

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

12-15-2019

Using Innovative e-Book Based on Picture Stories for Economic Literacy Teenagers: A Study on Junior High Schools Student in Malang Indonesia

Nunung Utami
nunung@stie-mce.ac.id

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Education Economics Commons](#)

Utami, Nunung, "Using Innovative e-Book Based on Picture Stories for Economic Literacy Teenagers: A Study on Junior High Schools Student in Malang Indonesia" (2019). *Library Philosophy and Practice (e-journal)*. 3548.

<https://digitalcommons.unl.edu/libphilprac/3548>

Using Innovative e-Book Based on Picture Stories for Economic Literacy Teenagers: A Study on Junior High Schools Student in Malang Indonesia

ABSTRACT

This study analyzes using a book that has been developed by the author in a previous study: An innovative book based on a picture story to improve understanding of economic literacy for teenagers. The data was taken using a questionnaire of 180 junior high school students through 20 standard questions of understanding economic literacy developed by NCEE. The data using before and after the application of innovative literacy economic for teenagers based on e-book pictures stories.

The results of the analysis obtained differences (decreases) incorrect answer of respondents from the value of Pre Test and Post Test, the value of the top five changes (decreases) incorrect scores successively are: item 5 (Voluntary exchange and trade) decrease in wrong answers 92 respondents (51.11 %); item 20 (Fiscal and monetary policy) of 83 respondents (46.11%); item 8 (Supply and demand) of 64 respondents (35.56%); and item 14 (Entrepreneurship) and item 16 (Economic role of government) have the same number of 55 respondents (30.56%) decreased their mistakes in answering questions about economic literacy.

All items from 20 questions all experienced a decrease in answer errors in economic literacy; in other words, after using this innovative book, the understanding of economic literacy for teenagers increased.

Keywords: innovative book - Literacy economy - teenagers – e-Book – picture stories

1. Introduction

Background

In carrying out economic activities, it must have economic knowledge, in order to obtain efficient and effective results. This knowledge of economics, which henceforth is called economical literacy, which in the digital era for teenagers needs particular attention, considering that everything in the current era is very influential in their future lives. The message of economic literacy for teenagers must be adapted according to their current conditions, which is like the internet with all its developments.

The results of research on elementary school students obtained information that: "Teachers agree that learning materials are made in a fun form with language easily understood at an early age,

teachers are ready if the curriculum requires inclusion of economic literacy teaching, because economic literacy is character education that needs to be instilled early on because any majors later when they are adults must do economic activities ". (Utami, 2014)

Teenagers need a literacy model that fits with the digital era, namely literacy using e-books with picture stories, so that they are interested in reading and easy to understand, so they do not feel the economic literacy message has been conveyed smoothly. It is one of the strategies to strengthen their character so that one day, they can become smart economic actors.

Literature Review

The standard in Economic Survey developed by NCEE uses 20 questions to test basic knowledge of economic concepts. The test of validity and reliability has been proven in more than ten years of use and thousands of respondents. (Albritton, Jr. F, 2006)

Understanding economic literacy, instructional media significantly affect students will accept the level of understanding and student interest in learning, conventional learning which is generally delivered verbally through the senses of the audience, whereas each lesson has a different level of difficulty, primarily material that has a high level of difficulty, of course, it is difficult for students to process, which results in getting tired and bored easily, because the material presented is difficult to digest. Students will choose a smartphone over reading a textbook so that learning objectives are challenging to achieve. Thus the learning media that is appropriate with the material is expected to make students motivated and interested in learning it.

To support the success of understanding teenagers, it requires innovative methods for delivering messages, one of which is a picture storybook that suits their enjoyment. (Mitchel. D, 2013) Said that picture books are books in which there are pictures and words, where the pictures and words do not stand alone but are interdependent into a single story. The concept of illustrated stories contains character education that upholds morality and behavior in a positive direction, and the book is a means of character education because the process of conveying the values of character education is not through coercion so that it is automatically conveyed. The process of character formation will be understood by itself through the story. Through the book based picture story, character education can be instilled and can teach the reader to be aware of ethical behaviors.

(Josse A Carrasco - Gallego, 2017): The results of the student self-assessment survey support the literary expectations that the use of internet-based media will increase students' assimilation of economic concepts by helping them realize how the economy applies to the real world, increasing the internalization of ideas, and recognizing the relevance of ideas economic ideas with their lives.

