

Assistance in Developing Market Economics Teaching Modules for Teachers at the Indonesian School Davao, Philippines

Raya Sulistyowati¹, Dian Anita Nuswantara², Herning Indriastuti³, Amelia Setyawati⁴, Rayyan Sugangga⁵, Amelia Sugangga⁶, Iradah Rahman⁷, Sudarjo⁸, Puspo Dewi Dirgantari⁹, Ratu Dintha Insyani Zukhruf¹⁰, Syahar Banu¹¹

^{1,2} Universitas Negeri Surabaya, Indonesia

³ Universitas Mulawarman, Indonesia

^{4,5,6,7,8,11} STIE Indonesia Malang, Indonesia

^{9,10} Universitas Pendidikan Indonesia, Indonesia

ARTICLE INFO

Article history:

Received: 5th June 2024

Accepted: 20th June 2024

Published: 1st July 2024

Keywords:

Community Service, Teacher Skill Enhancement, Mentoring, Workshops.

ABSTRACT

This international community service program aims to enhance teachers' skills in developing market economics teaching modules at the Indonesian School in Davao, Philippines. The program includes a series of workshops and intensive mentoring sessions for teachers, focusing on developing market economics teaching materials that align with the curriculum and local context. The approach involves problem identification, preparation, and coordination, activity socialization, implementation through online and offline mentoring, group discussions, and ongoing evaluation to ensure that the knowledge and skills acquired can be effectively applied. The program results significantly improve teachers' ability to design innovative and relevant teaching modules and an increased understanding of market economics concepts. Other positive impacts include establishing a more robust collaborative network between educators in both countries and enhancing the quality of economics education at the Indonesian School in Davao, Philippines. The program has successfully created a more interactive and engaging learning environment for students.

How to cite: Sulistyowati, R., Nuswantara, D. A., Indriastuti, H., Setyawati, A., Sugangga, R., Sugangga, A., Rahman, I., Sudarjo, Dirgantari, P. D., Zukhruf, R. D. I., & Banu, S. (2024). Assistance in Developing Market Economics Teaching Modules for Teachers at the Indonesian School Davao, Philippines. *Jurnal Pemberdayaan Masyarakat Madani (JPMM)*, 8(1), 95-114. <https://doi.org/10.21009/JPMM.008.1.08>

* Corresponding Author.
rayasulistyowati@unesa.ac.id
(Raya Sulistyowati)

INTRODUCTION

Enhancing teacher skills is one of the most crucial aspects of improving the quality of education at various levels (Suhandiah et al., 2019). Teachers with solid skills deliver lesson content effectively and motivate and inspire students to learn with enthusiasm (Ceha et al., 2016). They can create a conducive, inclusive learning environment that empowers students to

reach their full potential (Eliyanti et al., 2020). Moreover, skilled teachers can employ innovative teaching methods and adapt learning strategies to meet individual students' needs (Hasanudin et al., 2021). By improving teacher skills, we can see significant changes in various educational aspects, from enhanced student academic outcomes to positive shifts in school learning culture.

Investing in teacher skill development benefits students and schools directly and has long-term positive impacts on society and the nation (Kurniawan, 2017). Skilled teachers can help produce a more capable, creative, and globally prepared generation for future challenges (Mawardi Learning & Implementation, 2019). Therefore, sustained attention and support for improving teacher skills is crucial in achieving optimal educational quality. Enhancing teachers' skills in teaching market economics is particularly important in the era of globalization and regional economic integration (Dewi & Primayana, 2019). International community service programs can aid teachers at the Indonesian School in Davao, Philippines, and help them gain broader experience and knowledge in developing market economics teaching modules. Improving teacher skills is critical to enhancing educational quality across various levels, including Indonesian schools abroad (Syakur et al., 2024). One major challenge is developing teaching materials that are relevant and aligned with local contexts and established curricula (Avargil et al., 2012). At the Indonesian School in Davao, Philippines, the need for innovative and appropriate teaching modules has become increasingly urgent due to rapid advancements in science and technology and global economic dynamics affecting students' understanding of market economics (Wulandari et al., 2022).

