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PREPARATION OF HIGH SCHOOL'S FINANCIAL MANAGEMENT TEACHING MATERIALS FOR BATAM KALLISTA SCHOOL

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Abstract

This practical work project aims to create teaching materials for Kallista Batam High School's level of financial management subject. The data was collected by conducting direct interviews with teachers at Kallista Batam School, document study techniques using sources from the Cambridge International AS and A Level Business Coursebook, which is a financial management material guide book for Kallista Batam High School and the official website of the Kallista Batam School. The project outputs produced and submitted to the Kallista Batam School are several modules or teaching materials in digital forms such as PowerPoint file, which consists of material made in PowerPoint slides per chapter or section, question bank that consists of a collection of questions according to the part of the material being taught, a collection of a video consisting of videos related to the material and a summary consisting of additional information and important notes on the material in pdf form.

Keywords: *project, teaching, materials, financial, management, materials, Kallista, Batam, high, school.*

Introduction

Improving the quality of education cannot be separated from the efforts of all components including principals, teachers, parents or school committees, and students. Educators or teachers are professionals who plan and implement the learning process, and assess learning outcomes. Therefore, a teacher must be able to create a pleasant environment for his students so that the study process feels boring. The pandemic has affected teaching and learning activities and the education policies of the Indonesian state. Starting from the face-to-face learning system that must be replaced by learning from home to the use of technology and social media, the education system must adapt to technology for teaching and learning activities. Advances in information technology encourage teachers as important actors in education to always learn and new trends in learning. One of them must be able to create interesting and latest technology-based teaching materials. Teaching materials or modules are sources that are compiled and serve as guidelines for students in teaching and learning activities and for teachers in carrying out evaluations of learning outcomes (Hendayana, 2020). The preparation of digital teaching materials can be used for the evaluation of learning materials in teaching

and learning activities today. The preparation of learning materials uses the principle of flexibility, which can be used in student teaching and learning activities by accepting study material. In this pandemic situation like today, digital teaching materials use online platforms. There have been significant changes in the field of education that have forced students and teachers to carry out teaching and learning activities boldly. (Kreijns et al., 2013). In these bold teaching and learning activities, digital or electronic teaching materials are an important need because they are effective and efficient. That way, these innovative teaching materials can be accessed anywhere and anytime, indirectly accepted by students, which will also create a flexible learning environment. (Blundell et al., 2016) It also aims to create student quality by the objectives of the 2013 curriculum, namely the quality of students in material knowledge, skills and student attitude values. These digital teaching materials are expected to make students more active to participate in teaching and learning activities by actively knowing and communicating the subject matter. The teaching materials can be in the form of books, both physical and digital, videos, question banks and others. Currently, Kallista Batam School uses a national and international curriculum (Cambridge). The modules and teaching materials will be made as attractive as possible and as updated as possible, consisting of theory in PowerPoint files, question banks, videos and modules. This activity aims to assist the process of making digital teaching materials in providing innovation for students and teachers of financial management materials at the Kallista Batam high school level with the title report on the Preparation of Financial Management Teaching Materials at the Kallista Batam High School Level.

The aim to be achieved in this project by creating digital teaching materials are:

1. Creating financial teaching materials at the high school level to assist students and teachers of the Kallista Batam School in teaching and learning activities.
2. Changing the role of educators from a teacher to a facilitator, improving the learning process to be more effective and efficient, as a guide for educators who will direct all their activities in the learning process.
3. Better teaching and learning process with innovative digital learning materials and the quality of students who are more active to contribute to teaching and learning activities.

The project outputs produced and submitted to the Kallista Batam School are several digital modules or teaching materials such as:

1. PowerPoint file: consists of material made in PowerPoint slides per chapter or section.
2. Question bank: consists of a collection of questions according to the part of the material being taught.
3. Video: consists of videos related to the material.
4. Module: consists of additional information and important material notes in pdf form.

Methods

The data needed in the implementation of this project is an overview of partners, in this case the profile of the Kallista Batam School, materials that will be

made into digital teaching materials along with other complementary teaching materials, project targets and outcomes to be achieved. The data was collected by conducting direct interviews with teachers at the Kallista Batam School, collecting teaching materials as a guide using sources from the Cambridge International AS and A Level Business Coursebook, the financial management material guide book for SMA Kallista Batam and the official website of the Kallista Batam School.

The process of designing the output of the project for making teaching materials is divided into four parts, namely making PowerPoints or presentation media, preparing question banks and answer keys, collecting videos related to learning materials and making summaries or material modules. In the process of making material PowerPoints, project implementers utilize the graphic media platform, Canva. Question designs are made on the Quizizz platform. Then the executor attaches a video related to the material as well as a module or summary of the material in pdf form.

