

Development of Short Film-Based Economics Learning Media for Higher Education

Eunike Rose Mita Lukiani¹, Bayu Surindra², Efa Wahyu Prasatianingtyas³,
Elis Irmayanti⁴, Zainal Arifin⁵, Arif Permana⁶, M. Roif Makhrus⁷

^{1,2,3,4,5,6,7}Department of Economic Education, Universitas Nusantara PGRI Kediri, Kediri, Indonesia

Corresponding Author: Eunike Rose Mita Lukiani

DOI: <https://doi.org/10.52403/ijrr.20240154>

ABSTRACT

The Covid-19 pandemic has created new avenues for adaptation in the field of education. Traditional classroom-based learning has shifted to technology-intensive virtual learning during these challenging times, allowing face-to-face interactions to continue despite physical separation. However, virtual learning comes with its own set of challenges. For higher education, especially catering to adult learners preparing to enter the workforce, virtual learning must be effective and efficient in shaping students' skills. This developmental study focuses on the development of learning media, specifically short films. The research, framed as a developmental study, targets fourth-semester students enrolled in the Economics Education program, currently taking a microeconomics course. The findings indicate that short film-based learning media is relevant for higher education, fostering in-depth understanding, creativity, and collaboration among students.

Keywords: Economic Learning Media, Short Story Films, Higher Education.

INTRODUCTION

The Covid-19 pandemic has accustomed students to the new normal of learning, characterized by the extensive use of technology. Noteworthy advancements include: 1) the shift from traditional classroom settings with fixed class hours to virtual spaces accessible at any time; 2) the transition from paper-based materials to online platforms or channels; 3) the move

from physical facilities to networked environment (1). This trend aligns with the contemporary development indicating that current learners exhibit a diminished preference for conventional teaching media, deeming them outdated and tedious (2).

This inclination is not exclusive to students but extends to millennials, including university students, who are technologically savvy. Many students now find content and tutorials on platforms like YouTube, Instagram, and TikTok, more appealing and conducive to learning compared to traditional library resources (3). Despite the popularity of technology-based learning media, challenges persist, such as unclear or incomplete content, the necessity of specific applications that require installation, and large data requirements for access, among others (4).

Within the field of economics, digital-based learning media remains notably limited (5,6). For instance, at the higher education level, there are few digital resources presenting economic topics. However, economics, as a discipline, studies the daily human behavior in managing scarce resources to achieve prosperity (7). It should be easily comprehensible and explainable even through technology-based media.

Given the aforementioned challenges, the researchers perceive the need for technology-based learning media in the educational sector as both crucial and urgent. This necessity extends beyond mere

compliance with contemporary trends; it is essential for students, as prospective professional workers, to possess knowledge relevant to their field of study (8).

In designing technology-based learning media, the focus should not solely be on contemporary aspects but also on the effectiveness in conveying and efficiently accessing economic concepts, all while being cost-effective. Thus, technology-based media is deemed of high quality and practical (9).

Among the considered economics learning media that meet the criteria of effectiveness and efficiency at the higher education level is short film media. With advancing technology, information is not limited to newspapers, books, and posters but can also leverage films. Films, as rich artistic creations, serve to convey information and act as mass media, communication media, entertainment media, educational media, and marketing tools through a narrative (10). The term "filmmaking" refers to the comprehensive understanding of the entire process, encompassing preparation, planning, execution, and supervision of message delivery. In its production process, the film requires a camera.

In this research, the developed short film serves as a field fact portrait containing studied economic concepts, such as consumer behavior, producer behavior, equilibrium prices, elasticity, markets, and

so forth. Adult learners, represented by university students, will naturally design the short film's storyline based on observations from their daily lives. The short film project is a collaborative effort undertaken by groups of 3 to 4 students. The guidance provided by the instructor aids groups in identifying natural situations in the field that can be linked to the economic concepts under examination. Therefore, at the end of the learning process, students may attain a profound understanding of the economic concepts.

MATERIALS & METHODS

This research comprised three stages: (1) preliminary study, (2) product design formulation, and (3) implementation and evaluation, as outlined by Iga Luhsasi Dwi & Sadjarto Arief (2017) (2). The resulting product from this research was a short film within the scope of microeconomic theory. The development stages of the short film-based economic learning media are illustrated in Figure 1 below.

