

Revitalizing Economic Learning : Uncovering Innovative Teaching Methods that Go Global

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ABSTRACT

This article explores diverse teaching methods employed in economics education in Indonesia and other nations. It focuses on the interaction between educators and learners to cultivate knowledge. The selection of methods hinges on learning objectives and subjects. Employing a systematic literature review, the research identifies, describes, and compares teaching approaches. Initial keyword searches yielded articles; subsequent screening eliminated some based on eligibility criteria. Among the 50 articles finally included (24 from SCOPUS and 26 from SINTA), 29 distinct teaching methods emerged. The SINTA articles predominantly highlighted problem-based learning (PBL) and project-based learning (PBL), while SCOPUS articles frequently discussed ICT media, film, and active learning strategies. These findings are pivotal for refining economics curricula and pedagogy in Indonesia, enhancing the quality of education delivery.

Keywords: *Systematic Literature Review, Learning Method, Economic Education, Teaching Instruction, Teaching Method*

1. INTRODUCTION

In the era of globalization and the rapid development of information technology, economic education is becoming increasingly important to equip students with relevant knowledge and skills and to help them understand and cope with global economic changes. Revitalizing economic education is an important step in updating the teaching methods used in the classroom to ensure that they remain relevant and effective [1]–[3].

Teaching methods serve as a framework for teachers to achieve their educational goals. The classroom is a key setting in which the learning process takes place. This process involves interaction between teachers and students. It is important to note that learning and teaching are different concepts. Teaching focuses primarily on the activities performed by teachers to impart knowledge, while learning has a broader scope that includes the activities performed by both teachers and students in the process of acquiring knowledge [4].

Appropriate teaching methods are very important in teaching economics as they can affect students' understanding, interest and participation in learning economics. Here are

some reasons why appropriate teaching methods are essential in teaching economics. Economics is a complex subject and can often be confusing for students. In economics, many abstract concepts such as supply and demand, inflation, and economic growth are difficult to understand without clear explanations and appropriate teaching methods. This is because, at its core, economics is a study of the way people live and how those concepts can be used in life. [5]. Because of the mathematical approach to teaching economics, it is important to understand effective teaching methods in an educational context to help students better understand economic concepts, as economics requires both literacy and numeracy skills. Because different students learn economics in different ways [6]. Interesting and interactive teaching methods can increase students' interest in economics. When students learn in a fun way, for example through economic simulation games or real-life case studies, they tend to be more interested and motivated to learn more. High interest will help students deepen their understanding and encourage them to explore economic topics further.

The method is an operational step of the learning strategy chosen to achieve the learning objectives [7]. Therefore, when using a learning method, the learning resources must be adapted to the type of strategy used. In practice, various methods are used to teach economics, from expository methods such as lectures to innovative methods such as problem-based learning (PBL), project-based learning (PjBL), inquiry, simulation, and other methods [8]–[10]. This study aims to collect information, identify, describe, and compare teaching methods in teaching economics in Indonesia and other countries using content analysis of several scientific journals on economics education published nationally and internationally from 2020 to 2023. The output can be used in curriculum development and teaching economics education and teaching in educational units in Indonesia. Thus, the main question in this study is: What are the teaching methods used in teaching economics in different educational institutions?

In addition, an important aspect of revitalizing economic learning is identifying teaching methods that are popular around the world. These teaching methods include innovative, interactive and cutting-edge approaches that have been shown to be effective in facilitating students' understanding of complex economic concepts.

2. METHODS

2.1. *Research Design*

In this study, the content of articles published in national and international scientific journals was reviewed using the principle of systematic literature review. The collected articles were then systematically reviewed with several inclusion and exclusion criteria, the review process included identification, screening, eligibility assessment, data extraction, and data analysis.

