p-ISSN : 2599-1418
e-ISSN : 2599-1426

Jurnal Pendidikan Ekonomi Undiksha
Vol. 12 No. 2 (2020)

Basic Economics Knowledge of Prospective Economic Teachers in Surabaya: Based on Their Background

Albrian Fiky Prakoso*[1], Eka Hendi Andriansyah[2], M. Riadhos Solichin[3]

[1,2]Program Studi Pendidikan Ekonomi
Universitas Negeri Surabaya,
Surabaya, Indonesia

[3]Program Studi Pendidikan Ekonomi
IKIP Widya Darma
Surabaya, Indonesia

e-mail: albrianprakoso@unesa.ac.id[*1], ekaandriansyah@unesa.ac.id[2],
riadhos1986@gmail.com

Article history
Submission:
November 7, 2020

Accepted :
December 1, 2020

Available online:
Desember 18, 2020

Abstrak

Penelitian ini bertujuan untuk mengetahui seberapa dalam pengetahuan dasar ekonomi pada mahasiswa program studi Pendidikan ekonomi di Surabaya yang mana mereka adalah calon guru ekonomi. Metode penelitian ini menerapkan metode statistik deskriptif. Survey dilakukan terhadap 338 mahasiswa calon guru ekonomi. Program studi Pendidikan Ekonomi di Surabaya hanya ada dua yaitu di Universitas Negeri Surabaya (Unesa) dan IKIP Widya Darma Surabaya (IWIDA). Semua populasi dalam penelitian ini digunakan sebagai sampel. Hasil penelitian menunjukkan bahwa Unesa memang lebih unggul dalam pemahaman *basic economics*. Implikasi adalah Unesa perlu memberikan perhatian khusus kepada calon guru ekonomi yang berjenis kelamin perempuan, berasal dari sekolah swasta, berasal dari luar kota surabaya, dan berasal dari SMK. Sedangkan IWIDA perlu memberikan perhatian khusus kepada calon guru ekonominya yang berjenis kelamin perempuan, berasal dari sekolah swasta, berasal dari Surabaya, dan berasal dari MA.

Kata kunci: pengetahuan dasar ekonomi; calon guru; ekonomi

Abstract

The purpose of this research to determine how deep the basic knowledge of economics is in students of the Economic Education study program in Surabaya, where they are prospective economics teachers. This research method applies descriptive statistical methods. The survey was conducted on 338 students who are prospective economics teachers. There are only two Economic Education study programs in Surabaya, namely the State University of Surabaya (Unesa) and the IKIP Widya Darma Surabaya (IWIDA). All populations in this study were used as samples. The results showed that Unesa was indeed superior in understanding basic economics. The most important implication is that Unesa needs to pay special attention to prospective economic teachers who are female, come from private schools, come from outside the city of Surabaya, and come from SMK. Meanwhile, IWIDA needs to pay special attention to prospective economic teachers who are female, come from private schools, come from Surabaya, and come from MA.

Keywords: basic economics; economics; teacher candidate

Pengutipan: Prakoso, A. F., Andriansyah, E. H., & Solichin, M. R. (2020). Basic Economics Knowledge of Prospective Economic Teachers in Surabaya: Based on Their Background. *2020*, *12*(2), 289–295.

INTRODUCTION

The fundamental rationale is that the salary is relatively small. In fact, college graduates whose study programs produce teacher candidates prefer to work in companies. However, in the last few years, the welfare of teachers has increased. This is because there is a professional teacher or certification program. If a teacher has received an educator certificate, he is called a professional teacher and is entitled to an allowance of around one salary. This causes the interest of graduates to become teachers to experience an increase even though it is not significant. With the increase in community enthusiasts to work as teachers, enthusiasts of studying at teacher-producing colleges have also increased. Various ways for both public and private universities have been used to find the best prospective students. This method includes conducting a rigorous selection of various test routes both nationally and independently. However, making a selection is not an easy task for higher education, especially the economic education study program. The Economic education study program is a candidate for economics teachers. universities will certainly make selections to get students with good basic economic knowledge. However, how much basic economic knowledge is possessed by students from their various backgrounds is something that is rarely done in universities in Surabaya. The only universities in Surabaya that produce economics teacher candidates are Unesa which is a state university and IWIDA for private universities. It is hoped that these two universities can produce credible economic teacher candidates. This is because teacher salaries in Surabaya City are the highest in East Java Province. Thus, prospective teachers in the city of Surabaya must have a solid basic knowledge of economics. Basic economics is basic knowledge before economic literacy. Various studies on economic literacy in various countries have been carried out (Di Girolamo et al. 2015; Jappelli 2010; Koshal et al. 2008; Rafsanjani, Sholikhah, and Prakoso 2019; Salemi 2005). However, research aimed at exploring the basic economics of prospective economics teachers has never been conducted in Indonesia.

