Economics And Business Learning Strategies Through Public Communication Method In Islamic Higher Education Institution

Deni Kamaludin Yusup, Aep Saepurrohman, Undang Burhanudin, Aang Ridwan

Abstract: In recent years, the graduate's quality of Indonesia Islamic higher education institutions (PTKIN) has been highlighted by various parties, one of them is from stakeholders who need to absorb graduates of economics and business programs who are ready to use, have qualified qualifications and competencies. On the one hand the number of applicants and graduates of this program from year to year is very high and competitive. On the other hand the qualifications and competencies possessed by graduates are not fully in accordance with the needs of stake holders. There are various factors that influence these conditions, such as inputs, processes, outputs, and outcomes of economics and business learning strategies, apparently not yet running simultaneously at PTKIN. In this context, there are several efforts that can be made by decision makers such as perfecting and developing the curriculum, improving the quality of lecturers, providing and updating learning materials, completing facilities and infrastructure, developing more innovative learning methods, approaches and strategies according to the need to achieve expected goals and learning outcomes. Therefore, this paper will present comprehensively the development model of economics and business learning strategies through public communication method at PTKIN.

Index Terms: Economics, Business, Learning Strategy, Public Communication Method, Qualification, Competency.

1. INTRODUCTION

The crucial issue of dichotomy problem between religion and science is not only within discussion and scientific research among Muslim scholars, but also becomes a kind of opiate to the development of curriculum system and learning process in Islamic Higher Institutions (PTKIN). In this regard, the Ministry of Religion of the Republic of Indonesia implemented a policy to develop PTKIN. Institutionally, it is developed and classified into three forms, namely STAIN, IAIN, and UIN. Unlike STAIN and IAIN that focuses on organizing higher education in the field of Islamic studies, UIN has many faculties, departments, and focused on organizing higher education in the field of Islamic studies, science, and technology ([1]). As one of the Islamic state universities in Indonesia, UIN Sunan Gunung Djati Bandung has to realize the scientific integration that reflects the integration of various scientific disciplines in a unified whole. Curriculum system is not analogous as two inseparable sides of the coin, which religious studies on the one hand and science on the other hand. It is closely related to the vision and mission, the strategy of developing religious studies and science in the line of revelation guides science, including the objectives of economics and business learning that to be achieved by the institution ([2]).

IAIN Sunan Gunung Djati Bandung was initially established on August 8, 1968 based on the Decree of the Minister of Religion of the Republic of Indonesia Number 56 of 1968. The status of IAIN was changed to UIN based on Presidential Regulation Number 57 of 2005, which in Article 5 of the regulation states that the task of UIN Sunan Gunung Djati Bandung is to develop religious studies and scientific disciplines. This is resulted three important formulations such as follows: first, changes the nomenclature of institutions, faculties, and study programs; second, changes the curriculum and learning system; and third, changes the titles and designations of the graduates ([3]). An interesting phenomenon that will be carried out more comprehensively in this paper is not explore about the impact of the change of institutional status, but the impacts of the integration of religious studies and science to economic and business learning, especially to student learning outcomes. In some cases, lecturers and students still have difficulty in integrating religious studies and science within learning process to be in accordance with the paradigm of revelation guides science. In addition, they also still find a number of the difficulties about how to arrange curriculum and delivers teaching materials to the students in learning process through interdisciplinary and multidisciplinary approaches. Nowadays, the application of economic and business learning strategy at UIN Sunan Gunung Djati Bandung is seemed less concerned with the needs and interests of students even the learning process tends to be centered on the lecturers. The teaching methods are also very limited to lectures and demonstration, so it is felt monotonous and boring, the knowledge gained by students is only limited to memorization, and what is learned by the students cannot be absorbed meaningfully. This has certainly implicated to the lack of learning process effectively and student learning outcomes. The use of inappropriate learning strategies will affect to learning outcomes. One example is the strategy most widely used in the study of economic and business at PTKIN today, where the lecturers use more presentation methods and very rarely do simulations. In addition, the lecturers were also trapped by curriculum targets that had to be achieved and paid less attention to whether students understood or not with the material they received. The implication of the condition is that economic and business learning achievements are not achieved properly and optimally ([4]). When examined in terms of its characteristics, economics and business learning are scientific disciplines about human behavior and actions to meet their various needs, and develop with the available resources through choices of production, consumption, and