The Indonesian School in Davao, Philippines, is part of the Indonesian school network. This school was established to educate Indonesian citizens residing in the Philippines and internationally promote Indonesian culture and language. As one of the Indonesian schools abroad, the Indonesian School in Davao follows a curriculum adapted to the national education standards of Indonesia, including subjects covering various fields such as mathematics, science, the Indonesian language, and economics. In enhancing teacher skills through international community service programs, the Indonesian School in Davao is vital as the program's implementation site. Teachers at the Indonesian School in Davao play a key role in developing market economics teaching modules suitable for the local context of the Philippines, considering cultural differences, student needs, and applicable

curricula. Furthermore, the Indonesian School in Davao also serves as a venue for various teacher training and professional development activities. Through programs such as workshops, training, and intensive mentoring, teachers at the Indonesian School in Davao can continuously hone their skills and knowledge in teaching market economics, thereby providing high-quality learning experiences for students. The Indonesian School in Davao has a strategic role in supporting efforts to improve educational quality and teacher skill development and strengthening cooperation between Indonesia and the Philippines in education.

This international community service program is designed to address these challenges by focusing on enhancing teachers' skills in developing market economics teaching modules. Through a series of workshops and intensive mentoring, the program aims to equip teachers with the ability to design and implement teaching materials that are not only aligned with the curriculum but also relevant to the local conditions in the Philippines. This approach ensures that students receive contextualized and applicable education that helps them understand economic concepts more deeply and practically. The methods used in this program include problem identification, preparation and coordination among involved parties, activity socialization, and the implementation of mentoring activities both online and offline. Group discussions and ongoing evaluations are also integral parts of the program to ensure that the knowledge and skills acquired by teachers can be effectively applied. Additionally, the program serves as a platform to strengthen collaborative networks among teachers in Indonesia and the Philippines, creating exchanges of knowledge and best practices that benefit both parties.

The expected outcomes of this program are a significant improvement in teachers' ability to design innovative and relevant teaching modules and a better understanding of market economics concepts. Thus, this program contributes to improving educational quality at the Indonesian School in Davao and to teachers' ongoing professional development. Other positive impacts include creating a more interactive and engaging learning environment for students, encouraging them to be more active and critical in understanding

LITERATURE REVIEW

| Activity Stages | Activity Outputs |
|--|---|
| Template Writing for the Module | The International Community Service participants presented the material, after which the Indonesian School in Davao City teachers observed and summarized the material about the Market Economics Teaching Module. |
| Content Writing and Key Points in the Module | The International Community Service participants deliver the primary material that should be included in the Teaching Module. The teachers at the Indonesian School in Davao City then observe and summarize the explained material related to the critical points of the Market Economics Teaching Module. |
| Module Writing Based on ATP (e.g., Module examples, Market material, and accounting services) | Teachers at the Indonesian School in Davao City design the Teaching Module by observing existing examples (Market Economics material). |
| Individual Assignments | Teachers at the Indonesian School in Davao City prepare the Teaching Module (Market Economics material), which the International Community Service participants then review. |

MATERIAL AND METHOD

The community service activities were carried out in six stages: (1) Problem Identification: Enhancing teacher skills is crucial to improving economics education. The challenge here is developing relevant teaching materials that align with the local curriculum. With evolving times, the need for modules at the Indonesian School in Davao has become increasingly urgent as it impacts students' understanding of market economics. Teachers at the Indonesian School in Davao play a vital role in improving educational quality and developing teacher skills. Additionally, it is part of the cooperation between Indonesia and the Philippines in education. Thus, this international community service program complemented efforts to enhance teacher skills in developing teaching modules focusing on market economics teaching. The module development not only focuses on the local curriculum but is also adapted to the culture and conditions in the Philippines, allowing for a practical and in-depth understanding of the material. (2) Preparation and Coordination: After identifying the issues, the location for developing the teaching module through the international community service program is the Indonesian School in Davao, Philippines. This school plays a significant role in implementing the program, and the output is expected to enhance teachers' skills in designing relevant teaching modules. (3) Activity Socialization: To introduce the program, socialization was conducted online at several colleges and vocational schools. The socialization began with an overview of the program, a Q&A session, and participant registration. The program was then initiated online on April 25, 2024. (4) Implementation of Activities: The module development community service program was carried out online and offline. Offline activities were conducted at Adamson University and the Indonesian School in Davao, where a coordination meeting on April 23, 2024, explained the flow of activities from start to finish. The series of activities continued with workshops and intensive mentoring for teachers. On April 25, 2024, initial mentoring was conducted online, starting with an introduction, purpose, and goals of the activity and outlining the materials to be covered, which included market economics. The first mentoring session focused on basic material related to module creation. After the initial briefing, the second briefing was held on May 11, 2024, offline at the Indonesian School in Davao. This session focused on developing the Market Economics Teaching Module and was attended by economics teachers from the Indonesian School in Davao and 16 lecturers who collaborated in the activities. The second mentoring session concentrated on the material "Market Structure." The third session provided in- depth knowledge of various types of markets. The final session in the international community service program focused on "Market Failures." Assistants provided a deep understanding of the causes of market failures in economic contexts. The last activity was a Q&A and discussion session to deepen teachers' understanding of key concepts throughout the mentoring process. (5)

