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# The Effectiveness of Using Hand-Out Teaching Materials in the Learning of Microeconomic Theory Courses in the Students of Economic Education FKIP of Riau University

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**Abstract:** The research aims to formulate the use of *hand-out* as teaching materials in the subject of Microeconomic Theory, creating “embryos” which will be developed into reference books for Microeconomic Theory courses, knowing the effectiveness of using *hand-out* teaching materials in improving the learning outcomes of Microeconomic Theory courses at the FKIP University Economic Education Study Program. The results of this study indicate that the existence of *hand-out* makes the lecture process more passionate, *hand-outs* that are shared with students become teaching materials that can help student make it easier to understand the material, learning outcomes between those who use *hand-outs* and those who do not use there are differences in mean learning outcomes of 18,78 (intervals 0-100), the use of *hand-outs* as teaching materials has increased 34,78% learning outcomes in the subjects of Microeconomic Theory in student of the Economic Education Study Program FKIP University of Riau.

Kata kunci :Hand-out, learning outcomes

## 1. Introduction

Learning and learning are complex activities. Learning outcomes are influenced by many factors. This is where the teacher/lecturer has the obligation to find, find and be expected to solve student learning problems.

During this time in the study of Micro Economy theory courses, many students experience difficulties in understanding lecture material. This is because this course material is quite heavy to understand.

Effective lectures have clear expectations about what students must achieve and convey that hope to them. One way to deliver it is to discuss and explain with students before, during and after learning is done. To conduct discussions and explanations materials are needed, one of which can be used as material is to distribute *hand-out* teaching materials to students before the lecture begins.

Cronback (Sutikno, 2009) states that one of the main elements in the learning process is readiness for learning materials. The use of *hand-outs* as teaching materials is an alternative that can be chosen to be developed because one of the *hand-out* function is a reference for student as teaching materials.

Learning activities in the course material will depend on the type and nature of the material being studied (DimyatidanMudjiono, 2006). If the material being studied is felt to be difficult for students, it is certainly necessary to learn resources that are easier for students to understand. *Hand-out* will be an alternative learning resource compiled by the lecturer with language and descriptions that are expected to be easier for students to understand.

The alternative use of *hand-out* learning resources needs to be observed for its effectiveness in helping to achieve student learning outcomes. Starting from the background of the above problems, the development and use of *hand-out* teaching materials as a source of learning need to be observed for their effectiveness, with the formulation of the problem of how effective the use of *hand-out* teaching materials on student learning outcomes in the learning of Microeconomic Theory in the Economic Education Study Program FKIP University of Riau?

The results of this study are expected to provide outcomes/benefits (1) produce *hand-out* teaching materials for Microeconomic Theory courses, (2) produce an “embryo” that will give birth to an eye reference book on Microeconomic Theory and (3) produce alternative ways to improve student learning outcomes in the Micro Economics Theory course.

#### **a. Hand-Out Teaching Materials as Learning Resources**

According to the *National for Competency Based Training* (Review of theory.com, 2014), understanding of teaching materials is all forms of material used to assist teacher/lecturers in carrying out the learning process. In line with the understanding above the Directorate of Senior High School Development (Review of theory. Com, 2014), mentions the meaning of teaching materials is all forms of materials used by teachers in carrying out teaching and learning activities. *Hand-out* teaching materials are one of the teaching materials developed by teachers/lecturers or educators and distributed to students.

The definition of learning resources has been presented by education experts with various perspectives. Rohani (1997) defines learning resources as all kinds of sources that exist outside of students whose existence facilitates the learning process. In the *Association of Education and Communication (AECT)* outlines:

*Learning resources (for Educational Technology) all of the resources (data, people and things) which may be used by learner in isolation or in combination, usually in an formal manner, devices, techniques and setting”* (Musfiqon, 2012).

More comprehensively, Musfiqon (2012) concludes that learning (*resources*) which include subject matter, human, tools, techniques and environment that can be used to support the achievement of learning objectives. Learning resources are designed and used to support the effectiveness and efficiency of learning.

*Hand-Outs* a form of learning resource designed, developed by lecturers to support the effectiveness and efficiency of learning. Based on the understanding of the learning resource above, the *hand-out* is included in the material element, that is something that stores messages to be transmitted using equipment that can be in the form of books, journals, teaching materials (which are outlined in *hand-out*), modules and so on (Musfiqon, 2012).

According to Prastowo (2012) the purpose of making and using *hand-outs* for learning is (1) to facilitate and provide information assistance or learning material as a guide for students, (2) to support other teaching materials or explanations from the teacher/lecturer. While the *hand-out* function is (1) help students not need to take notes, (2) as a companion explanation of student,

(3) as a reference for students, (4) motivate students to study harder, (5) improve the subject matter taught, (6) give good feedback, and (7) assess learning outcomes.

