%

INTERNET SOURCES

10%

PUBLICATIONS

4%

STUDENT PAPERS

PRIMARY SOURCES

1

humas.unimed.ac.id

Internet Source

3%

2

Rico Martenstyaro, Yusep Rosmansyah. "A framework for designing survey training based on 3D Virtual Learning Environment using SLOODLE", 2015 International Conference on Information Technology Systems and Innovation (ICITSI), 2015

Publication

2%

3

yishpess.uny.ac.id

Internet Source

2%

4

Risnawati, Zubaidah Amir, Novita Sari. "The development of learning media based on visual, auditory, and kinesthetic (VAK) approach to facilitate students' mathematical understanding ability", Journal of Physics: Conference Series, 2018

Publication

1%

5

core.ac.uk

Internet Source

1%

6	etheses.uin-malang.ac.id Internet Source	1%
7	Submitted to Universiti Malaysia Perlis Student Paper	1%
8	Submitted to KYUNG HEE UNIVERSITY Student Paper	1%
9	Submitted to Universiti Teknologi MARA Student Paper	1%
10	eprints.uny.ac.id Internet Source	<1%
11	journal.unnes.ac.id Internet Source	<1%
12	R Anggraini, Y Darvina, H Amir, M Murtiani, Y Yulkifli. "Electronic Module Design with Scientifically Character-Charged Approach on Kinematics Material Learning to Improve Holistic Competence of High School Students in 10th Grade", IOP Conference Series: Materials Science and Engineering, 2018 Publication	<1%

Exclude quotes On

Exclude matches Off

Exclude bibliography On