Information literacy in the digital age supports education and more prosperous life; someone who has information literacy will learn to acquire and create new information and knowledge. In the current era, people need to maintain literacy that has shifted to information technology and electronic devices. (Aim Abdulkarim, Neiny Ratmaningsih, 2018)

Research purposes:

1. To implement an innovative book on economic literacy for teenagers based on e-books picture stories
2. to calculate the scores before and after the implementation of an innovative book on economic literacy for teenagers based on e-books picture stories
3. To analyze differences before and after scores in an understanding of the implementation of an innovative book on economic literacy for teenagers based on e-books picture stories

Methodology

This study uses a questionnaire to obtain data using 20 standard questions of understanding NCEE economic literacy. The sample was junior high school students in Malang city - Indonesia with 180 stratified random sampling methods from 4 schools, namely two public schools and two religious schools.

The method of data analysis uses descriptive quantitative to describe the data before treatment and after treatment, giving an understanding of economic literacy books that are innovatively based on e-book pictures stories, this book has been made by the author in previous studies.

Data Analysis

Table 1: Number Incorrect Answer of Pre-test

The item	No of Incorrect Answer	Percentage
1. Scarcity, choice, productive resources	72	40.00
2. Decision making, marginal analysis	28	15.56
3. Economic systems and allocation mechanisms	76	42.22
4. Economic incentives: prices, wages, and profits	56	31.11
5. Voluntary exchange and trade	132	73.33
6. Specialization and comparative advantage	56	31.11
7. Markets and prices	84	46.67
8. Supply and demand	124	68.89
9. Competition	78	43.33
10. Economic institutions	78	43.33
11. Money and inflation	91	50.56
12. Interest rates	89	49.44
13. Labor markets and income	78	43.33
14. Entrepreneurship	90	50.00
15. Physical and human capital investment	75	41.67
16. The economic role of government	86	47.78
17. Government failure, special interest groups	94	52.22
18. Output, income, employment, and the price level	121	67.22
19. Unemployment and inflation	68	37.78
20. Fiscal and monetary policy	145	80.56

Source: processed data

In table 1 is the wrong answer from respondents on 20 items of standard questions about understanding economic literacy, obtained information on the top 5 items that the respondent is wrong in answering, successively from the most incorrectly answered are item 20 about Fiscal and Monetary Policy there are 145 respondents (80.56%), then item 8 (Supply and Demand) there were 124 (68.89%); then item 18 (Output, Income, Employment and Price level) of 121 (67.22%); item 17 (Government failure, special interest groups) there are 94 (52.22%); item 11 (Money and Inflation) there are 91 (50.56%).

Table 2: Number Incorrect Answer of Post-test

The item	No of Incorrect Answer	Percentage
1. Scarcity, choice, productive resources	45	25.00
2. Decision making, marginal analysis	15	8.33
3. Economic systems and allocation mechanisms	47	26.11
4. Economic incentives: prices, wages, and profits	31	17.22
5. Voluntary exchange and trade	40	22.22
6. Specialization and comparative advantage	23	12.78
7. Markets and prices	52	28.89
8. Supply and demand	60	33.33
9. Competition	32	17.78
10. Economic institutions	36	20.00
11. Money and inflation	31	17.22
12. Interest rates	48	26.67
13. Labor markets and income	39	21.67
14. Entrepreneurship	35	19.44
15. Physical and human capital investment	32	17.78
16. The economic role of government	31	17.22
17. Government failure, special interest groups	32	17.78
18. Output, income, employment, and the price level	41	22.78
19. Unemployment and inflation	28	15.56
20. Fiscal and monetary policy	62	34.44

Source: processed data

Table 2 contains the respondents' answers that were wrong after reading and studying the innovative book Literacy economic of teenagers based e-book illustrated stories that had been developed in previous research. Table 2 several 5 large incorrect answer post-test of respondent, consecutive items are: item 20 (Fiscal policy and monetary policy) of 62 respondents (34.44%); item 8 (Supply and demand); by 60 respondents (33.33%); item 7 (Markets and prices) and item 12 (interest rate) have the same number which is 52 respondents (28.89%).