Uncertain economic conditions require people to be able to change their economic behavior, this is where the importance of economic literacy. Economic literacy, financial economics studies have made considerable progress in measuring economic literacy. This survey has proven that financially savvy adults and individuals are unfamiliar with even the most basic economic concepts such as inflation, risk diversification, compound interest and mortgages, and debt instruments. Most worrying is that many of them are not aware that they are unaware of their ignorance of economic literacy. Economic income inequality grows smaller in economically literate countries. Financial development is negatively correlated with growth in inequality only to the extent that the economic literacy of the people is small. (Jappelli 2010; Lo Prete 2013).

Gender is a determinant of health in the social and population fields of a region, which depicts the level of individuals as less tangible. There are no randomized controlled clinical trials by individual studies. Group gender as the etymologic agent of disease for a set of clinical findings. On the level of social life and conventional analysis related to the meaning of gender, in some way although some experts still disagree on it all. (Harewood 2014; Phillips 2005).

Private institutions (private schools) can provide better-quality services than government institutions (public schools). It can be seen from the results of the national final exam scores which have a positive and significant effect, this shows that better input from these public schools can produce academic scores at the next school level. Parents choose private schools with the hope of getting better religious lessons because there are more religious materials added and private schools to offer special non-academic

qualities such as discipline, comfort, and travelled distance (Nenny 2016).

Metropolitan area reports on trade areas by default, not newspaper circulation areas. Even more broadly, there are larger hinterlands with large cities that lie outside of the untouched territory. On the other hand, the standard metropolitan area is not limited to built-up areas that are laid out in city roads, namely urban areas and these areas do not have to be homogeneous. (Henry S 2016)

Research that discusses differences in knowledge or learning outcomes based on gender has also been frequently conducted in Indonesia (Hafidz 2019; Jhon Harkesandi Sihotang and Suparman 2018; Putra and Sibuea 2016). However, research that explores basic economics based on gender, school, and university origin has never been carried out in Indonesia.

To build a solid basic knowledge of economics, this research is needed to obtain detailed information about the ability of prospective economics teacher students. By obtaining this information, Unesa and IWIDA will get input to which students need more handling when economic learning is carried out.

METHOD

This research was conducted in Surabaya considering that Surabaya is the second largest city in Indonesia. The salary is the largest when compared to other cities in East Java province and the limitations of researchers are related to the research location. The population used in this study were all students of the Economic Education study program in Unesa and IWIDA semesters 1, 2, 3, and 4 in early 2020 as many as 338 people. All populations are used as samples of this study. The method used is a descriptive statistical method and is the result of a survey through a questionnaire from the basic economics book (Walstad, Rebeck, and Butters 2010) to measure score of basic economy from economy teacher candidate. This method was chosen because this research only collects, simplifies, and presents data so that it can provide information without using a probability approach. So, the results of this study will only come to the level of providing a summary form of the sample parameters used. although we actually adopted the questionnaire from Walstad's book, we still tested the validity and reliability with SPSS.

RESULTS AND DISCUSSION

Candidates for economics teachers in this study are students of the economic education study program. They have taken basic knowledge of economics in the scope of introductory courses in micro and macroeconomic theory. It should be noted that Unesa and IWIDA have the same curriculum characteristics where most of them contain economics and education.

The economics which forms the basis of their knowledge. Introduction to Micro and Macro Economic Theory, Microeconomic Theory 1 and Macro 1 and Micro Economic Theory II and Macro II. After they take these courses, we can get data about their basic economics knowledge. This knowledge is divided into several groups, namely based on college, place of origin, school of origin, and gender

Table 1 shows the Basic Economics Score based on the overall background. The table shows the education, location, pre-college education and gender of the research object. When viewed from the problem of higher education, IWIDA students have more Basic Economic scores below a score (redudancy) of 50 when compared to Unesa (table 2). This is understandable because when viewed from an accreditation point of view, Unesa was accredited with a rank A while IWIDA B. Furthermore, there was no difference in economic teacher candidates from Surabaya or outside Surabaya.

If examined more generally, we can distinguish the overall percentage score of basic economics. The first one we differentiate based on the scores they get.

Table 1. Basic Economics Score Based on the overall background

Background		Basic Economics Score	
		Under 50 (%)	above 50 (%)
College	Unesa	53.5	3.8
	IWIDA	10.6	31.9
Location	Surabaya	10.3	4.7
	And outside Surabaya	53.8	31
School origin	SMA	46.4	25.1
	SMK	7.3	1.7
	MA	10.3	8.8
Gender	Male	18	18
	Female	46.1	17.7

Table 2. Basic Economics Score based on the score category

Score category Basic Economics	Percent (%)
Above 50	62.4
Under 50	37.6

If the data is taken globally in Surabaya, scores above 50 are indeed more dominant than those below 50. However, information needs to be done more specifically so that it can be known which prospective teachers need special attention from each university.

