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The Use of Information and Communication Technology in Economics Teaching and Learning

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Abstract - The purpose of this paper is to explore the use of ICT in economics teaching and learning. Descriptive analysis is used to describe which ICT was used by lecturer in the UNNES to improve the quality of their learning activities. The result show there are some innovations of lecturer to use the ICT in economics teaching and learning. There are: 1) use social media (Facebook) to engage their student to express something related the course, 2) use UNNES blog to deliver material and academic information, 3) use e-learning (learning management system/LMS) to create attractive learning activities, and 4) use android platform to create mobile application for learning. They argued that by using ICT for teaching and learning the students will be more motivated to learn.

Keywords - ICT, Economics Teaching and Learning, E-Learning, Social Media, M-Learning

I. INTRODUCTION

The use of information and communication technology (ICT) for learning is growing very significant. In the context of learning, it called ICT-based learning, e-learning, m-learning, distance learning and others. Livingstone [1]

said in both schools and homes, information and communication technologies (ICT) are widely seen as enhancing learning, this hope fuelling their rapid diffusion and adoption throughout developed societies.

University had invested substantial fund for development of ICT. Although, the use of ICT for learning and management is not optimal. Opati [2] shows there is a limited formal academic use of ICT at the College. The latter is primarily used as a tool for preparing lectures, for record management and for socializing. Results also indicate that the ICT environment at the College is fraught with a plethora of challenges that hamper its full integration in teaching and learning. Kustini and Nurkhin [3] found that teachers in Semarang Central Java have made use of ICT in learning, but still limited.

Ally [4] stated recently there has been considerable interest in the use of mobile technology in education, although the technology is still evolving. Some countries have undertaken initiatives to implement the use of tablet computers and smart phones so that their citizens can use the technology to learn and to connect to the world. Awadhiya and Miglani [5] said mobile learning (m-Learning) has emerged as a trend in the field of Open and Distance Learning (ODL). It

is removing the time and geographical barriers for learning by placing learning opportunities at the fingertips of learners.

This paper is intended to explore the use of ICT by FE UNNES lecturers in learning what they do. UNNES have invested in ICT is very high, both in infrastructure and human resources development.

II. RESEARCH METHODS

This study uses a qualitative research design. The research objectives are FE UNNES lecturers who utilize ICT in the class. The data collection method is documentation and interviews. Both methods are carried out to explore the activity of FE UNNES lecturers in using ICT for their class. Data were analysed using an interactive analysis models.

III. RESULT AND DISCUSSION

The result show there are some innovations of lecturer in Economics Faculty UNNES to use the ICT in economics teaching and learning. There are: 1) use social media (Facebook) to engage their student to express something related the course, 2) use UNNES blog to deliver material and academic information, 3) use e-learning (learning management system/LMS) to create attractive learning activities, and 4) use android platform to create mobile application for learning. They argued that by using ICT for teaching and learning the students will be more motivated to learn.

Some lecturers used social media like Facebook to inform about course and post a task for students (fig. 1). Through the task posting on Facebook, the student can express their opinion. Students can also find important information about the course. Facebook usage can also be extended with the use of a chat feature, group, send files (documents, images, and links), live video, and the like and comment on posts. Thus the wall of the Facebook account of students and faculty will feature learning activity.

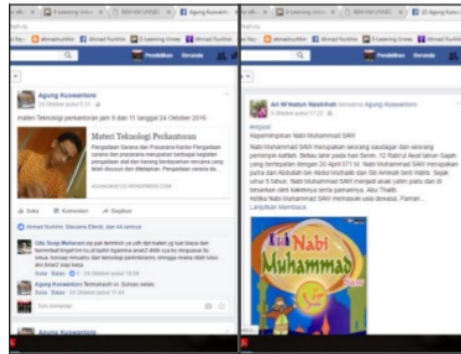


Fig. 1 Use of Facebook for Economics Learning

The lecture of FE UNNES use official blog of UNNES to support their instruction in the class (Fig. 2). Blog UNNES was used to post learning materials, academic information, and others. Several lecturers who have taken advantage by using UNNES blog are:

M. Feriady
(<http://blog.unnes.ac.id/mferiady/>),

Andhi Wijayanto
(<http://blog.unnes.ac.id/andhiwijayanto/>),

Ahmad Nurkhin
(<http://blog.unnes.ac.id/nurkhin/>),

Agung Kuswanto
(<http://blog.unnes.ac.id/agungbae/>), and

Satsya Yoga Basgara
(<http://blog.unnes.ac.id/yoga/>).

The student can access blog of lecturer to get materials and academic information. The lecturer of FE UNNES also use free blog like word press and BlogSpot. They are:

Agung Kuswanto
(<https://agungbae123.wordpress.com/>) and

Tusyanah
(<https://tusyanah.wordpress.com/>).

What is interesting, there are no female lecturer who use blogs UNNES.

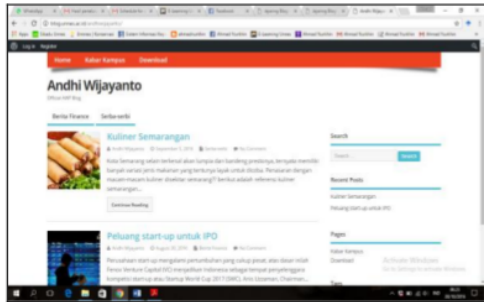


Fig. 2 Use of Bog UNNES for Economics Learning

Some FE UNNES lecturers also take advantage of e-learning features that have been provided by the university, namely e-lena. E-lena UNNES using LMS (learning management system) based MOODLE and has existed since 2013. E-lena used by FE UNNES lecturers to integrate classroom learning in real and virtual classroom. Through features available on the E-lena, faculty can conduct lectures activities online, including uploading course materials, chat and discussion, assignments, providing an online quiz, and test (exam). E-lena is not too popular with the majority of FE UNNES lecturers because it is quite difficult to use.



Fig. 3 Use of E-lena for Economics Learning

The using of android platform to create mobile application also made by a small portion of FE UNNES lecturers. They anticipate the growing of m-learning. The student used their gadget (smartphone and tablet) to support their study. By using their gadget, the student can learn anything from anywhere and anytime. Ally and Stauffer [6] completed a study where students had the option of accessing their course materials from anywhere and at any time using their mobile

devices. Kardoyo et al. [7] found that the use of m-learning intentions for FE students are very high. Fig. 4 shows, an example of android-based application that has been developed by FE UNNES lecturers. Many of the features that can be presented in android based mobile application, namely the provision of material (PowerPoint, video, and music), chat and discussion, quizzes, and more. Students have also successfully developed a mobile application for learning economics and accounting.



Fig. 4 Use of Android Platform to Create Mobile Application

IV. CONCLUSIONS

FE UNNES lecturers have used ICT in their learning and teaching. The form are: 1) the use of social media (Facebook); 2) the use of UNNES blog and other blogs; 3) the use of e-lena (LMS MOODLE based); and 4) the use android platform to develop mobile applications for learning. This study also found a male lecturer more use of ICT in lectures. Difficulty use of ICT to be one cause. Literacy information technology could be developed to improve the competence of lecturers and students.

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(Arranged in the order of citation in the same fashion as the case of Footnotes.)

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