Table 3: Number of Different Incorrect Answer Between Pre-test and Post-test

The item	NO OF INCORRECT ANSWER (PRE TEST)	NO OF INCORRECT ANSWER (POST TEST)	DIFFERENT	DIFF PERCENTAGE
1	72	45	27	15.00
2	28	15	13	7.22
3	76	47	29	16.11
4	56	31	25	13.89
5	132	40	92	51.11
6	56	23	33	18.33
7	84	52	32	17.78
8	124	60	64	35.56
9	78	32	46	25.56
10	78	36	42	23.33
11	91	31	60	33.33
12	89	48	41	22.78
13	78	39	39	21.67
14	90	35	55	30.56
15	75	32	43	23.89
16	86	31	55	30.56
17	94	32	62	34.44
18	121	41	80	44.44
19	68	28	40	22.22
20	145	62	83	46.11

Source: processed data

Table 3 several differences (decreases) incorrect answer of respondents from the value of the Pre Test and Post Test, after they study the innovative book economy literacy based on picture stories. The value of the top five changes (decreases) of wrong answers in a row are: item 5 (Voluntary exchange and trade) decreases in wrong answers by 92 respondents (51.11%); item 20 (Fiscal and monetary policy) of 83 respondents (46.11%); item 8 (Supply and demand) of 64 respondents (35.56%); and item 14 (Entrepreneurship) and item 16 (Economic role of government) have the same number of 55 respondents (30.56%) decreased their mistakes in answering questions about economic literacy.

All of the 20 question items experienced a decrease in incorrect answers in literacy economics. In other words, after using this innovative book, the understanding of economic literacy for teenagers is increasing.

Table 4: Descriptive Statistics

	N item	Minimum	Maximum	Mean	Std deviation
ICR_Pre_test	20	28	145	86.05	27.607
ICR_Post_test	20	15	62	38.00	11.747

Source: processed data

Table 4 contains information about the minimum number of respondents who have wrong answers for pre-test there are 28 (15.56%), and there are 15 post-tests (8.33%), the number of respondents who answered incorrectly for pre-test is 145 people (80.55%) and post-test there were 62 people (34.44%). The average for the pre-test was 86.05 (47.81%), and the post-test was 38 (21.11%). While the pre-test standard deviation was 27,607, and the post-test was 11,747.

Overall, the minimum number of incorrect answers decreased by 13 (7.22%), and the maximum value of decreased errors in answering was 83 (46.11%).

Conclusion:

Based on the results of data analysis, it can be concluded that of all the questions of understanding youth economic literacy by using 20 NCEE standard questions, after using an innovative picture-based electronic book can reduce the wrong answers or in other words, can increase the correct answers about understanding economic literacy. The concept of using e-books in the teaching-learning process is under didactic principles audiovisual education and constructivism. This research also explores features and the benefits of children's e-books and analyze the theoretical foundation of using e-books in education. The result is that e-books are useful tools to support and encourage children to learn. (Xiaojun Wang, 2018).

(Gila Cohen Zilka, 2018): The findings show that children and adolescents consume media because they feel the media meets their various needs, some of which are not in other environments, and every time they choose media that meet their specific needs, in the process of consuming information. Innovative methods can prove to increase understanding of economic literacy for teenagers so that they will strengthen their character and subsequently become smart economic actors.

References

- Aim Abdulkarim, Neiny Ratmaningsih, D. N. A. (2018). Developing Civicpedia as a Civic Education E-Learning Media To Improve Students' Information Literacy Aim Abdulkarim 1, Neiny Ratmaningsih 2 , Diana Noor Anggraini 3. *Journal of Social Studies Education Research*, 9(3), 45–61. Retrieved from www.jsser.org
- Albritton Jr. F. (2006). *Performance on tests of economic literacy: A comparison of face-to-face with online instruction*. [https://doi.org/https://doi.org/10.5210/fm.v11i10.1410](https://doi.org/10.5210/fm.v11i10.1410).
- Gila Cohen Zilka. (2018). Why Do Children and Adolescents Consume So Much Media? An Examination Based on Self-Determination Theory. *Global Media Journal*, 16(30). Retrieved from <http://www.globalmediajournal.com/>
- Josse A Carrasco - Gallego. (2017). Introducing Economics to Millennials. *International Review of Economic Education*, 26, 19–29. [https://doi.org/https://doi.org/10.1016/j.iree.2017.08.002](https://doi.org/10.1016/j.iree.2017.08.002)
- Mitchel. D. (2013). *Children's Literature an imitation to the word*. Michigan State University.
- Utami, D. N. N. (2014). The Economic Literacy Education For Elementary School Students. *IOSR Journal of Humanities and Social Science*, 19(11), 24–27. <https://doi.org/10.9790/0837-191182427>
- Xiaojun Wang, B. D. (2018). Using E-book To Motivate Children's Learning of English as A Secon Language. *Journal of Interdisciplinary Research*, January. Retrieved from <https://www.researchgate.net/publication/322626252>