**b. The Effect of Using *Hand-Out* Teaching Materials on Learning Outcomes**

Learning resources are important needs that can be information, source of tools, visual sources and other needs needed in learning. Musfoqon, (2012) argued that teachers or lecturers must be able to analyze needs, design, find, produce and use learning resources. The thing that is caused, effective learning will occur if the required learning material is available, so that what is conveyed by the teacher/lecturer can be absorbed by students to the fullest. Thus the use of learning resources (among others by *hand-out*) which is effective next will affect the learning outcomes achieved by students.

As a system, learning will be influenced by the components that compose it. One component that participates in learning processes and outcomes is a learning tool. Means are important components that can influence the learning (Sanjaya, 2009). If teaching is seen as the process of delivering material, then the means of the process of delivery of learning are needed. Thus the availability of learning facilities will determine learning outcomes. One learning tool is a learning resource, and one of the learning resources is *hand-out* teaching materials. Furthermore, the use of effective *hand-out* teaching materials can determine student learning outcomes.

*Hand-out* teaching materials distributed to students have certain reasons namely that is, among others to support and increase achievement and assist learning (Indonesian Trainer, 2014). Thus it is expected that by distributing *hand-out* to students can help in the learning process and can further improve their learning outcomes.

**2. Methodology**

**Research Design**

This research is an experimental research type. The experiment was conducted on the experimental class in lectures on several subjects that distributed *hand-outs* as teaching materials. Furthermore the experimental class's learning outcomes were compared with the control class learning outcomes where lecture activities were not distributed *hand-outs* as teaching materials. In the diagram the design of this experimental research can be described as follows.

<b>Information</b>	<b>Control Group</b>	<b>Experimental Group</b>
Treatment (by dividing <i>hand-out</i> as teaching material)	-	x
<i>Post-test</i>	x	x

The treatment of the experimental class was carried out through three topics by dividing *hand-out* as a learning resource. While the control class is carried out through three subjects as well. Thus this study was conducted through lectures by distributing *hand-outs* out 3 (three) times and lectures without *hand-out* giving 3 (three) times.

### **Research Population**

The population of this were students of the Semester IV Economic Education Study Program who took Micro Economics Theory courses, amounting to 36 students.

### **Data Collection Technique**

The data needed in this study was collected by learning outcome test techniques in each subject that students learned in learning Microeconomics Theory.

### **Data Analysis Technique**

To find out the effectiveness of using *hand-out* teaching materials in learning, it can be seen from the achievement of learning outcomes from the use of *hand-out* teaching materials compared to the achievement of learning outcomes without the use of *hand-out* teaching materials.

## **3. Results and Discussion**

### **a. Development of *Hand-Out* Teaching Materials**

The *hand-out* teaching materials used in this study were developed based on the syllabus that had been prepared in advance. For the purposes of this study, *hand-out* has been developed from the three subjects as given treatment in the experimental group. The three *hand-outs* are the material or subject matter at the 2,4 and 6 meetings.

### **b. Student Learning Outcomes**

In this study six tests were conducted at the end of each meeting, so there were six test results. The six test results were obtained from three lessons (lectures) without treatment (no *hand-out*) and three treatments by dividing out before learning (lectures) were conducted and students were given time to read them first. From the test results showed that the experimental group showed a mean value of 72,95 and the control group showed a mean value of 54,17.

### **c. The Effect of Using *Hand-Outs* on learning outcomes**

From the observations during the lecture process, it was shown that the *hand-out* received into the lecture process became more passionate in learning and more enthusiastic in doing the exercises which was the elaboration of case examples in each subject. With this excitement it turned out to have an influence on the achievement of learning outcomes, thus the *hand-out* that is shared with student into teaching materials can help students make it easier to understand the material.

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From the results of the reflection, most students stated that the distribution of *hand-outs* as teaching materials has helped in understanding the material and is more focused on understanding. In addition, respondents (student) expressed pleasure in how to *hand-out* before the lecture began.

From the test results show that the *hand-out* has made teaching materials that can improve the learning outcomes of Microeconomic Theory courses in student of the Economic Education Study Program FKIP Riau University. The difference in learning outcomes between those who do not use *hand-outs* and those who do use there is a difference in average learning outcomes of 18,78 (interval value 0-100) or can increase the value of 34,95%. From these results indicate that the use of *hand-outs* as teaching materials has increased 34,95% of learning outcomes in the subjects of Microeconomic Theory in students of the Economic Education Study Program FKIP Riau University.

#### 4. Conclusion

Based on the results of the research and discussion in this study can be concluded as follows:

1. From the observation results show that the *hand-out* received makes the lecture process more passionate.
2. *Hand-out* shared with students into teaching materials can help students make it easier to understand the material.
3. *Hand-out* has made teaching materials that can improve the learning outcomes of Microeconomic Theory courses for students of the Economic Education Study Program at the University of Riau.
4. Differences in learning outcomes between using *hand-outs* and those who do not use there is a difference in learning outcomes of 18,78 (interval value 0-100) so it can be stated that the use of *hand-outs* as teaching materials has increased learning outcomes by 34,67% in theory courses Microeconomic Education Study Program FKIP University of Riau.

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