The research was conducted from February 2022 to November 2022, involving fourth-semester students majoring in Economic Education at Universitas Nusantara PGRI Kediri, enrolled in the Microeconomics course. Data were collected through observation, interviews, and testing of learning outcomes. The analysis was conducted qualitatively.

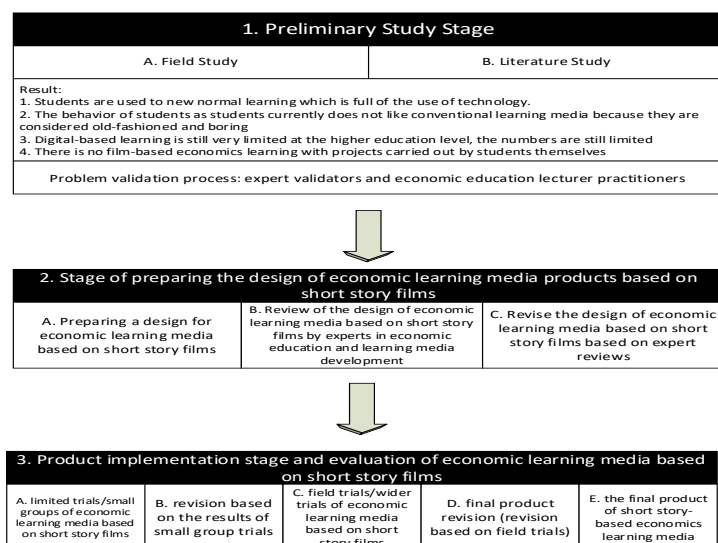


Figure 1. Stages in the Development of Short Film-based economics learning media (Source: Data Processing)

RESULT

1. Observation is the process of collecting data directly by systematically and meticulously observing, recording, and documenting human behavior to obtain accurate information based on real facts (11). The observation activities were carried out throughout the microeconomics course and the implementation of the short film project. In this research, the researcher acted as the lecturer for the microeconomics course and, simultaneously, as an observer. The observation was conducted using an observation instrument sheet prepared by the researcher. The assessment points in the observation sheet included:

- a. The depth of students' mastery of economic concepts
- b. Clarity and coherence of thinking
- c. Originality of ideas/concepts
- d. Critical thinking ability and accuracy in capturing real phenomena/situations
- e. Students' attitudes in working collaboratively in teams/groups.

Based on the observation results through the short film learning media, it was evident that students had a profound understanding of economic concepts. Students achieved

higher-order cognitive capacities, demonstrating critical and systemic thinking through:

- a. Sequential and systematic thought processes.
- b. Identifying and analyzing economic phenomena in everyday life.
- c. Connecting economic phenomena in daily life with selected economic concepts accurately.
- d. Demonstrating critical and creative thinking in developing the short film's storyline to make it natural and contextual.

2. Interview Result

Interviews in research are conducted to gather information through direct questioning and answers with information sources (12). The information source in this study was fourth-semester students in the Economic Education program at Universitas Nusantara PGRI Kediri. Interviews were conducted to obtain information in the form of comments/testimonials from students regarding the feasibility of the short film as an economics learning media at the higher education level. Structured interviews were employed, planned in advance with a predetermined list of questions. Several recorded interview excerpts include:

