

Early Economic Literacy Debriefing by Using Cartoon Base Book

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Abstract: *The first stage: this research aims to explore the practice and learning needs of economic literacy in primary school. The second stage aims to produce a book based Economic Literacy Cartoon for elementary school age children which contains material from exploration results at the first stage. Stages are used as the stages of designing, testing experts are testing a limited scale and large-scale test. Writing a book Economic Literacy Cartoon-based for Elementary Age Children give an understanding of the economic activities with respect to: (1) Theme and Content of stories adapted to the cognitive and language development of children. (2) The value of understanding economic behavior developed through themes and events that encourage the emergence of perceptions, interests and economic behavior for elementary school age children. (3) Selection of simple language that is easy to understand children. (4) The display is made with the cartoon tailored to the pleasure of reading material to motivate primary school children and enable them to read. And is also done through the development of events with the following characteristics: (1) the theme is presented through a number of events uncharged economic activities. (2) Presenting new knowledge through a variety of events faced by leaders to improve the child's imagination economic activities, by: (a) selecting a story that could lead children to think that is true. (b) Underlying knowledge of the child. (5) Provide an overview of economic behavior that can be useful for life and the hereafter.*

Keywords: *Economic literacy– Books cartoon based –Early age*

I. Introduction

The economic literacy education is needed early because economic literacy plays an important role to trigger self-control in managing limited resources. This self-control will also affect the mental attitude to be more focused on the future financial goals. Self-control which is directed to do and what should be done and what should be avoided related to the achievement of short-term goals, medium-term and long-term.

In conducting economic activities, people must have the knowledge economic, in order to obtain efficient and effective results. Without having the knowledge economic it will be easy to incur losses. General education can yet not guarantee a person is able to determine the economic activity that can improve their welfare.

The phenomenon of low economic literacy as published in Media Indonesia (April 3, 2011) that only 42.6% of the economics teacher who is now better qualified or better qualified. This cause the level economic literacy of the people is low. Low literacy economy will have an impact on consumer attitudes in the people. Another indication of the lack of economic literacy is the number of cases of fraud victims wrapped in investment, low spirit for saving, and excessive spending habits so hard to be smart consumers. Based on the results of research in Indonesia that literacy has no effect on economic growth in Indonesia, this is possible because it is not economic literacy affects close to economic growth, but the effect is economic literacy is close to the economic growth. (Utami, Nunung N: 2011).

The results of research on entrepreneurial behavior coastal areas of South Malang in East Java, that education has no effect on entrepreneurial behavior because respondents thorough education is formal and non-formal education are not related to economic activities that they pursue, it does give an indication that they need education relating to economic activities in order to improve their businesses. (Utami, Nunung N: 2008).

Personal characteristics that significantly affect the education, but negatively affect the business independence urban poor communities (Utami, Nunung: 2007), for example the higher the higher their education, the lower the independence of its business, it means that urban poor communities need education related to their businesses and they are not familiar with economic education for increase their business.

II. Methods

This research is the development of economic literacy learning for elementary school students with a cartoon format, in other words that the results of this study are expected to be obtained books will be favored economic literacy of elementary school students so that the material can be easily absorbed by elementary school students, and will be faithful to their memory, so that can be applied to everyday life and have an impact on

the lives of the long term adulthood. The procedure of development research in this study areas follows: (1) stage of identification: (2) design stage. (3) Development Stage (4) stage of Validation Experts (5) Stage of Trials

Stage of identification: at this stage of the results of exploration of the first phase of the study. Stage of design: synonymous with design, this stage of the preparation of economic literacy books cartoons basis, based on the needs obtained from result of exploration of economic literacy learning practices in elementary school. The stage of Development: To obtain optimal learning development expert then carried out Validation and trials test.

Experts Validation stage testing the economic literacy materials based cartoons by experts in the economic field and an expert on psychology of child. The stage of Trials: carried out to students with limited scale and large scale, the implementation of the results of these trials to the development of a sample of primary school students in the city of Malang. The trial results are used to make revisions and improvements in order to produce economic literacy learning appropriate with the real conditions in elementary school and revised.

III. Results

Economic Literacy books were developed through this research is a book that will embed the true economic behavior from an early age through a fun book to read by children of primary school age are literate book cartoon image-based economic, expected later they will be able for the correct economic behavior, consider in gwh at ever majors they choose in the future could not be separated from the activities of economic behavior. Cultivation economic literacy from an early age Will streng then their future character.

The necessary guidance in preparing this book is covering the aspects: Content, story structure, language and image display.

The Process

Stages in the preparation of economic literacy-based cartoon book are: exploration stage, the identification of topics stage, the book frame design stage, preparation of the contents of the book stage, cartoon design stage and finishing stage.