References:

- Deni Kamaludin Yusup is Associate Professor at Faculty of Economics and Business, UIN Sunan Gunung Djati Bandung, West Java, Indonesia. PH: +62-81322457211. E-mail: dkyusup@uinsgd.ac.id
- Aep Saepurrohman is Associate Professor at Faculty of Education and Teaching, UIN Sunan Gunung Djati Bandung, West Java, Indonesia. PH: +62-82119210303. E-mail: aepsaepurrohman@uinsgd.ac.id
- Undang Burhanudin is Associate Professor at Faculty of Education and Teaching, UIN Sunan Gunung Djati Bandung, West Java, Indonesia. PH: +62-82119210303. E-mail: undangburhanudin@uinsgd.ac.id
- Aang Ridwan is Senior Lecturer at Faculty of Dakwah and Communication, UIN Sunan Gunung Djati Bandung, West Java, Indonesia. PH: +62-8174864975. E-mail: aang.ridwan@uinsgd.ac.id

IJSTR©2019
www.iistr.org
2770
distribution activities. However, due to the very broad scope of economics and the limited time available, it has led competency standards, basic competencies, and learning objectives became limited, and more focused on the empirical phenomena around the students. At the same time, they are directed to record economic and business events that are happening around their environment without benefiting for a better life ([6]). Furthermore, one of the crucial problem among them is public communication method has not yet popularly used in the learning process of economics and business. This method is generally practiced at Faculty of Dakwah and Communication because the core science of this faculty is indeed in the field of communication science. Based on the reason, this paper will be focused on using of public communication as a method of economic and business learning process, including its implication to the student learning outcome at UIN Sunan Gunung Djati Bandung.

2 LITERATURE REVIEW

2.1 Learning Strategies

The word of strategy comes from the Latin, “strategia”. It is interpreted as the art of using plans to achieve goals. Learning strategies can be used to achieve the various objectives of providing subject matter at various levels, for different students, and in different contexts. They explained that learning strategies is used to achieve various objectives of providing subject matter at various levels, for different students, and in different contexts ([6]). According to some educational experts, learning strategies are also the chosen ways to convey subject matter in a particular learning environment, including the nature, scope, and sequence of activities that can provide learning experiences to the students. They argue that learning strategies are not only limited to the procedure of activities, but also include learning materials or packages ([7]). Learning strategy consists of all components of the subject matter and procedures that will be used to help students achieve certain learning goals. In practice, learning strategy can be interpreted as a pattern of learning activities that are selected and used by the teacher contextually, to be in accordance with the characteristics of the students, school conditions, the surrounding environment, and the specific learning objectives formulated. They also said that there needs to be a link between learning strategies and learning objectives, in order to obtain effective and efficient of learning activities ([8]). In this context, a number of educators explained that learning strategies can be divided into two approaches such as follows: first, student-oriented or student-centered learning approaches; and second, learning-oriented or student-centered approaches teacher (teacher centered approach) ([9]). Relating to the learning strategies in the context of the integration of religious studies and science at Islamic Higher Education Institutions, at least there are four groups of learning models: first, social interaction models; second, information processing models; third, personal-humanistic model; and fourth, behavior modification models. Nevertheless, the term learning model is often used to identify the learning strategies ([10]). Referring to the some opinions above, I can say that learning strategy is a learning or design process that is arranged systematically and logically chosen and has been linked to the factors that determine the color of the strategy. While the learning approach is a concept that embodies, fills in, reinforces and underlies learning methods with specific theoretical coverage. The learning method is the procedure, sequence, steps and methods used by the teacher to achieve learning objectives. The learning techniques are applied more applicable, real, practical, and can vary during the learning process. The combination of these four terms is called the learning model.