2.2. Data Source

Two databases were used to select articles from the results of the content analysis of economic education journals. For Indonesia national journals, articles registered in the Science and Technology Index (SINTA) database were utilized SINTA is a platform for measuring science and technology developed by the Ministry of Research, Technology and Higher Education of Indonesia., and for international journals using articles in the SCOPUS database It is one of the most comprehensive databases of abstracts and citations in the peer-reviewed literature. Scopus currently covers nearly 36,377 titles from 11,678 publishers, including 34,346 peer-reviewed journals in the following subject areas top subject areas: life sciences, social sciences, physical sciences, and health sciences. With a publication period between 2020 and 2023, consisting of 96 articles from 6 journals indexed in SCOPUS and 29 articles from 7 journals indexed in SINTA which mentions teaching methods. From these, we selected 13 journals with 125 articles to be analyzed in detail.

2.3. Systematic Review Process

The first stage, the review process, is the identification of the keywords used in the search process in the SCOPUS and SINTA databases. Keywords "teaching method, method, teaching model.

The second step was the review of the eligibility criteria of the articles and the exclusion of the articles to be selected. To select the articles to be analyzed later, especially those related to economic teaching methods, the following criteria were used:

- a) Type of research; academic article
- b) Publishing period; 2020-2023
- c) Content; research on economic teaching methods
- d) Language; Indonesian and English.

In the third stage, the process involves sorting the eligibility of articles based on predetermined criteria. These articles are then manually evaluated by the author by reading the title, abstract and content of the article. After going through this process, fifty articles were obtained that met the criteria for the final stage, specifically 24 articles from SCOPUS-indexed journals and 26 articles from SINTA-indexed journals.

Table 1. Articles From Sinta Journals Sinta

Journal Name	Authors
Economic Education Analysis Journal	[9], [33], [8] [34], [35]
Ekuitas: Jurnal Pendidikan Ekonomi	[36], [37], [38] [39], [10]

Journal Name	Authors
JPEK (Jurnal Pendidikan Ekonomi dan Kewirausahaan)	[40], [41] [42], [43]
Jurnal Inovasi Pendidikan Ekonomi (JIPE)	[44], [45], [46] [47]
Economica	[48], [49], [50]
Jurnal PROFIT Kajian Pendidikan Ekonomi dan Ilmu Ekonomi	[51], [52], [53] [54]
Jurnal Pendidikan Ekonomi Dan Bisnis (JPEB)	[55]
<i>Source: Compiled by the author</i>	

Table 2. Articles From Scopus Journals Scopus

Journal Name	Authors
International Review of Economics Education	[11], [12], [13] [14], [15], [16] [17], [18]
International Journal of Learning, Teaching and Educational Research	[19], [20], [21] [22], [23]
Internasional Journal of Emerging Technologies in Learning	[21], [24] [25], [26]
Journal of Economic Education	[27], [28], [29] [30]
International Journal of Pluralism and Economics Education	[22], [31]
Education Research Internasional	[32]
<i>Source: Compiled by the author</i>	

2.4. Research Instrument

There are 2 instruments used in this study. First, it is an adaptation of the instrument used by [56], and second, the qualitative content analysis method which is used to analyze the learning methods used. Both references are used as guidelines for analyzing the content to be analyzed [57].

2.5. Data Analysis

The 50 articles that had been obtained were then subjected to an evaluation and analysis to answer the objectives and research questions that had been formulated. These articles were then extracted and classified by reading both the abstract and the full article content to identify relevant topics. Each data obtained based on the research instrument set was collected in a group in Excel. In addition, there will be a presentation of the data, which will be in the form of charts and graphs.

3. RESULT AND DISCUSSION

There has been much discussion about research on teaching methods or learning models in economics education. Teaching methods are the activities of interaction between teachers and students in the process of seeking knowledge. Research on teaching models and methods is important because it is concerned with how the learning atmosphere in the classroom will affect the cognitive, affective, and psychomotor domains of learning. [6], [58], [59]. From traditional learning to modern learning, the development of learning methods has changed a lot. Learning objectives and topics strongly influence the choice of learning methods. For example, teaching economics with topics that require high numeracy skills requires a different approach than teaching economics that relies solely on literacy skills. The choice of teaching methods is influenced by the learning objectives. Clearly defined learning objectives also provide the purpose of the curriculum, facilitate the selection and organization of content, and enable the evaluation of learning outcomes.

