

Students' Perceptions Of How To Teach Economics Teachers At Senior High School Muhammadiyah I Palangka Raya**Sovia Amalia¹, Iin Nurbudiyani², Sonedi³, Muhammad Jailani⁴, Muhammad Andi Setiawan⁵**^{1,2,3,4,5} Faculty of Teacher Training and Education, Universitas Muhammadiyah Palangkaraya, Central Kalimantan, Indonesia**Research Article****Citation Information:**Amalia, S., Nurbudiyani, I., Sonedi., Jailani, M., Setiawan, M. A. (2023). Students' Perceptions Of How To Teach Economics Teachers At Senior High School Muhammadiyah I Palangka Raya. *International Journal of Universal Education*, 1(1); 14-18.

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ABSTRACT

This study aims to determine students' perceptions of how to teach economics teachers at Senior High School Muhammadiyah I Palangkaraya. This study uses data collection techniques of observation, interviews, and documentation. Interviews were conducted with 10 students of class X IPS-2 regarding how to teach economics teachers. Observations and documentation were carried out on matters relating to students' perceptions of how to teach economics teachers at Senior High School Muhammadiyah I Palangkaraya. Descriptive research method with data collection techniques of observation, interviews, and documentation. This research was conducted from April to June 2022, located at Senior High School Muhammadiyah I Palangkaraya with the research subjects of 10 students consisting of teachers of economics subjects and students. Descriptive research method with data collection techniques of observation, interviews, documentation and questionnaires. This research was conducted from April to June 2022, located at Senior High School Muhammadiyah I Palangkaraya with the research subjects of 10 students consisting of teachers of economics subjects and students.

Keyword: Students' Perceptions, Teach Economi, Teachers**Corresponding Author:**

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Education is very important to determine the success of development goals because human resources are assets that play a very important role in driving development activities for the future. Because it will not be possible for a human being to be able to manage natural resources, be able to follow the progress of science and technology and be able to do this, This research will examine students' perceptions of how to teach economics teachers, especially in economics subjects at Senior High School Muhammadiyah I Palangkaraya. Based on observations for two months made by researchers in class X social studies at Senior High School Muhammadiyah I Palangkaraya, there is a problem with the perception of how to teach economics teachers. This research can be addressed with a value that has not reached the minimum completeness criteria. Based on the results of observations made by researchers for one month at Senior High School Muhammadiyah I Palangka Raya. This results in many students not understanding the material delivered by the teacher. When researchers interviewed students about learning outcomes that did not reach KKM, educational participants answered for various reasons, including students' lack of understanding of the economics lesson. Based on the problem description above, the researcher is interested in conducting qualitative research entitled "Perceptions of Learners on How to Teach Economics Teachers at Senior High School Muhammadiyah I Palangka Raya". (Anggraeni et al., 2020) defines perception as "The process by which individuals manage and interpret their sensory impressions to give meaning to their environment. However, what a person perceives can differ from the object's reality. It doesn't always have to be different, but it often gets disagreed.

Factors that play a role in perception (Rini & Iswara, 2020) concluded that two factors determine perception, namely: Functional factors are factors derived from needs, past experiences, and other things that include what we call personal factors. Functional factors that determine perception are objects that meet the goals of individuals who perceive; for example, in this study, the learning objects of economic subjects include subject matter, teachers, infrastructure, and school environment. Structural factors, i.e., factors derived solely from the nature of the physical stimulus against the neuro effects of the individual, i.e., the

student himself. Structural factors that determine perception, according to Gestalt theory, if we want to understand an event, we cannot examine separate factors but view them as a whole.

(Prabowo, 2019), many objects, namely everything around humans, can be perceived. Man himself can be the object of perception. Because so many objects can be perceived, objects of perception are generally classified. Objects of perception can be distinguished from objects that are human and non-human. This human object of perception is called a personal perception or social perception. At the same time, the perception that objects are non-human is often referred to as nonsocial perception or also referred to as things perception. Selective perception (Nurdin, 2016) is a term applied to the tendency of human perception influenced by wants, needs, attitudes, and other psychological factors. Selective perception plays an important role in a person's communication. Selective perception means that different people can respond to the same message differently. One concept that perhaps adds to our knowledge of how people process information from mass communication is the idea of schema. Although scholars have no help, schemas are cognitive, comprising organized knowledge about situations and individuals from previous experiences.