Group Discussion: The group discussion aimed to gain new perspectives and broaden their horizons. This discussion involved sharing real-life examples illustrating various types of markets. The goal was to deepen teachers' understanding of key concepts in Market Economics and to discuss questions that arose during the mentoring. Mentors and teachers interacted, exchanged opinions, and shared experiences on applying Market Economics concepts in real life. The discussion allowed teachers to gain new perspectives, expand their understanding, and deepen their comprehension of the economic implications of market mechanisms. (6) Evaluation: Continuous evaluation was conducted to ensure that the understanding and skills acquired could be applied effectively. Teachers were assigned tasks to encourage them to apply market economics concepts, integrate knowledge, and improve their teaching skills more effectively. Once teachers have a grasp of these concepts, it will positively impact students' understanding of market economics principles, the importance of efficient resource allocation, and the role of markets in their economic lives.

RESULT AND DISCUSSION

The assistance in developing teaching modules is a collaborative effort between practitioners and teaching educators. The assistance in creating a Market Economics teaching module aims to enhance the knowledge and creativity of economics teachers in producing engaging, effective, and easily understandable teaching materials for students. This mentoring activity for economics teachers in Indonesia and the Indonesian School in Davao, Philippines, was conducted from April 23 to May 13, 2024. The activities were carried out in three stages.

Coordination with Lecturers/Practitioners.

On April 23, 2024, a coordination meeting was held to discuss the implementation flow and coordination to be carried out during the mentoring activities. This event involved 19 lecturers from various universities, including Prof. Dr. Dian Anita Nuswantara, S.E., M.Si., Ak. (State University of Surabaya), Dr. Raya Sulistyowati, S.Pd., M.Pd (State University of Surabaya), Dr. Wulan Iyhg Ratna Sari, M.Si, CMA, CSP (Mulawarman University), Dr. Herning Indriastuti, SE, MM, CMA (Mulawarman University), Dr. Heni Mulyani, S.Pd, M.Pd (Indonesia University of Education), Fitriana Kurniati, S.Pd, M.Ak. (Indonesia University of Education), Dr. Puspo Dewi Dirgantari, S.Pd., MT., MM. (Indonesia University of Education), Dr. Hj Amelia Setyawati, S.H., M.M. (Indonesia School of Economics Malang), H. Rayyan Sugangga, S.H., M.H., CIPMP, CITPE (Indonesia School of Economics Malang), Drh. Iradah Rahman, M.M. (Indonesia School of Economics Malang), Selfiah, S.E., MSA (Indonesia School of Economics Malang), Drs. H. Friyanto, MSA, Ak. CA. CPA. CSRS (Indonesia School of Economics Malang), Djoewita, S.E., M.Ak. (Indonesia School of Economics Malang), Drs. Sudarjo, M.Pd., M.Si (Indonesia School of Economics Malang), Amelia Sugangga, S.S.,

M.M (Indonesia School of Economics Malang), Syahar Banu (Indonesia School of Economics Malang), Fannie Sugangga (Indonesia School of Economics Malang), Drs. H. Friyanto, MSA.,Ak. CA, (State University of Jakarta), Hafifah Nasution, SE, M.S.Ak. (State University of Jakarta). During this activity, the lecturers/practitioners arranged the distribution of materials and job responsibilities for the duration of the activity.