Respondent 1:	<i>"The short film project was really beyond my expectations because usually, professors only assign group tasks like essays, discussions, and presentations. I think this short film project is very pleased and unique because group assignments are no longer boring."</i>
Respondent 2:	<i>"Initially, I didn't understand what an economic short film was like, but after it was explained by the lecturer and experiencing it myself, I realized more and more that economic knowledge cannot be separated from daily human life. Turns out, Ms. Mita (the lecturer) is right, economics lessons are not meant to be memorized but to be understood and investigated."</i>
Respondent 3:	<i>"What's interesting for me is when I try to interpret situations that happen in daily life with the economic concepts discussed in class. What I found is that every form of conscious or unconscious good behavior always measures the benefits and losses. The only difference, according to Ms. Mita, is that some are based on selfishness for personal gain and some are based on devotion to the Creator."</i>
Respondent 4:	<i>"Through the short film project, I feel I have become more aware in my behavior and have the sensitivity to know which decisions are right and wrong."</i>
Respondent 5:	<i>"I am a student participating in the student exchange program, Kampus Merdeka. I am very happy with this economic short film project because besides gaining a better understanding of economic material, I can build close friendships, which I was initially worried about with friends from the Economic Education program at UNP Kediri because I come from a different program."</i>
Respondent 6:	<i>"My knowledge of economics has expanded; I can recognize economic events in daily life and interpret them in different contexts without the need to memorize. I am ready to face exams with confidence."</i>
Respondent 7:	<i>"I feel more confident, creative, and critical. I am challenged by other ideas that I will develop. And I now know that making a film is not easy, even if its duration is short."</i>
Respondent 8:	<i>"The benefits I gained from working on the economic short film project are: 1. Mastering microeconomic material more thoroughly, 2. Being more patient, 3. Being able to accept input from others, 4. Conducting deliberations that reach consensus. Because without good deliberations, the economic short film project would not have been successful."</i>
Respondent 9:	<i>"The economic short film project is a challenge for me, especially since the story will be uploaded to YouTube, which</i>

	<i>is a source of pride for us. I hope there will be similar projects next semester so that economics learning is not boring, and students can be more creative."</i>
Respondent 10:	<i>"Thank you, Ms. Mita (lecturer), for guiding us with great patience, detail, and diligence. We realize that our group had to revise multiple times because we couldn't interpret economic events in society. But because Ms. Mita (lecturer) was always ready and patient to guide us, it made us unafraid to ask and continuously identify the situation in the field. Ms. Mita (lecturer) also meticulously checked our script. All of Ms. Mita's (lecturer's) input was cool and genius for us; we didn't think of it beforehand. We didn't even expect that the result of our group's short film project would be the best in the class. Thank you, Ms. Mita. Keep being an inspiring lecturer."</i>

3. Learning Test Result

Data from the learning test were collected from a set of 20 essay questions that students had to answer as feedback on the effectiveness of the short film-based economics learning media. The types of questions covered various topics, including:

- a. Classical economic principles
- b. Consumer behavior theory
- c. Demand
- d. Other factors affecting demand
- e. Movement and shifts in demand curves
- f. Supply theory
- g. Other factors affecting supply
- h. Movement and shifts in supply curves
- i. Elasticity of demand
- j. Elasticity of supply
- k. Equilibrium price and shifts.
- l. Tax effects on equilibrium points
- m. Subsidy effects on equilibrium points

The learning test results indicated that students had a very good understanding of microeconomic material. Students also demonstrated excellent skills in drawing curves. Additionally, students could generalize their understanding to analyze economic news or articles. Table 1 below shows the students' learning test scores. From Table 1, it is observed that fourth-semester students, as subjects of the research on the development of short film-based learning media, achieved a range of very good scores, with the lowest score being 82. Thus, it can be concluded that Economics Learning Media Based on Short Films is suitable for use in higher education.

DISCUSSION

Development Stages

As we embark on the exploration of the Development Stages, the initial phase, Preliminary Study, serves as a critical

foundation. This stage involves the identification of issues in the field and a thorough literature review, unveiling crucial insights that set the context for subsequent stages. The situational portrait highlights emerging trends in learning preferences and the researcher's imperative to address existing gaps, laying the groundwork for the innovative approach outlined in the following sections.

1. Preliminary Study

In the preliminary study stage, the researcher identified issues occurring in the field and conducted a literature review. Based on field identification, the situational portrait revealed:

- a. New normal learning utilizing technology/virtual platforms.
- b. Current trends among students, perceiving conventional learning media such as textbooks as outdated and dull.
- c. The preference of students for video content (audiovisual) as it is considered more engaging and enjoyable

Meanwhile, findings from the literature review indicated:

- a. Economics tutorials accessed on YouTube primarily consist of tutorials.
- b. In cases of alternative content, it predominantly involves explanations or clarifications.
- c. Limited availability of economics learning media for higher education, especially in audiovisual format.
- d. The absence of learning resources/media in the form of economic films containing microeconomic concepts/material.
- e. Limited involvement of students in designing contemporary (audiovisual) economic learning media.