2.2 Economics and Business Learning

Adam Smith ([11]), the father of modern Economics, defined economics as a study of wealth. He considered the acquisition of wealth as the main objective of human activity. It means that the subject matter of economics is the study of how wealth is produced and consumed. The term of business economics is a field in applied economics which uses economic theory and quantitative methods to analyze business enterprises and the factors contributing to the diversity of organizational structures and the relationships of firms with labor, capital, and product markets. Some professional experts focused on their works to provide the practical information for people who use the results of their economic research ([12]). According to National Association for Business Economics, business economics is an integral part of traditional economics and is an extension of economic concepts to the real business situations. It is an applied science in the sense of a tool of managerial decision-making and forward planning by management ([13]). In other words, business economics is concerned with the application of economic theory to business management. Theoretically, it is based on microeconomics in two categories: positive and normative. Sloman & Sutcliffe ([14]) explained that business economics focuses on the economic issues and problems related to business organization, management, and strategy. Issues and problems include: an explanation of why corporate firms emerge and exist; why they expand: horizontally, vertically and spatially; the role of entrepreneurs and entrepreneurship, the significance of organizational structure; the relationship of firms with employees, providers of capital, customers, and government; and interactions between firms and the business environment. Fuhrman ([15]) describes that economics is the study of how individuals (as part of private households) and businesses make decisions to satisfy their needs and wants with limited resources. It also comprises a number of scientific fields and branches, two of which are consist of microeconomics and macroeconomics. Microeconomics focuses on the behavior and decisions of individual households and businesses and how they interact. A question in microeconomics could focus on the change in demand of electric cars if buyers of electric cars receive a bonus. In contrast, he also explains that macroeconomics looks at the bigger picture and deals with questions concerning the overall economy (of one country for example) and aggregate quantities. Among other phenomena, it studies economic growth, unemployment, interest rates, price levels and inflation. As a science, economics strives to explain the observed phenomena and also to make predictions, both based on various theories. In practice, the main characteristic of economic and business learning is more factual, logical, and rational, in which both lecturers and students must interact more intensively. The interaction process is not only done in the teaching and learning process in the classroom, but also must be done with other people outside the campus environment. The general goal of the interaction process in learning economics and business is that students have knowledge of economic and business concept, have ethical
behavior, and skills to solve economic problems through the process of social interaction.

2.3 Public Communication Method
Pravita ([16]) defines public communication as a method to share program, ideas or propaganda to public. The main ideas is to give people a new information or knowledge. The message can come from personal, company and government. Why personal? The celebgram or influencer can be included as the people who does public communication. The institution does public communication through their public relation division. One man represent the institution to share the information for public. To make it simple, the activity to share information for public it's called public communication. The skill to communicate with public is public speaking. If you share information only to one person, it is called an interpersonal communication. Shortly, if it is more than one person, it is called a public communication. According to Hendricks ([17]), public communication is the tool or method we use to disperse our thoughts and ideas to a particular group. In this, we have to familiar with a lot of these approaches: a newspaper article, a billboard you spot driving down the freeway, even a public speaking event before a large group of people. But there is the question, are we familiar with the difference between the term public and the world publics? One tiny letter can change the entire meaning of the word, as well as the way you disseminate your message. German ([18]) describes in different definition between public communication and public speaking. In his opinion, public speaking (also called oratory or oration) is the process or act of performing a speech to a live audience. It is commonly understood as formal, face-to-face speaking of a single person to a group of listeners. Traditionally, public speaking was considered to be a part of the art of persuasion. The act can accomplish anyone in particular purposes including to inform, to persuade, and to entertain. Additionally, differing methods, structures, and rules can be utilized effectively according to the speaking situation. The use of public communication method in economic and business learning is the communication of ideas and informations to the broader public. For instance, promoting products to the customers, organisational communication with corporate partners, and the utility of media communications for improving of business performance. It is also transformed to business communication as a common topic included in the curriculum of Undergraduate and Master's Degree Programs at many colleges and universities ([19]). Nowadays, economic and business learning process through publication method at university encompasses in several topics such as marketing, brand management, customer relations, consumer behavior, advertising, public relations, corporate communication, community engagement, reputation management, interpersonal communication, employee engagement, and event management. It is closely related to the fields of professional communication and technical communication. Some lecturers use media channels for in learning process through the use of internet, print media, radio, television, virtual mechatronics, and ambient media in the presentation and simulations.

