Design Of Leres Teaching Materials To Improve Self Control In Consumption Behavior

Nikki Tri Sakung, Nana Supriatna, Disman, Erlina Wiyanarti

Abstract: Middle school students are early teens around 12-15 years who do not have their own income but in reality some of these teens have the potential to engage in consumptive behavior (buying behavior is not based on rational consideration, but is more based on wants and not needs). The purpose of this study is to design teaching materials that are able to develop and improve student self-control in their consumption behavior called LeReS teaching materials (Student Reflection Sheets). This research is limited to the design phase and the students’ readability test of teaching materials on a small scale.

Index Terms: Design, LeReS Teaching Material, Self-control, Consumption behavior.

1 INTRODUCTION

Consumption behavior is a person's activity in consuming goods or services in meeting their needs. Where human needs continue to develop following the changing times, which causes human needs to continue to increase both the type, amount and quality. The cause of the unlimited human needs, including technological advances, increasing standard of living, the environment and cultural changes in society [1]. Along with human needs that continue to grow and the desire of people in the modern era to consume something, so the impact of loss of relationship with real needs. Buying now is often done excessively as a person's effort to get pleasure or happiness, even though it is only apparent. Some people need consumption and some of these people want to show their identity through consumption [2],[3],[4]. This is also done by teenagers. Teenagers are consumptive-oriented groups because teenagers like to try new things, are not realistic and tend to be wasteful [5]. The behavior is, among others, no longer thinking about whether the goods are really needed, but based on the desire. This desire is triggered by several factors including wanting to follow friends, prestige so as not to be considered outdated, and triggered by the desire to be accepted and be the same as others that causes students to buy various items that are trendy. Teenagers aged 12-15 years are generally still attending junior high school [6]. At this time, adolescents have specific characteristics including (a) the transition period from childhood to adolescence, (b) a period full of various changes, (c) the age that has many problems, (d) the search for identity, (e) the development of realistic attitudes, (f) hopeful and idealistic [7].

Because of its unstable, specific and easily influenced characteristics, it eventually causes various symptoms in irrational buying behavior [8]. This irrational buying behavior if not overcome will form a negative habit. namely forming teenagers/students behaving consumptively. So prevention efforts are needed, one of them is by developing student self-control, because poor self-control will lead to impulsive decisions, also predicting a decrease in willingness to help others and can be linked to emotional problems and underachievement in school [9][10]. It also can reduce opportunities to save money, (2) consumptive, forget about future needs, and (3) glamorous life, causing social jealousy. In the 21st century learning is expected to be able to produce human resources who not only have cognitive abilities, but also skills that students must have and also the curriculum-13 [11][12]. So that the School as one of the formal educational institutions has an important role in efforts to educate and develop the potential of students as listed in Government Regulation No. 17 of 2010 regarding the management and implementation of education aimed at building a foundation for the development of potential learners to become human beings who (a) have faith and be devoted to God Almighty and noble personality, (b) knowledgeable, capable, critical, creative and innovative, (c) healthy, independent and confident, and (d) tolerant, socially sensitive, democratic and responsible. Where developing self-control in student consumption behavior is relevant to the educational goals. Self-control is the ability to control oneself from excessive and irrational desires [13][14]. With good self-control, students are expected to be more responsible in making decisions related to their consumption behavior [15][16]. So students in consuming something more prioritize needs rather than wants. To improve students’ self-control skills for their consumption behavior in the school environment can be done through the development of teaching materials. One of the learning materials is LeReS (Lembar Refleksi Siswa/Student Reflection Sheet) whose learning objectives are to improve students' control skills in their consumption behavior.

2 LITERATURE REVIEW

Based on previous research, it was stated that the ability to self-control is needed in overcoming various temptations. Someone who does not have the ability to control themselves will be very easily influenced to buy goods consumptively. So it was concluded that there was a significant relationship between self-control and consumptive behavior. The stronger the self control, the lower the consumptive behavior,
conversely the weaker self control the higher the consumptive behavior [17][18][19][20]. So it is felt appropriate to improve student self-control in consumption behavior at school, one of them is through teaching materials. The purpose of this study is to design teaching materials that achieve learning outcomes not only students understand about the material but also are able to develop student self-control in their consumption behavior. Researchers named this teaching material with LeReS (Lembar Refleksi Siswa/Student Reflection Sheet). LeReS teaching materials are designed for social studies subjects in junior high schools for class VII on the theme of Human Interaction Dynamics and have been tested on SMPN 7 Metro in Indonesia for their readability (the results of the trial readability of the teaching materials are attached). The reason researchers designed LeReS teaching materials for social studies subjects is because the achievement of learning outcomes, namely developing student self-control in consumption behavior is considered very relevant to the goals and perspectives of social studies namely social studies learning, not only focused on aspects of knowledge, but also skills, attitudes and values so students are able to solve personal problems and students are able to develop themselves into better personalities (in their consumption behavior) and are able to take appropriate and rational decisions [21][22].

3 RESEARCH METHOD
This research uses research and development (R&D). R&D is the process of researching the needs of consumers and then developing products to meet those needs. The purpose of R&D efforts in education is not to formulate or test theories but to develop effective products for use in schools. These products include teacher training materials, learning materials, a set of behavioral goals, media materials and management systems. In this case, researchers developed LeReS teaching materials that aim to improve self-control in students' consumption behavior. The research and development procedure includes five (5) main steps, as follows: 1) conducting product analysis to be developed, 2) developing initial products, 3) expert validation and revision, 4) small-scale field trials and product revisions and 5) large-scale field trials and final product [23].