Based on these findings, the researcher deemed it important and urgent to develop

innovative, creative, and contemporary economic learning media in line with current student preferences for audiovisual formats. The chosen format considered feasible was in the form of short films, as they can capture economic concepts through everyday social phenomena and actively engage students in the development of learning media.

2. Steps in Designing Short Film-Based Economics Learning Media

The process of designing Economics Learning Media Based on Short Films begins with the identification of economic concepts. Economic concept identification is obtained through the study of microeconomics courses. In these courses, students learn to recognize the behaviors of

producers and consumers, as well as other factors influencing the formation of prices, elasticity, and more. Subsequently, based on their understanding of economic concepts, students can recognize and identify occurrences of these concepts in everyday life. The media development stage concludes with student action in the form of designing a short film script and carrying out the filming process for the economic short film. The entire process is facilitated and evaluated by the instructor to ensure that the short film designed by students aligns accurately with the referenced economic concepts. A concise overview of the process of designing Economics Learning Media Based on Short Films is depicted in Figure 2 below.

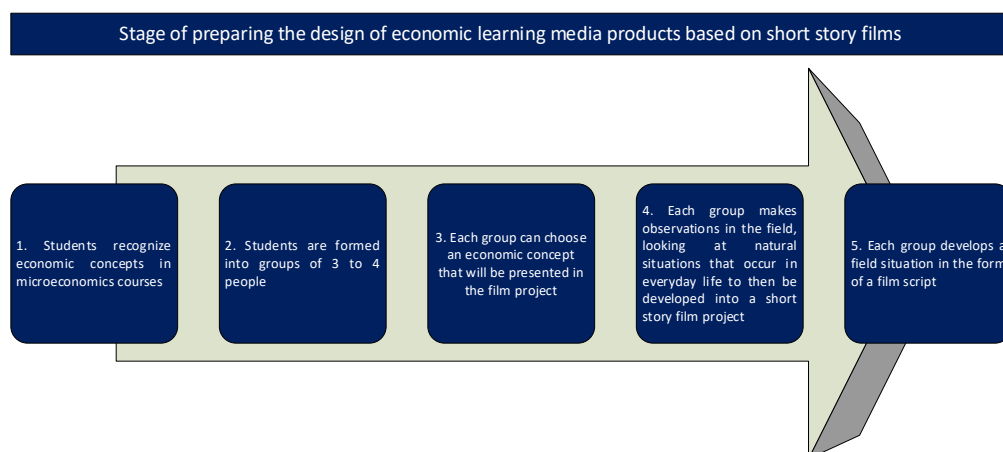


Figure 2. Stages in the Development of Short Film-based Economics Learning Media (Source: Processed Data)

3. The Implementation and Evaluation of Short Film-Based Economics Learning Media

The implementation stage consists of small-scale and large-scale trials, differing primarily in the target audience size. The small-scale trial involves a limited group, while the large-scale trial targets a larger and more representative audience. The small-scale trial involves a few students taking the Introduction to Economics course.

From the small-scale trial, feedback from respondents highlighted the need to add Indonesian subtitles to the bottom part of the economic short film scenes to enhance

audience understanding. Additionally, experts reflected that, at the end of the film, questions about the economic concepts presented should be added to ensure viewers comprehend the educational significance of the film, beyond its entertainment value.

Feedback from both the small-scale group and experts was addressed through necessary adjustments and revisions. After revisions, the Economics Learning Media Based on Short Films was ready for a large-scale field trial. The subjects for the field trial included all first-semester students taking the Introduction to Economics course and all fourth-semester students enrolled in the Microeconomics course. Feedback from

the student subjects focused on improving the film's opening to make it more engaging by adding background music and other enhancements. Conversely, economics education experts deemed the film sufficient, as it did not present any fundamental issues hindering the delivery of economic concepts. They affirmed that the film's storyline effectively conveyed an understanding of economic concepts to students.