3 METHOD
This research uses descriptive method and also supported by qualitative approach to describe briefly about the use of public communication as a method of economics and business learning process and its implication to the student learning outcomes at UIN Sunan Gunung Djati Bandung. Primary and secondary data sources are derived from the number of literatures that are closely related to the research objective. The data collection technique is obtained from book review, documentation, observation, and interview with the informant regarding on the main topic of this research. The data analysis technique consists of compilation, classification, and verification of the data that done by the combination between deductive and inductive approach until the formulation of conclusion.

4 RESULT AND DISCUSSION

4.1 The Use of Public Communication Method in Economics and Business Learning
Many education experts explain that there are several learning strategies that can be used in economics and business learning practice, such as contextual learning, role playing; participatory learning, complete learning or mastery learning, module learning or modular instruction, student teams achievement division abbreviated, group investigation, expert team learning or jigsaw, structural learning, etc. Each learning method has certainly advantages and disadvantages of each because it is very dependent on the subject and object. In this context, each lecturer is required to choose the right method in learning economics and business. The use of public communication method in economics and business learning includes all components to support the learning process. There are several efforts that can be made by decision makers such as perfecting and developing the curriculum, improving the quality of lecturers, providing and updating learning materials, curriculum, completing facilities, superstructure and infrastructure aspects, developing more innovative learning methods, approaches and strategies according to the need to achieve expected goals and learning outcomes. To describe the objectives and learning outcomes, I refer to Berryman ([20]) explained that learning outcomes as the statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program, and help students understand why that knowledge and those skills will be useful to them. In line with the opinion of Berryman, Allan & Clarke ([21]) describes that good learning outcomes emphasize the integration of sciences. Instead of focusing on the coverage of material, learning outcomes articulate how students will be able to employ the material, both in the context of the class and more broadly. In addition, Adam ([22]) also explained the distinction between learning outcomes and learning objectives. In his view it is not universally recognized and many instructors may find that the term of learning outcomes describes what they have already understood by the term of learning objectives. Learning outcomes are a subset or type of learning objective. Learning objectives is outline of the material or the disciplinary questions in the class will address. For instance, the expected learning outcomes of graduates from the Bachelor Degree Program have been formulated based on a combination of the Indonesian National Qualification Framework (INQF), the National Standards of Higher Education (NSHE) Number 44 of 2015, and the work profile of economics graduates at Faculty of Economics and Business ([23]). In simply, the effectiveness of the use of public communication methods in learning economics and business is an attempt to unify intentions.
carried out in ways that support the achievement of the same intention, between the lecturers and students on economic problems within the scope of learning process. This means, learning communication becomes the main key to carry out a process of transforming messages in the form of science and technology from the educators as communicators to the students. Through this way, the learning objectives and learning outcomes can be achieved properly. Learning is an important process, especially in education. Without good learning, a student will not be able to get the expected knowledge or expertise easily and quickly. Therefore, Ridwan ([24]) says that communication as a basis for the delivery of material or skills must also be done well. The lecturers as instructors as well as communicators are required to have good communication skills in order to produce an effective learning process. Practically, there are several steps that can be done by the lecturers in using public communication methods in economics and business learning, such as:

a. We may not compare the students, but try to make a good contribution to each individual so that they have confidence and are able to absorb learning material well. So, effective communication can be done through a message that contains appreciation for each individual and does not hurt or attack their confidence.

b. Pay attention to what someone says. Human cognitive is one thing that will affect communication messages. In this, we will get feedback and learning communication will also run effectively as expected;

c. Try to understand and not comment. Lecturers should listen more and not directly comment, especially with a patronizing tone or impression. This is an attempt to make effective communication with the students;

d. Try to understand completely. Lecturers must always strive to ask students to convey the message as a whole at the same time and also try to understand it as a whole so that the intentions and objectives can be captured with each other properly and correctly;

e. Do not ever judge. Judging is actually a natural demand of a person but there is a tendency for students to refuse or do not want to be given a certain assessment. Therefore, the assessment should be kept by the lecturer, or if it has to be stated, it is better to find the right moment to give advice and also help others to the students;

f. Do not advise too soon. Advising students too quickly will only result in losses because they may not be in a good position to accept the advice. This attitude will affect the students’ rejection of the lecturer and also the material that will be delivered;