Assistance 1: Introduction

The first mentoring session was conducted online on April 25, 2024. The activity began with an introduction to the event, its objectives, and expected outcomes. Additionally, the material to be covered in this mentoring session, which was Market Economics, was explained. The event was opened with remarks from Dr. Mohamad Mahsun on the Board of Trustees of APSAE.



Figure 1.

Welcome Speech from the APSAE Board of Trustees

Prof. Dr. Dian Anita Nuswantara, S.E., M.Si., Ak., as the Chairperson of APSAE, also welcomed the event. After the remarks from these key APSAE figures, Dr. Raya Sulistyowati, S.Pd., M.Pd, presented an explanation of the International Community Service Collaboration Program GOES to the Philippines, detailing the purpose, schedule, and activities involved.

In this first mentoring session, we discussed basic material on creating teaching modules. The lecturers presented the material in collaboration with the moderator, Mr. H. Rayyan Sugangga, S.H., M.H., CIPMP, CITPE. Four main topics were covered in this initial mentoring session.

First, Dr. Herning Indriastuti, SE, MM, CMA, presented on "Teaching Books." This material discussed the definition of teaching books, various types of teaching books, their objectives, functions, characteristics, and the procedures for creating teaching books.



Figure 2.
Presentation Material 1: Teaching Books



Figure 3.
Presentation Material 2: Citation & Code of Ethics

After the presentation on teaching books, the next topic, "Citation and Code of Ethics," was delivered by Drs. H. Friyanto, MSA, Ak. This material covered the definition of citations, their functions, elements, citation software, and writing ethics, including discussions on plagiarism.

Dr. Ayatulloh Michael Musyaffi, SE, Ak, M.Ak, presented on "Utilizing AI for Material Creation." This topic was highly discussed due to the practical assistance AI (Artificial Intelligence) provides in this era. The material included the definition of AI, various types of AI, and how to use AI in creating materials in AI Gamma.



Figure 4.

Presentation Material 3: How to Use AI to Create Materials



Figure 5.

Presentation Material 5: Student Module Design

The final topic in this first mentoring session, "Student Module Design," was presented by Hafifah Nasution, SE. M.S.AK. This material explained the definition, objectives, characteristics, and design of teaching modules, including the challenges in creating effective and suitable module designs for students.

After covering all four topics, the session continued with a Q&A segment between teachers and speakers. The Q&A session was enthusiastic, focusing on material creation and the prudent use of AI. Following the Q&A, the event concluded with a group photo and an explanation of the next activities scheduled at the Indonesian School in Davao on May 11, 2024.



Figure 6.
Activity Documentation

Assistance 2: Direct Support

The second mentoring session was held on May 11, 2024, at the Indonesian School in Davao. This session focused on the development of a Market Economics teaching module. The event was attended by economics teachers from the Indonesian School in Davao and 16 lecturers who collaborated in person, including Prof. Dr. Dian Anita Nuswantara, S.E., M.Si., Ak. (State University of Surabaya), Dr. Raya Sulistyowati, S.Pd., M.Pd (State University of Surabaya), Dr. Wulan Iyhigh Ratna Sari, M.Si, CMA, CSP (Mulawarman University), Dr. Herning Indriastuti, SE, MM, CMA (Mulawarman University), Dr. Heni Mulyani, S.Pd, M.Pd (Indonesia University of Education), Fitriana Kurniati, S.Pd, M.Ak. (Indonesia University of Education), Dr. Puspo Dewi Dirgantari, S.Pd., MT., MM. (Indonesia University of Education), Dr. Hj Amelia Setyawati, S.H., M.M. (Indonesia School of Economics Malang), H. Rayyan Sugangga, S.H., M.H., CIPMP, CITPE (Indonesia School of Economics Malang), Drh. Iradah Rahman, M.M. (Indonesia School of Economics Malang), Selfiah, S.E., MSA (Indonesia School of Economics Malang), Drs. H. Friyanto, MSA, Ak. CA. CPA. CSRS (Indonesia School of Economics Malang), Djoewita, S.E., M.Ak. (Indonesia School of Economics Malang), Drs. Sudarjo, M.Pd., M.Si (Indonesia School of Economics Malang), Amelia Sugangga, S.S., M.M (Indonesia School of Economics Malang), Syahar Banu (Indonesia School of Economics Malang), Fannie Sugangga (Indonesia School of Economics Malang).