3.1. Teaching Methods

A total of 29 different teaching methods were found in the articles analyzed (Figures 1 and 2). In articles published in Scopus-indexed journals, 13 methods are described in detail. Meanwhile, 16 methods are described in detail in articles published in SINTA-indexed journals.

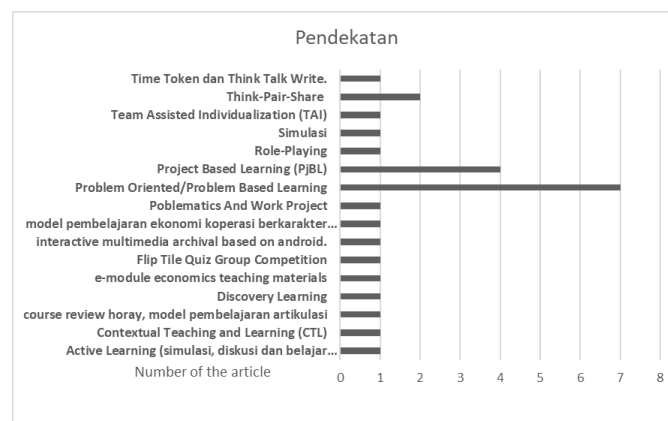


Figure 1. Teaching Methods in SINTA Articles

Based on Figure 1 on publications in the SINTA database, Problem Based Learning (PBL) and Project Based Learning (PjBL) are teaching methods that are often used in economic education research. Seven publications are using PBL and four publications using PjBL, and the Think-Pair-Share method occupies the third position as the most frequently used method. At present, this method has become very popular in Indonesia due to the implementation of the current Indonesian Independent Curriculum. This method focuses on developing critical and analytical thinking skills.[60], [61]. PBL and PjBL learning methods are learning activities that guide students in the process of independent search for knowledge through scientific activities. ([62]), Teacher is only guiding the learning process. Especially in economic learning, this learning method has great potential to improve

student's critical thinking skills. [63]–[68]. This method engages students in real-world projects that allow them to apply economic concepts in a real-world context. Students work in groups or individually to design, develop, and present creative and innovative economic solutions. This approach fosters problem-solving skills, teamwork, and the practical application of economic concepts.

The most frequently used learning methods are PBL, PjBL and Think-Pair-Share, all of which are student-centered and require students to work together and actively participate in the learning process, when students are actively engaged through class discussions, group assignments, or presentations, they have the opportunity to share and gain insights from different points of view. This active participation not only deepens students' understanding, but also helps develop critical thinking, communication and collaboration skills that are invaluable in the study of economics.

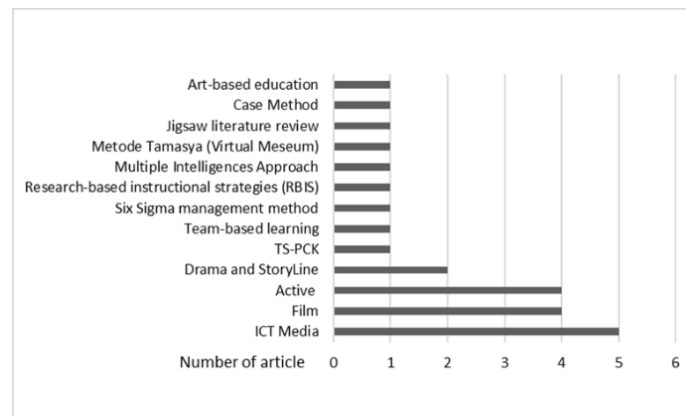


Figure 2. Teaching Methods in Scopus Articles

Based on Figure 2 from the analysis of Scopus articles, the most frequently used learning methods in economic education research are methods that use approaches, ICT media, movies, and active learning. Five publications use the ICT approach, four publications that use movies as a learning aid, and four publications use active learning in the learning of economics. In 4 articles teaching methods using ICT media were found. This method of teaching with the use of ICT media is carried out with different types of media in the article [18] Learning Economics using Python and Google Colab [24] [16] The use of spreadsheets and Twitter. The effectiveness of the student learning process can be increased by combining teaching methods with information and communication technology. This combination is important. It helps students learn better and more efficiently [69], [70]. The integration of ICT, movies, and active learning in learning methods such as PBL, PjBL, and Think-Pair-Share can create a richer and more diverse learning experience, which can enhance students' understanding, engagement, and skills in the study of economics.