g. Do not feeling always right. The superior feeling that is manifested in the view that someone is always right will hinder effective communication from going well. Therefore, one form of effective communication application is to convey a message without feeling superior or feeling always right;

h. Focus on the topic of conversation. The topic of conversation discussed in the realm of learning ideally is of course related to the problem of learning itself. Switching topics or not focusing on one particular topic will make learning done ineffective and also boring, especially for students. Therefore, the lecturer must focus on the topic of conversation, namely the subject being studied;

i. Presents a comfortable atmosphere. A comfortable atmosphere in communication is one of the requirements and effective forms of communication in the learning process. Lecturers can do this by communicating intimacy, using unique learning media such as the characteristics of learning; and

j. The use of easy language and the right media. The use of appropriate language and public media will make it easier for lecturers to convey various kinds of ideas or ideas flexibly to their students. Both of these components will help a lot in achieving the desired objectives and learning outcomes.

Based on the description above, here can emphasize that the purpose of learning economics and business through public communication method is the students are able to perform various interactions to solve economic problems that depart from the facts or real economic symptoms, develop theories to explain facts rationally, choose the best alternative to solve problems, and learning to make important decisions in social interaction. In order to achieve the basic qualifications and competencies of students, the lecturers can develop learning strategies using public communication method to improve the student’s interest in solving economics and business problems in daily life.

4.2 The Strategies and Approaches of Using Public Communication Method in Economic and Business Learning

Generally the public communication method is used in the learning of various sciences such as communication, public relation, politics, sociology, psychology, informatics engineering, etc. This approach also seems to be used in certain study programs in the scope of economics and business that require teaching tools, such as those conducted by lecturers at the Department of Sharia Financial Management at Faculty of Economics and Business, UIN Sunan Gunung Djati Bandung, West Java, Indonesia. For example, there is the economics and business communication course in which lecturers not only use presentation and discussion methods, but also simulations of mini research results on various objects of business activity. The learning plan is prepared in one semester which includes 16 meetings that formulate a theoretical and practical approaches with an average credit weight of 2-3 credits per course, 24 credits per semester, a minimum total of 144 credits and a maximum of 160 credits during the study period, including the examination of undergraduate research thesis qualifications and presentations ([25]). Besides that, learning materials and sub-materials are also arranged systematically based on the consideration of time, the availability of teaching materials, the completeness of learning facilities and infrastructures, and the number of students, especially methods, approaches, strategies, techniques, and evaluation of learning process. Furthermore, refers to Banton ([26]), I can emphasize here that the economics and business learning strategy through public communication method at Department of Sharia Financial Management at Faculty of Economics and Business, UIN Sunan Gunung Djati Bandung has been practiced which consists of eight forms:

a. Web-Based communication;
b. Video Conference– allows people in different locations to hold interactive meetings;
c. Reports – important in documenting the activities of any department;
d. Presentations – popular method of communication in all types of organizations, usually involving audiovisual material, like copies of reports, or material prepared in Microsoft PowerPoint or Adobe Flash;
e. Telephone meetings – which allow for long distance speech;
f. Forum boards – which allow people to instantly post information at a centralized location;
g. Face-to-face meetings – which are personal and should have a written follow up;
h. Suggestion box – primarily for upward communication, because some people may hesitate to communicate with management directly, so they can give suggestions by drafting one and putting it in the suggestion box.

The result of empirical research shows that the lecturers teach economics and business to the students with a various approaches, one of which is using a public communication method. This approach is applied simply in learning process. In the beginning stages of learning process, the students are usually given a theoretical description of certain subject matter, for example the lecturer explains the conceptual framework of the marketing strategy through using a public media such as radio, television, internet, social media, etc. Furthermore, students are given an independent task to compile an essay about the review of lecture material that has been delivered by the lecturers. In the second stage, the lecturer presented with power point shows about some concrete examples of the utility of public communication for marketing strategy through various teaching aids, such as showing films, videos, photos, and simulations with various business teaching tools. At this stage, the lecturer also divides students into several small groups and gives them group assignments to conduct mini-research on various objects in economics and business learning. For example, they are researching on the use of Whatsapp, Instagram, Twitter, Facebook, and other social media to promote the products of home industry in accordance with customer needs. The results of the field research are then compiled into a mini research report and presented in class by each group. In the third stage, the lecturer provides a final evaluation and assessment, where the assessment is not only related to the ability of the students to know, understand, and simulate learning outcomes, but also to what extent they choose research objectives that integrate various disciplines in economics and business learning process. In some cases, some students have no difficulties in doing like its learning activities because they have already had the basic abilities of public communication method when studying at the secondary level (Senior High School). But some of them found the difficulties in learning process because they do not have the basic skills and also less skilled in using teaching tools ([27]).