Table 3. Classification of the Basic Economics Score based on Gender

Classification		Score Based Economics (%) Percentage on Surabaya		Comparison of Differences Per College (%)		Total (%)
Gender	Origin College	above 50	under 50	above 50	under 50	
Male	Unesa	11.8	1.1	91.4	8.6	100
	IWIDA	6.2	16.8	27	73	100
Female	Unesa	41.7	2.6	94.1	5.9	100
	IWIDA	4.4	15	22.7	77.3	100
Total		100				

Table 3 explains the comparing basic economy scores based on gender and origin college.

Prospective economics teachers from Unesa, both male and female, have a better basic economic score percentage than IWIDA. It is evident that those who score above 50 are more, and those who score below 50 are also less. However, in Unesa, the percentage of male economic teacher candidates who scored below 50 was higher than that of women. This means that a female teacher candidate has better abilities than male teachers (Putra and Sibuea 2016).

Homework is rather heavy, focused on IWIDA, where economic teacher candidates both male and female who have a basic economics score below 50 reach more than 70%. In contrast to Unesa, female economics teacher candidates should receive special attention because those who score below 50 are more than their male counterparts. This is not in line with the results of research conducted by Putra & Sibuea (Putra and Sibuea 2016).

Table 4. Classification of Basic Economics Scores based on School of Origin Status

Comparison of Differences Per College

Classification		Basic Economics Score Presentation (%) on Surabaya		Comparison of Differences Per College (%)		Total (%)
Origin School Status	Origin College	above 50	under 50	Above 50	Under 50	
Public	Unesa	44.3	2.6	94.3	5.7	100
	IWIDA	7.6	17.7	30	70	100
Private	Unesa	9.1	1.1	88.6	11.4	100
	IWIDA	2.9	14.2	17.2	82.8	100
Total		100				

Prospective economics teachers from Unesa, both from public and private schools, have a better percentage of basic economic scores than IWIDA. It is evident that those who score above 50 are more, and those who score below 50 are also less. However, those who come from private schools have lower basic economics when compared to the public. Similar to Unesa, economics teacher candidates from IWIDA have a good understanding of basic economics and are also dominated by economics teacher candidates who previously came from public schools. This means that both Unesa and IWIDA have prospective economics teachers whose school origins have an important role in shaping their understanding, especially in this study, basic economics (Indriyani 2014).

Table 5. Classification of the Basic Economics Score based on Place of Origin

Classification		Presentation of Score of Basic Economics (%) in Surabaya		Comparison of Difference Per College (%)		Total (%)
Place of Origin	Origin College	Above 50	under 50	above 50	under 50	
Surabaya	Unesa	9.1	0.2	96.9	3.1	100
	IWIDA	1.1	4.4	21	79	100
Outside of	Unesa	44.3	3.5	92.6	7.4	100
Surabaya	IWIDA	9.4	27.5	25.6	74.4	100
Total		100				

Prospective economics teachers from Unesa, both from Surabaya and outside Surabaya, have a better percentage of basic economic scores than IWIDA. It is evident that those who score above 50 are more, and those who score below 50 are also less. On the other hand, those who come from outside the city of Surabaya have a lower understanding of basic economics when compared to those from Surabaya. Unlike Unesa, economics teacher candidates from IWIDA had a good understanding of basic economics, instead, they were dominated by economics teacher candidates from outside Surabaya. Thus the place of residence or place of origin has a share in shaping their knowledge (Indriyani 2014).

Table 6. Classification of the Basic Economics Score based on the Type of School of Origin

Classification		Presentation of Score of Basic Economics (%) in Surabaya		Comparison of Difference Per College (%)		Total (%)
Type of School of Origin	Origin College	Above 50	Under 50	above 50	under 50	
Senior High School	Unesa	37.8	3.2	92	8	100
	IWIDA	8.5	21.8	28.1	71.9	100
vocational high School	Unesa	6.8	0.2	95.8	41.2	100
	IWIDA	0.5	1.4	28.6	71.4	100
Islamic Senior High School	Unesa	8.8	0.2	96.8	3.2	100
	IWIDA	1.4	8.5	14.7	85.3	100
Total		100				

Finally, the understanding of basic economics can be compared through the types of schools of origin. Prospective economics teachers from Unesa, both from SMA, SMK, and MA have a better percentage of basic economic scores than IWIDA. It is evident that those who score above 50 are more, and those who score below 50 are also less. In Unesa, those from the MA got the best percentage scores. This is not in line with Andriani's research results (2010). Meanwhile, those from SMK need special attention from Unesa. This is because almost half of them got a score percentage below 50.