Learning economics through the movies. This method of teaching has always been successful in providing an active learning experience for students; presenting reality in the classroom in the form of a film can encourage students to understand the material in the context of the reality presented [22] [31] [28]. Students can gain an understanding of the

value of economics in their lives by connecting it to fun and seemingly unrelated concepts. In this way, they can see that economics is a way of thinking that offers practical insights into the world [71]. By using real-world examples, movie, case studies, or economic simulations, students can see how economic concepts apply in real life. This helps them to understand the relevance of the subject matter and provides a solid foundation for applying the concepts to real-world economic situations in the future.

3.2. Comparison

Based on the results of articles in SINTA-indexed and Scopus-indexed journals, it is evident that the learning methods used in economic education in Indonesia are predominantly student-centered. The most commonly used methods include problem-based learning (PBL) and project-based learning (PjBL), which are part of social learning models that emphasize the development of students' collaborative skills. Problem-based learning (PBL) is a learning model that requires learners to think critically and solve problems on an ongoing basis. The learner's workflow varies depending on the complexity of the problem. On the other hand, project-based learning is a student-centered approach used to conduct in-depth investigations of specific topics.

Economic education abroad uses a variety of learning approaches that make use of information and communication technology. These methods include the integration of various media platforms such as films, social media and web-based educational applications into the learning process. This is possible with full support in terms of facilities and infrastructure needed for information and communication technology learning. The integration of information and communication technology (ICT) plays a critical role in revitalizing economic learning. The use of various tools such as software, applications, and online platforms can greatly enhance student engagement, provide visual representations of economic concepts, and foster collaboration between students and teachers. For example, software applications such as spreadsheet programs allow students to interactively analyse and visualize economic data, enabling them to gain a deeper understanding of economic statistics and trends.

4. CONCLUSION

This study aimed to identify and describe what are the teaching methods used in teaching economics in different educational institutions. Economics is one of the subjects in school that studies the behaviour of both individuals and communities to satisfy their unlimited needs while the means of satisfaction are limited in number. Since the subject of economics requires students' abilities in both literacy and numeracy, due to the mathematical approach in the teaching of economics, it is very important to understand effective teaching methods in the educational context so that students can better understand economic concepts. From traditional learning to modern learning, the development of learning methods has changed a lot until today.

The selection of learning methods is strongly influenced by the learning objectives and the material being taught. For example, in the study of economics, the selection of learning methods will differ greatly depending on the learning objectives and the topic being studied. When the economic material requires high numerical skills, such as data analysis or complex mathematical calculations, then a learning approach that focuses on practical exercises and problem solving might be more effective. On the other hand, when economics topics are more concerned with theory understanding, data interpretation and writing skills, an approach that focuses more on reading, discussion and text analysis would be more appropriate. Therefore, the selection of learning methods that match the objectives and demands of the material is key to achieving optimal learning outcomes in the study of economics.

For the final stage, a total of 50 articles met the criteria, 24 articles from journals indexed in SCOPUS and 26 articles from journals indexed in SINTA. A total of 29 different teaching methods were found in the articles under review 13 methods in articles in Scopus-indexed journals and 16 methods in articles in SINTA-indexed journals. Economic learning methods used in Indonesia mostly use Problem-Based Learning and Project Based Learning methods, which are a family of social learning models that emphasize the learning process of developing students' critical thinking skills and cooperation. Economic learning methods implemented abroad mostly use learning methods based on information and communication technology by integrating the learning process through the use of media such as movies, social media, and web-based learning applications.

To achieve learning objectives, teachers need to choose teaching methods that meet the needs and characteristics of their students. Appropriate teaching methods might include approaches such as lectures, discussions, Problem-Based Learning and Project Based Learning methods, simulations, use of technology, and so on. A combination of these methods can help create a varied learning environment and allow each student to gain a better understanding of economics.

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