Illustration of Product

The product in this study as a topic of economic literacy books with pictures of cartoon making fun to read elementary school children, with the hope someday they have a strong character in the economy behave properly, resulting book has been tested by the expert test, limited scale test and wide scale testing.

IV. Discussions

The Economic Literacy books based cartoon has been produced has 22 topic will be divided into two series, namely: (1) Economic Literacy I; series; Economic activity (2) Economic Literacy II: Series: Money, Markets and International Economics.

The book was developed using simple language and has a cartoon image display making fun to read children of primary school age, every topic has a message of economic activities in hopes to reinforce their characters in economic activity in the future, because early cultivation will be ingrained in their memories. The books that have been completed will be tested by experts to examine whether the book has eligibility. Experts Test include tests of child psychologists and economists, tests of child psychologists will advise conformity with the contents of the psychological development of children of primary school age, while economists advise aspects of economic activity and also provide input regarding the book's appearance. The production process of the book involves designer of cartoons.

The economic experts test aspects are: (1) Themes (2) identity of the figure, (3) the storyline, (4) the background of the story, (5) language (6) economic literacy and (7) Illustration of a cartoon.

Appearance include aspects: (1) The size of the paper, (2) The size of the letters, (3) The color of images, (4) Illustration image for ease of understanding, (5) Illustration picture to encourage economic behavior and (6) Illustrative image makes it easy to behave economics.

Psychologists test include aspects (1) conformity with the development of the child's life. (2) conformity with environmental development of the child (3) compliance with the level of understanding of the child (4) have thrust the child to behave economy (5) To strengthen the economic character of the child to behave properly.

The analysis of each topic conducted by experts in economists and experts in child psychology, an example of the analysis of one of the topics are: Want to Be Boss of Shop.

Based on the test results stories of children which have done, it is known feasibility level of story content and appearance aspects of the story. First, the feasibility of aspects of the content of the story, based on test results is demonstrated the feasibility story quite well. Of these seven aspects of the study of the content aspect, the whole aspect of getting positive ratings and can give an idea of how to establish a business and what products would be executed, thus no need to revise the content aspect. Second, the feasibility aspect of the story of appearance, based on expert test showed the feasibility of a story with cartoon images appearance as very good. Of the six aspects of

the assessment criteria have been nice appearance of the side view and attractive colors, to add better is added illustrations of people passing around the store when Tono and Tini observe who's passing around the store, so it needs a little extra revision. Besides these aspects, other aspects get a positive assessment and did not need to be revised.

Based on the test results can be concluded that the overall topic produced is ideal, but there are a few records that need to be considered, among others: (1) Theme of the story-based cartoon is produced in conformity with elementary school age children. (2) Selection of images has great need that extra bit to make it more interesting for children

Limited scale test and large scale test

Based on trial results limited scale and large scale test that has been done, we can know feasibility level of book content and appearance aspects. First, the feasibility of aspects of the content of the story, based on a limited scale test results and demonstrate the feasibility of large scale test story quite well, from the aspect of the seventh aspect of the content aspects of the study, all aspects have a positive assessment and assessed can encourage children to behave economy.

Thus book does not need to be revised on the content aspect. Second, eligibility rate aspect of the story of appearance, based on a limited scale trial and large scale test eligibility rate is demonstrated that story book quite good. Of the six criteria of the study looks interesting aspect. Third, children respond well to the economic literacy cartoon book because they have not met. By reading this book they enthusiastically discuss the contents of their economic activities and they want to do. As a result of his enthusiasm they ask you issue the next series.

Based on a limited scale test and large scale test, it can be concluded overall economic literacy cartoon book produced in this research have been ideal, the kids loved it and after reading the childrens want to implement it as well as they want to read the next series.

V. Conclusion

Preparation of Economic Literacy book that have a cartoon picture for elementary school-age children to give an understanding of the economic activities with respect to: (1) Theme and Content of stories adapted to the cognitive and language development of children. (2) The value of understanding economic behavior developed through the themes and events that encourage the emergence of perceptions, interests and economic behavior for elementary school age children. (3) Selection simple language that is easy to understand children. (4) The display is made with the cartoon tailored to the pleasure of reading materials to motivate primary school children and enables them to read.

Developing an understanding of economic literacy for elementary school children is done through the development of events with the following characteristics: (1) the theme is presented through a number of events charged economic activities. (2) Presenting new knowledge through a variety of events faced by leaders to improve the child's imagination economic activities (3) Provide an overview of economic behavior which can be useful for life and the hereafter.

Book literacy-based economy with a cartoon image is developed in the form of exciting charged event messages of economic behavior that has a function as a guide for students, teachers and parents to deliver economic values in children.

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