These learning stages above are in accordance with INQF and NSHE, which the learning achievements of the bachelor degree graduates from PTKIN can be categorized in three terms: first, mixed work fields: able to analyze various objects in economics and business learning and able to play an active role in economic problem solving in the society; second, knowledge that is mastered: mastering and able to integrate all sciences covering the field of expertise: macroeconomics and microeconomics; and third, managerial ability: able to make decisions about system of problem solving in an appropriate, rational, and professional manner based on personal responsibility.

4.3 The Implication of Using Public Communication Method in Economics and Business Learning to the Students Learning Outcomes

According to Sardiyo ([28]), learning is seen as a process of active social interaction between students and educators in the learning environment. In learning process, there are showed various activities carried out by educators as managers and organizers to the students. Roestiyah ([29]), the right learning strategy is needed by the lecturers to the students to achieve the expected goals. In this, the lecturers need creativity and innovative reason to develop ways of presenting subject matter in learning process. Based on the reason, I can explore here the effect of public communication method in economics and business learning to the students learning outcomes. The result of this study indicates that 72% of 820 active students at the Department of Sharia Financial Management, Faculty of Economics and Business, UIN Sunan Gunung Djati Bandung succeeded in exceeding the minimum learning outcomes criteria, i.e. they graduated with an average cumulative achievement index of 3.27 of 4.00 ([30]). These results are of course not optimal because UIN Sunan Gunung Djati Bandung still applies triple standards, that is, each graduate must have also passed in memorizing the Quranic Surah and Verses with a minimum 3 of 30 Juz, passed the Arabic TOEFA test with 400 score, and also passed the English TOEFL test with 450 score, before they took the final exam. The final exam of study period is undergraduate thesis presentation. That is the main challenge that is actually faced by the lecturers and students as well as the decision makers and stakeholders of UIN Sunan Gunung Djati Bandung.
In general, the lecturers and students at Department of Sharia Financial Management, Faculty of Economics and Business, UIN Sunan Gunung Djati Bandung has succeeded in using public communication method within economics and business learning ([31]). This is relevant with the scientific paradigm of revelation guides science as “a new spirit” for developing curriculum system and academic atmosphere. However, there would be found the number of challenges and obstacles that hindered the development of academic tradition in the future. Therefore, innovative learning must be supported by the entire academic community, government, and society as a whole. This is also relevant with the main goals of UIN Sunan Gunung Djati Bandung in the future to be as the center of academic excellence and world-class university ([32]). Of course it is not enough to say that public communication is the best method of economic and business learning. In another case, we can use the other methods and approaches. For instance, interdisciplinary and multidisciplinary approach, the patterns of education, learning process, and research activities are not only carried out from a single perspective, but can be reviewed from various perspectives, approaches, methods, and models. In addition, there will be found various obstacles in the process of learning process such as: first, internal obstacle needs to be equipped with adequate infrastructure and superstructure supporting academic activities; second, external constraints are the need to develop a positive form of interaction with other agencies that can be invited to work together to optimize the achievement of education goals as a whole. Theoretically, these approaches are oriented to prepare the students and graduates to have sufficient scientific quality, skills, good morals, and attitude to the following objectives ([33]):

a. Developing the curriculum system and learning process based on competencies that contain the academic competencies and life skills both theoretically and practically;

b. Improving academic quality in the process of scientific development through a learning process;

c. Improving the students’ intellectual, emotional, and spiritual abilities to realize academic excellence, creed stability, noble and independent morals so as to foster student awareness as a citizen, and global citizenship;

d. Developing adequate educational facilities and infrastructure to support the academic activities and the improvement of students' talents and interests.