In contrast to Unesa, economics teacher candidates from IWIDA have a good understanding of basic economics and are also dominated by economics teacher candidates who previously came from SMA and SMK. IWIDA needs to pay special attention to those who come from MA because 85.3% of them score below 50. This is in line with the results of research conducted by Andriani. (Andriani 2010).

CONCLUSIONS AND SUGGESTIONS

Overall, Unesa is superior in understanding basic economics. If we look more specifically, Unesa needs to pay special attention to prospective economic teachers who are female, come from private schools, come from outside the city of Surabaya, and come from SMK. Meanwhile, IWIDA needs to pay special attention to prospective economic teachers who are female, come from private schools, come from Surabaya, and come from MA. The researcher hopes that further research will investigate further for the development of the results of this research, considering that this research is limited to the area of East Java, especially higher education study programs in the city of Surabaya. This research is also only descriptive, so it is hoped that the next researchers can develop broader research methods in order to obtain more information.

REFERENCES

Andriani, P. 2010. “Pengaruh Asal Sekolah Dan Jurusan Terhadap Hasil Belajar Pengantar Dasar Matematika Mahasiswa Fakultas Tarbiyah IAIN Mataram.” *Jurnal Beta* 3(2):118–33.

Di Girolamo, Amalia, Glenn W. Harrison, Morten I. Lau, and J. Todd Swarthout. 2015. “Subjective Belief Distributions and the Characterization of Economic Literacy.” *Journal of Behavioral and Experimental Economics* 59:1–12.

Hafidz, Alifudin Abdul. 2019. “Pengaruh Jenis Kelamin Terhadap Hasil Belajar Matematika Siswa.” *Jurnal Ilmiah Matematika Dan Pendidikan Matematika* 9(2):69–72.

Harewood, Anna Mary. 2014. “Exploring Gender Definition in Recent

Sociological Scholarship."

Henry S, Shryock. 2016. "The Natural History Of Standard Metropolitan Areas." *American Journal of Sociology* 63(2):163–70.

Indriyani, Ratna. 2014. "Pengaruh Asal Sekolah Dan Tempat Tinggal Terhadap Prestasi Belajar Mahasiswa." *Wiraraja Medika : Jurnal Kesehatan* 4(1):34–39.

Jappelli, Tullio. 2010. "Economic Literacy: An International Comparison." *Econstor* 2010/16:1.

Jhon Harkesandi Sihotang, Achmad Rante, and Christiana Niken Suparman. 2018. "Studi Perbandingan Model Pembelajaran Dan Jenis Kelamin Terhadap Hasil Belajar Kognitif Peserta Didik Kelas X Ipa Sma Negeri 2 Manokwari." *Jurnal Nalar Pendidikan* 6(2):120–27.

Koshal, Rajindar K., Ashok K. Gupta, Anita Goyal, and Vimal Navin Choudhary. 2008. "Assessing Economic Literacy of Indian MBA Students." *American Journal of Business* 23(2):43–52.

Nenny, Hendajany. 2016. "The Effectiveness Of Public vs Private Schools In Indonesia." *Journal of Indonesian Applied Economics* 6(1):66–89.

Phillips, Susan P. 2005. "Defining and Measuring Gender: A Social Determinant of Health Whose Time Has Come." *International Journal for Equity in Health* 7(101147692):1–7.

Lo Prete, Anna. 2013. "Economic Literacy, Inequality, and Financial Development." *Economics Letters* 118(1):74–76.

Putra, Rizka Eka, and Abdul Muin Sibuea. 2016. "Pengaruh Strategi Pembelajaran Dan Jenis Kelamin Terhadap Hasil Belajar Bahasa Indonesia Siswa Kelas Xi Sma Negeri 1 Tanjungtiram." *Jurnal Teknologi Pendidikan (JTP)* 9(1):2407–7437.

Rafsanjani, Mohamad Arief, Ni'matush Sholikhah, and Albrian Fiky Prakoso. 2019. "Does the 'Idaman Jelita' Character of Universitas Negeri Surabaya Influence Students Economics Literacy?" *Dinamika Pendidikan* 14(2):205–15.

Salemi, Michael K. 2005. "Teaching Economic Literacy: Why, What, and How." *International Review of Economic Education* 4(2):46–57.

Walstad, William B., Ken Rebeck, and Roger B. Butters. 2010. *Basic Economics Test*. Third. New York: Council for Economic Education.