Subliminal perception, another topic involving mass perception and communication, is a dramatic and controversial technique known as Subliminal Perception. It is the thought that stimuli can influence a person they are unaware of. Among the three perceptions above, the author prefers selective perception because, in this theory, the tendency of human perception is influenced by wants, needs, attitudes, and other psychological factors. Understanding Student Perception According to (Suwanto & Fajri, 2018), "Perception is an interpretation of a living situation." Each individual sees the world in his way, which is different from the other. This perception influences individual behavior. A teacher can understand students better if he is sensitive to how someone sees a certain situation.

According to (Bimo Walgito, 2010), students' perceptions of economics subjects have the following indicators: Absorption or reception of stimuli or objects from outside the individual. These stimuli or objects are absorbed or received by the five senses, sight, hearing, touch, smell, and taste, individually or together. The results of absorption or reception by these sensory devices will get images, responses, or impressions in the brain. The picture can be singular or plural, depending on the object of perception observed. In the brain are collected images or impressions, both old and newly formed. Whether or not the picture is clear depends on whether or not the stimuli are clear, the normality of the sense organs and time, just or a long time ago. After images or impressions occur in the brain, the images are organized, classified (classified), compared, and interpreted to form understanding or understanding. The process of understanding or understanding is unique and fast. The understanding that is formed also depends on old images that the individual has previously had (called perception). After understanding or understanding is formed, there is an assessment from the individual. The individual compares the newly acquired understanding with the criteria or norms that the individual has subjectively. Individual assessments vary even if the objects are the same. Therefore perception is individual.

According to (Saragih et al., 2020), teaching is an effort to organize the environment for students and learning materials that cause the learning process. Teaching is a process of organizing and organizing the environment around students so that they can grow and encourage students to carry out learning activities. (Hardiyanti et al., 2022) defines teaching as guiding student learning activities, organizing and organizing the environment around students to encourage students to learn. According to (Baety & Munandar, 2021), an economist put forward a detailed definition of economics, namely: "Economics is a study of how people and society make choices, by means or without the use of money, using limited resources but can be used in various ways to produce various types of goods and services and distribute them for consumption now and in the future, to various people and groups of society.

METHOD

The research was conducted at Senior High School Muhammadiyah 1 Palangka Raya with the subject of class X IPS 2 research which amounted to 26 students consisting of 12 male and 14 female students. This research uses a descriptive research method with a qualitative approach because research seeks to reveal or describe the state of the object under study through population data (actors studied), then analyze and draw conclusions that can be generally applicable. According to (Endang Sri et al., 2022), qualitative research has no limit to the distance between researchers and those studied. The relationship in qualitative research is based on trust between researchers and those studied. When in the field, researchers make intense relationships to get closer and can get more in-depth data. (Glazer et al., 2019), the qualitative approach emphasizes meaning and understanding from within (*verstehen*), reasoning, the definition of a certain situation (in a certain context), and examining things related to everyday life. The qualitative approach, furthermore, attaches importance to the process rather than the final result; therefore, the sequence of activities can change depending on the conditions and the number of symptoms found. Data in this study were

obtained from observations, interviews, and documentation. In this study, the data sources used were primary data and secondary data. The primary data came from economics teachers and grade X Social Studies 2 Senior High School Muhammadiyah I Palangkaraya students. The number of students is 26, consisting of 12 men and 14 women. Students who were respondents were ten people with the initials AAFA, FR, RAP, SAP, DRZ, AWNC, MHI, ZGN, RW, and AMR. At the same time, secondary data were obtained from reference books, previous research, and other supporting documents.

RESULTS AND DISCUSSION

Based on the results of interviews conducted with ten students of grade X social studies in economics subjects, students' perceptions of how to teach economics teachers, to find results in interviews where researchers found the same facts to answer the focus of research on three indicators put forward by (Bimo Walgito, 2010), the interview results were obtained as follows:

Absorption or reception

Based on the results of interviews with (NS-1) with initials (AAFA) about the application or acceptance of answers, I rarely accept material that the teacher has established because my teacher sometimes explains the material too quickly. (NS-1). The answer from (NS-2) with initials (AWNC) has a similar answer about the absorption or acceptance indicator: I did not accept the explanation of the material because the teacher was too quick to embody the material. Based on the results of interviews with these students, it turns out that students are less able to absorb or accept the explanation of the material to be learned in economics subjects because when the teacher explains the teacher too quickly explains, the material is delivered.