According to Burhanuddin and Saepurrohman ([34]), the selection of appropriate learning strategies and methods will make learning more meaningful for students. This can be seen at the time of the pre-research observation activities. Based on the observations of researchers, most lecturers tend to use varied lecture learning. Learning lectures varies by themselves is actually a normal learning done by teachers such as: lectures, discussions and assignments. Learning activities are also not in accordance with the nature of economics learning which includes three dimensions, namely the dimensions of the product, process, and scientific attitude. In economics and business learning process, the students also need to be accustomed to solving problems, find something useful or meaningful for them and develop ideas that exist in him. Learning process must also be packaged into the process of constructing rather than receiving knowledge. Consequently, the students have to build their own knowledge through active involvement in learning process. In principle, there are differences between constructivist learning theories with behavioristic which is often referred to as traditional learning theory at PTKIN. To aim the above objectives, various curriculum development efforts at Faculty of Economic and Business, UIN Sunan Gunung Djati Bandung have been carried out, such as ([35]): first, enhancing the existing curriculum and learning process evaluations by carrying out regular workshops to improve the curriculum based on revelation guiding sciences towards research university; second, from the workshop, the number of recommendations were made to develop an integrated curriculum model in the philosophical, methodological, material, and strategy levels. The new curriculum and learning design must be compiled reflects three things: (a) informative; (b) confirmative; (c) corrective. Besides that, the elaboration of the curriculum workshop at PTKIN is the preparation of the syllabus and semester learning plan of each courses that is presented in general and religious studies programs that reflect the application of an integral and holistic scientific epistemological design based on the paradigm of revelation guiding sciences. Moreover, the evaluation of curriculum and learning process are also conducted by faculties and study programs in accordance with the demands and needs in the development of scientific and technological progress. Through this way, the results of the assessment, evaluation and curriculum development, came into force in the academic from the past to the present.

5 CONCLUSION

At the end of this paper, I would like to formulate the following conclusions: first, the use of public communication method in economics and business learning includes all components to support the learning process. Practically, there are ten steps such as we may not compare the students, pay attention to what someone says, try to understand and not comment, try to understand completely, do not ever judge, do not advise too soon, do not feeling always right, focus on the topic of conversation, presents a comfortable atmosphere, and the use of easy language and the right media; second, the strategies and approaches of using public communication method in economics and business learning at UIN in particular and PTKIN in general, consists of eight forms such as web-based
communication, video conference, reports, presentations, telephone meetings, forum boards, face-to-face meetings, and suggestion box; third, the lecturers teach economics and business course to the students through using a public communication method are done by three stages. In the beginning stages of learning process, the students are usually given a theoretical description of certain subject matter. In the second stage, they presented with power point shows about some concrete examples of the utility of public communication for marketing strategy through various teaching aids, such as showing films, videos, photos, and simulations with various business teaching tools. In the last stage, they provide a final evaluation and assessment. The implication of using public communication method in economics and business learning to the students leaning outcomes shows that the result of this study indicates that 72% of 820 active students at Department of Sharia Financial Management, Faculty of Economics and Business, UIN Sunan Gunung Djati Bandung have succeeded in exceeding the minimum learning outcomes criteria.

6 ACKNOWLEDGMENT

This research was supported by The Quality Assurance Agency of UIN Sunan Gunung Djati Bandung, West Java, Indonesia in accordance with the research contract number B-1783/UN.05/II.2/Kp.01.1/8/2019 fiscal year 2019. This paper has been presented at BMESS International Conference in Bangkok Ploenchit Sukhumvit, Thailand on August 22-23, 2019.

REFERENCES


[27] Interview Report with Tedi Priatna, Aan Hasanah, Dedah Jubaedah, and Ahmad Hassan Ridwan in Bandung on 21th July 2019.

[31] Interview Report with Dedah Jubaedah, and Dindin Jamaluddin in Bandung on 21\textsuperscript{th} July 2019.
[35] Interview Report with Tedi Priatna, Aan Hasanah, Dedah Jubaedah, and Ahmad Hassan Ridwan in Bandung on 21\textsuperscript{th} July 2019.