This session included support for developing the Market Economics teaching module. The lesson covered several subtopics. The first discussion topic provided was "Understanding the Market." The assistance began with a comprehensive explanation of the basic market concepts to the teachers. They were provided with definitions of the market from various expert perspectives. Understanding this concept was crucial for reinforcing the teachers' knowledge base in developing appropriate and relevant teaching modules.



Figure 7.

Explanation of Market Concept Sub-Materials

The second mentoring session focused on "Market Structure." The mentors provided in-depth knowledge to the teachers at the Indonesian School in Davao, Philippines, about the different types of market structures within the context of Economics. The session started with explanations of the definitions and characteristics of each market structure, such as perfect competition, monopoly, oligopoly, and monopsony. The teachers were given insights into how each market structure affects market participants' behavior and the economic consequences that arise from these structures.



Figure 8.

Presentation of Market Structure Sub-Materials

The third explanation in the international community service program at the Indonesian School Davao, Philippines, involved deepening knowledge about various types of markets. The focus of the material presented was on different types of markets, including goods markets, service/labor markets, money and capital markets, and input markets. During the mentoring session, there was active interaction between mentors and teachers. They discussed and shared real-life examples illustrating different types of markets. The teachers were also given a strong understanding of the importance of grasping consumer needs and preferences in each type of market, as well as how economic factors influence market dynamics. The mentors also assisted in designing innovative teaching strategies to teach students the concepts of various types of markets effectively. With structured mentoring and clearly presented material on "types of markets," it is hoped that the Indonesian School in Davao teachers will develop a deeper understanding of the various market types.



Figure 9.
Presentation of Market Sub- Materials

The fourth explanation in the international community service program focuses on the topic of "market failure." The mentors provided in-depth insights to the teachers at the Indonesian School in Davao, Philippines, regarding the causes of market failure that can occur within the context of Economics. The mentoring began with an explanation of the basic concept of market failure and identifying various factors that can lead to such failures. The teachers were given an understanding of market failures related to public goods, incomplete markets, government intervention, and other contributing factors.

Through structured mentoring and the provision of material on "market failure," it is hoped that teachers at the Indonesian School in Davao will enhance their understanding of this concept. This will contribute to improving the quality of Market Economics teaching at the school and preparing students to understand the complexities and challenges in the economic system they will face in the future.



Figure 10.
Presentation of Market Failure Sub-Materials

At the final stage of the mentoring, a discussion session and independent assignments were conducted with the teachers at the Indonesian School in Davao, Philippines. The discussion session aimed to deepen their understanding of Market Economics and address any questions or issues that arose during the mentoring process. The discussion aimed to enhance the teachers' comprehension of key concepts in Market Economics and discuss questions that emerged during the mentoring. The mentors and teachers actively interacted, exchanged opinions, and shared experiences about applying Market Economics concepts in real life. This discussion allowed teachers to gain new perspectives, broaden their understanding, and deepen their knowledge of the economic implications of market mechanisms.



Figure 11.

Documentation of Mentoring at the Indonesian School in Davao

After the discussion session, teachers were given independent assignments encouraging them to apply Market Economics concepts within their teaching context. These assignments provided an opportunity for teachers to integrate their knowledge and develop more effective teaching skills. Through the discussion sessions and independent assignments, it is expected that teachers will expand their understanding of Market Economics and practically apply the concepts in their teaching. This will positively impact students' understanding of fundamental Market Economics principles, the importance of efficient resource allocation, and the role of markets in their economic lives.

The results of this community service program show significant improvement in teachers' skills in developing Market Economics teaching modules. Teachers are better able to understand the basic concepts and incorporate them into engaging and easily understandable teaching modules for students. Additionally, they are also able to integrate innovative teaching methods to enhance students' interest and understanding of Market Economics material.

The program provides ongoing benefits for teachers at the Indonesian School in Davao. With improved skills, they can offer better instruction to students and enhance their learning outcomes. Furthermore, the developed teaching modules can also serve as quality reference resources for teachers at other schools in teaching Market Economics. For both students and teachers, the enhanced skills in developing Market Economics teaching modules directly contribute to the improvement of educational quality. Students gain a more interactive and relevant learning experience, ultimately encouraging them to be more critical and active in understanding economic concepts. This will produce a more competent and globally ready generation to face economic challenges.