Understanding

Based on the results of interviews with (NS-1) with initials (DRZ) about the following indicators of understanding or understanding: Yes, I think the way of teaching teachers is easy to understand and easy to understand. (NS-1). Answers from (NS-2) with initials (RW) have similar answers about indicators of understanding or understanding. Yes, it is easy to understand and understand. (NS-2). Based on the results of interviews with these students, it turned out to be, according to the students, How to teach economics teachers easy to understand and understand in the process of learning economics. Teachers also try to help students who cannot understand the material the teacher explains outside and in the classroom.

Assessment or evaluation

Based on the results of the interview (NS-1) with initials (RAP) about assessment or evaluation indicators, the following answers were obtained: Yes, always evaluate our learning results in every material that has been delivered. Answers from (NS-2) with initials (ZGN) have similar answers about assessment or evaluation indicators: yes, evaluate, often give questions, questions, and answers, do quizzes, and give PR in each material that has been explained. (NS-2) Based on the results of interviews with these students, it turns out that students say that teachers always evaluate or assess their learning outcomes by doing questions and answers, quizzes, and giving homework.

The results of observation, interviews, and documentation with the students above can be analyzed by students greeting the material by the teacher is good such as the teacher only explaining based only on the package book then students do not understand the material, using a construct model by the teacher so that students can easily understand the material with the help of original documents provided by the teacher are finished according to the answers of students, They become more understanding of the material not just knowing about the material. Still, they can repeat and understand what the teacher incarnates. The teacher carries out the material according to the teacher's explanation in detail, sequentially, and slowly so that all students can receive the material properly.

The way teachers learn is also interesting because it is carried out in groups so students can discuss to deepen their understanding of the material further. On the sidelines of the teaching and learning process, students ask several questions if there is an understanding of what is explained by the teacher, and when the teacher asks, the students can answer correctly, and according to the teaching teacher, students can already understand the material. Teachers always use media in teaching, and the media used has varied. The media teachers use here in the teaching and learning process do the school and real media provide package books in everyday life. Students agree that the media used by teachers makes them more interested in learning because students get a lot of new things through the media used and are not boring so that it becomes not boring. The media used by teachers are varied and more interesting, and they not only imagine what the teacher explains but can see directly and study the material together.

CONCLUSION

Based on the research results that researchers carried out with the title "Persepsi Students on How to Teach Economics Teachers at Senior High School Muhammadiyah I Palangkaraya". From the data obtained through observation, interview, and documentation methods, it can be concluded that students' perceptions of how to teach teachers have been in line with student perception indicators. However, there are several ways to teach teachers that teachers must improve to be even better in the future. Based on students' perceptions of how to teach economics teachers, it is proven that students easily absorb or accept the material explained by the teacher because of the way the teacher teaches dance, and the teacher always gives examples of every material explained so that students easily absorb learning material. Based on students' perceptions, teachers have provided understanding and understanding to students. It is proven that teaching economics teachers according to students is easy to understand or understand the teacher's material. The teacher will praise if students answer correctly, with good words, smart, and so on. Students also express their sense of pleasure and gratitude when they get praise from teachers. Based on students' perceptions of how to teach, teachers say that teachers always provide assessments or evaluations when the lesson material has been completed. They were given tasks such as summarizing and recording material that has been equalized, freeing students to choose the right way for students, doing questions and answers, conducting quizzes, and giving homework.

Based on the research results and the reality in the field, researchers can provide suggestions or input that may be useful for school institutions that are the object of research so that they can be used as motivation or input material to succeed in teaching and learning activities to be even better, some suggestions recommended by researchers are: It is expected that they can be even more enthusiastic in learning economics because economics lessons are very important lessons for everyday life and future life, active in every lesson and can learn from all sources either from books or other online sources. The way of teaching economics teachers is very good, and it is hoped that teachers can always provide positive support and develop an interesting teaching and learning process so that students are interested in following the learning process well. The research conducted by researchers focuses on how to teach teachers, which among other things, provides acceptance, understanding, and assessment, for further researchers are expected to develop this research more specifically. Moreover, teaching teachers is very varied, so it needs to be balanced with the pace of development.

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