Steps of development design product are presented in figure 1 below.

Figure 1. Product Development Model Used in Research

4 RESULT AND DISCUSSION
LeReS teaching materials (Student Reflection Sheets) were developed taking into account the level of the education unit, as well as the core competencies and basic Social Sciences competencies for class VII in the First Introducing School in the 2017 Revised 2013 curriculum, also referring to the 2016 revised IPS book which is a guide for teachers and students in teaching and learning activities in class published by the Ministry of Education and Culture [24][25]. This is done so that the goals achieved through LeReS teaching materials can be achieved optimally. Where in this study, the purpose of LeRes teaching materials is to improve student self-control in their consumption behavior. LeReS teaching materials are intended for junior high school students grade 7 on the material dynamics of human interaction. LeReS contains some material related to the dynamics of human interaction modified by researchers, so students are invited to discuss and conduct self-reflection on their consumption behavior. LeReS teaching materials in addition to containing material there are also images that are relevant to the learning objectives to be achieved. In addition, LeReS teaching materials have worksheets which are reflection activities conducted by students which are carried out after the material discussion activities are finished. So students are able to reflect on their consumption behavior and the extent of their self-control over their consumption behavior. Before entering the small-scale trial stage, LeRes teaching materials have been tested by Validation expert expert first. After that the researchers conducted a test reading the readability of teaching materials in small classes, namely in class VII at SMP N 7 Metro, Indonesia.

4.1 Design LeReS
In the design phase, the authors set the learning objectives first, then learning material and the selection of pictures / illustrations as a support.

4.1.1 Cover
The pocket book cover is made in such a way as to make it look attractive. This aims to make students interested to read and do it.

Figure 2. Cover of LeReS Teaching Materials

4.1.2 Isi
The table of contents contains the topics to be discussed, making it easier for students to find the material to be discussed. For the introduction contains a description of
teaching materials, the benefits of teaching materials and competency objectives to be achieved. As for the material, it contains the topics to be discussed which are accompanied by supporting pictures/illustrations so that students better understand the material.

![Figure 3. Table of Contents, Introduction and Topic of Material Teaching LeReS](image)

4.1.3 Lembar Refleksi Siswa
On the Reflection Sheet found in LeReS teaching materials, students are invited to reflect on their consumption behavior. The reflection activity has been designed in such a way by the author, so students only have the task of answering the questions that have been provided on the reflection sheet contained in the teaching material. This activity aims to make students understand and develop self-control in their consumption behavior. Following is one of the student reflection sheets on the LeReS teaching material.

![Figure 4. Student reflection sheet](image)

4.2 Student Readability Test Results To LeReS Teaching Materials
LeReS teaching materials have been tested with the readability of students of SMP N 7 Metro with the number of respondents 30 students in one class. After students carry out learning using LeReS teaching materials, students are asked to provide responses related to the readability of teaching materials. The results of the trial readability of teaching materials can be seen as follows.

**TABLE 1**
**The Result of The Trial Readability of LeReS Teaching Materials BY STUDENTS**

<table>
<thead>
<tr>
<th>No.</th>
<th>Legibility Test</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Display LeReS teaching materials are interesting</td>
<td>76,6</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>LeReS teaching materials make me more enthusiastic in learning</td>
<td>76,6</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>LeReS teaching materials Make learning not boring</td>
<td>80</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>LeReS teaching materials made me understand about self-control in consumption behavior</td>
<td>70</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>LeReS teaching materials give me knowledge in consuming goods</td>
<td>73,3</td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>LeReS teaching materials help me in making decisions about consuming goods</td>
<td>66,6</td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>The illustrations / images used in LeReS teaching materials helped me to understand the material</td>
<td>73,3</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>The language used in LeReS teaching materials is easy to understand</td>
<td>83,3</td>
<td>Very Good</td>
</tr>
<tr>
<td>9</td>
<td>The letters used are easy to read</td>
<td>93</td>
<td>Very Good</td>
</tr>
<tr>
<td>10</td>
<td>Writing sentences and paragraphs is clear and easy to understand</td>
<td>80</td>
<td>Good</td>
</tr>
</tbody>
</table>

Besides students, the teacher also evaluates the readability of teaching materials. Following are the results of the teacher’s assessment of the readability of LeReS teaching materials:

**TABLE 2**
**The Result of The Trial Readability of LeReS Teaching Materials**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Position</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heni Wijaya, M. Pd</td>
<td>Teacher social studies in SMP N 7</td>
<td>90</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

The data from the students’ readability test results on teaching material were analyzed descriptively by determining the eligibility criteria as follows.

**TABLE 3**
**Eligibility Criteria [26]**

<table>
<thead>
<tr>
<th>Level of achievement</th>
<th>Criteria</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-100</td>
<td>Very Good</td>
<td>Not Revisi/Valid</td>
</tr>
<tr>
<td>61-80</td>
<td>Good</td>
<td>Not Revisi/Valid</td>
</tr>
<tr>
<td>41-60</td>
<td>Sufficient</td>
<td>Revisi/Not Valid</td>
</tr>
<tr>
<td>21-40</td>
<td>Bad</td>
<td>Revisi/Not Valid</td>
</tr>
<tr>
<td>0-20</td>
<td>Very Bad</td>
<td>Revisi/Not Valid</td>
</tr>
</tbody>
</table>

5 CONCLUSION
That the LeReS teaching materials are carried out at the design stage and are testing the readability of teaching materials on a small scale. The results show that LeReS teaching materials are appropriate to be used for the next research step.

6 ACKNOWLEDGMENT
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