CONCLUSION AND RECOMMENDATION

The international community service program conducted at the Indonesian School in Davao, Philippines, has successfully enhanced teachers' skills in developing Market Economics teaching modules. The program involved a series of intensive workshops and mentoring designed to equip teachers with the ability to design and implement teaching materials aligned with the curriculum relevant to local conditions in the Philippines. The results of the program indicate a significant improvement in teachers' ability to design innovative and relevant teaching modules, as well as an increased understanding of Market Economics concepts. Additionally, the program successfully created a more interactive and engaging learning environment for students, which in turn encouraged them to be more active and critical in understanding Market Economics. For the government, the program demonstrates the positive impact of international educational initiatives that can be adopted and implemented in other Indonesian schools abroad. Furthermore, the enhancement of teachers' skills in designing innovative and curriculum-relevant teaching materials can serve as a model of learning to

be integrated into national education policies. The program also helps strengthen educational diplomacy between Indonesia and the Philippines, paving the way for broader collaboration and knowledge exchange. Thus, the program not only improves the quality of education in Indonesian schools abroad but also supports the government's efforts to create more inclusive and globally competitive education.

It is recommended that this community service program be expanded to other Indonesian schools abroad to provide similar benefits in improving teaching quality. It is crucial to ensure that mentoring and training are not conducted only once but are sustained, with regular follow-up sessions to continuously evaluate and enhance teachers' skills. Strengthening the cooperation network between teachers in Indonesia and the Philippines for knowledge exchange and best practices is beneficial to both parties. Additional training should be provided focused on the use of technology in teaching so that teachers can utilize various digital tools to create more engaging and interactive teaching materials. Conducting long-term impact evaluations of the program on student performance and overall education quality to ensure that the program's objectives are effectively achieved. By implementing these recommendations, it is hoped that the international community service program can continue to make a significant contribution to improving the quality of education and developing teachers' professionalism in Indonesian schools abroad.

REFERENCES

- Avargil, S., Herscovitz, O., & Dori, Y. J. (2012). Teaching Thinking Skills in Context-Based Learning: Teachers' Challenges and Assessment Knowledge. *Journal of Science Education and Technology*, 21(2), 207–225. <https://doi.org/10.1007/s10956-011-9302->.
- Ceha, R., Prasetyaningsih, E., Bachtiar, I., Nana, A. S., & Teknik, J. (2016). Ethos (Jurnal Penelitian dan Pengabdian Masyarakat): 131-138. *Ethos (Jurnal Penelitian Dan Pengabdian Masyarakat)*.
- Dewi, P. Y. A., & Primayana, K. H. (2019). Effect of Learning Module with Setting Contextual Teaching and Learning to Increase the Understanding of Concepts. *International Journal of Education and Learning*, 1(1), 19–26. <https://doi.org/10.31763/ijele.v1i1.26>.
- Eliyanti, E., Taufina, T., & Hakim, R. (2020). Pengembangan Bahan Ajar Keterampilan Menulis Narasi dengan Menggunakan Mind Mapping dalam Pembelajaran Tematik di Sekolah Dasar. *Jurnal Basicedu*, 4(4), 838–849. <https://doi.org/10.31004/basicedu.v4i4.439>.

Hasanudin, C., Subyantoro, S., Zulaeha, I., & Pristiwati, R. (2021). Prosiding Seminar Nasional Pascasarjana ISSN 26866404 Pascasarjana Universitas Negeri Semarang Strategi Menyusun Bahan Ajar Inovatif Berbasis Mobile Learning untuk Pembelajaran Mata Kuliah Keterampilan Menulis di Abad 21. Prosiding Semindr Nasional Pascasarjana. <http://pps.unnes.ac.id/prodi/prosiding-pascasarjana-unnes/>.

Kurniawan, A. (2017). Pengembangan Buku Ajar Microteaching Berbasis Praktik Untuk Meningkatkan Keterampilan Mengajar Calon Guru. Prosiding Seminar Nasional Pendidik Dan Pengembang Pendidikan Indonesia.