Score	Number of Students (in Percentage)
100 - 95	48%
94 - 90	32%
89 - 85	10%
84 - 80	10%
79 < 0	0%
Total	100%

Table 1. Learning Test Score (in Percentage)

CONCLUSION

Based on the discussion, it is evident that economics learning media in the form of short films are highly effective for use in higher education. This is attributed to the fact that working on short film projects stimulates students to think constructively and contextually, leading to a profound understanding. Additionally, adult learners, such as university students, can maximize their creativity through short film projects. Recommendations for the development of economics learning media based on short films for higher education include the need for socialization and dissemination. Socialization and dissemination can take the form of seminars, workshops, training, and similar activities involving lecturers as learning practitioners. This is crucial because film projects in the field of economics and education are still unfamiliar, despite economics itself being a reflection of daily human life, both individually and in society. Furthermore, providing grants and similar appreciations can serve as encouragement for lecturers to engage in further development and research on short film projects for higher education. This article is expected to serve as a bridge of ideas for researchers.

Declaration by Authors

Acknowledgement: None

Source of Funding: None

Conflict of Interest: The authors declare no conflict of interest.

REFERENCES

1. Arham M. Efektivitas Penggunaan Youtube Sebagai Media Pembelajaran. *Akademia Education*. 2020;
2. Luhsasi DI, Sadjiarto A. YouTube: Trobosan Media Pembelajaran Ekonomi Bagi Mahasiswa. *Jurnal Ekonomi Pendidikan dan Kewirausahaan*. 2017;5(2).
3. Yusnia Y. Penggunaan Media Video Scribe dalam Pembelajaran Literasi Sains Untuk Mahasiswa PGPaud. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*. 2019;10(1).
4. Widiyanto E. Pemanfaatan Media Pembelajaran Berbasis Teknologi Informasi. *Journal of Education and Teaching*. 2021;2(2).
5. Wisada PD, Sudarma IK, Yuda S AdrIWI. Pengembangan Media Video Pembelajaran Berorientasi Pendidikan Karakter. *Journal of Education Technology*. 2019;3(3).
6. Asyhari H, Montessori M, Nora D. Penggunaan Media Pembelajaran Ekonomi Dan Faktor Mempengaruhinya. *Journal of Multidisciplinary Research and Development*. 2022;
7. Ihsan H. Penguasaan Konsep Ekonomi Terhadap Pola Perilaku Konsumsi Siswa. *SCHOLASTICA: Jurnal Pendidikan dan Kebudayaan [Internet]*. 2022 [cited 2024 Jan 7];4(1):74–91. Available from: <http://www.jurnal.stitnualhikmah.ac.id/index.php/scholastica/article/view/1385>
8. Aswita D. Merdeka Belajar Kampus Merdeka (MBKM): Inventarisasi Mitra dalam Pelaksanaan Magang Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan. *Prosiding Seminar Nasional Biotik*. 2022;9(2).
9. Ramadhina D, Rohman I. Problematika Guru dalam Penggunaan Video Youtube sebagai Media Pembelajaran di Sekolah Dasar. *Mimbar Ilmu*. 2022;27(1).
10. Setiawan AD, Bezaleel M. Perancangan Film Pendek “Bukan Hak-Ku” untuk Menanamkan Nilai Kejujuran pada Anak Usia 8-12 Tahun. *ANDHARUPA: Jurnal Desain Komunikasi Visual & Multimedia*. 2019;5(01).

11. Safitri U, Aunurrahman, Miranda D. Pelaksanaan Penilaian Hasil Belajar Anak Usia Dini Di Tk Lkia Ii Pontianak. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa JPPK*. 2019;8(9).
12. Chan F, Kurniawan AR, Melinda LG, Priantini R, Zubaedah Z, Suharti SR, et al. Implementasi Pendidikan Karakter Disiplin Pada Peserta Didik Di SD Negeri 187/1 Teratai. *PENDAS MAHAKAM: Jurnal Pendidikan Dasar*. 2020;4(2).

How to cite this article: Eunike Rose Mita Lukiani, Bayu Surindra, Efa Wahyu Prasatianingtyas, Elis Irmayanti, Zainal Arifin, Arif Permana et.al. Development of short film-based economics learning media for higher education. *International Journal of Research and Review*. 2024; 11(1): 487-493. DOI: <https://doi.org/10.52403/ijrr.20240154>