The implementation stages are:

1. Preparation phase

At this stage, several preparations are needed before the implementation stage. The preparation was in the form of conducting interviews, observations, and consultations with one of the teachers of the Kallista Batam School. At this stage, it also discussed the outputs that will be produced to help prepare teaching materials for the financial management of the Kallista Batam School. Once approved, the implementer will prepare the necessary documents such as an official letter from the university and a cooperation agreement letter. Then the implementer will prepare a work schedule that will be used to monitor the project implementation time. At this stage, an analysis of the core learning and basic competencies is also carried out which will be used as a guide in making teaching materials. This analysis also identifies students' ability to receive subject matter.

2. Implementation Stage

At this stage, the implementation of the creation and collection of digital teaching materials is carried out by the planned output. This includes making presentations on financial management materials, questions for each material, videos of related materials and modules or material summaries.

To start implementing the project, several things need to be prepared by the implementer, namely a computer or laptop, digital platforms such as Microsoft PowerPoint, Canva, Quizizz, YouTube and Microsoft Word.

3. Assessment Stage

At this stage, an assessment of the progress at the implementation stage has been carried out by partners and lecturers. This stage is carried out after the implementation stage has been completed.

4. Reporting Stage

At this stage, the final report and finalization of the project results are carried out. The report is then collected and assessed by the relevant supervisor.

The following is the attachment table for the project activity process schedule and the project budget table.

Activities	September				October				November				December			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Preparation Phase																
Finding Location	■															
Communicate with Partner		■														
Project's Proposal			■													
Consultation with Supervisor	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
Implementation Phase																
Create Learning Materials			■	■	■	■	■	■	■	■	■	■	■	■	■	
Consultation with Partners					■					■						
Evaluation													■			
Assessment and Reporting Phase																
Report Making					■	■	■	■	■	■	■	■	■	■	■	
Finalisation															■	

Table 1 Schedule of Activities for Digital Teaching Material Creation for SMA Kallista Batam

No	Activity Plan	Type of Budget	Volume	Unit	Amount	Subtotal
1	Document Preparation	Transportation Cost	2	Trip	Rp 10,000	Rp 20,000
		Stamp Cost	4	Piece	Rp 10,000	Rp 40,000
2	Outputs Creation	Canva's Subscription Cost	3	Month	Rp 95,000	Rp 285,000
Total of Budget						Rp 365,000

Table 2 Schedule of Activities for Digital Teaching Material Creation for SMA Kallista Batam

Result and Discussion

The teaching materials that will be produced from this project are PowerPoint files, videos, summaries in the form of modules, question banks and videos related to the material. The material used as a guide is from Cambridge International AS and A Level Business Coursebook Third edition with the theme Finance and Accounting which is divided into 7 chapters: Business Finance, Costs, Accounting Fundamentals, Forecast and Managing Cash Flows, Contents of Published Accounts, Analysis of Published Accounts, and Investment Appraisal.

1. PowerPoint

PowerPoint presentation files are made on a chapter basis according to the material and basic competencies. PowerPoint files are created using one of the digital platforms, Canva. This output consists of slides of material that are adjusted to the basic competencies and objectives to be achieved by the book and learning per chapter. The following is an attachment to the PowerPoint Chapter 28 presentation file: Business Finance.

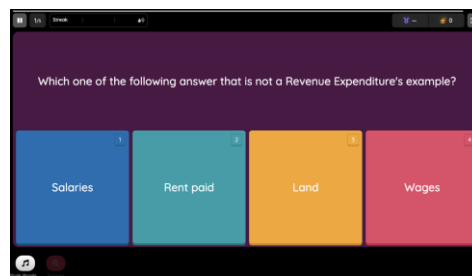


Picture 1 PowerPoint View of One of The Material Chapters

PowerPoint display should be minimal in writing and prioritize visuals. The purpose of the PowerPoint file is as a medium for teachers and students in teaching and learning activities. For example, as attached, an explanation of why a business activity requires the financial section to be written in bullet points to avoid too much writing and a tedious display. The material is made based on the basic competencies listed.

2. Question Bank

The question bank is a collection of questions made from each material chapter and used in teaching and learning activities as evaluation material for students. The question bank in this project consists of 20 questions in the form of multiple-choice and 5 questions in the form of essays. The current evaluation activities also adjust to the conditions of the times. In the digital era and a pandemic, these questions are presented on the Quizizz online platform which is used in teaching and learning activities. The reason for using the Quizizz platform is that this online platform can be accessed easily online, anywhere, using common electronic devices such as laptops or computers which makes the quiz experience more interactive and interesting for students. The following is an image of the question display from the Quizizz platform. Questions are taken from chapter 28 material according to basic competencies.



Picture 2 Quizizz Display

3. Videos

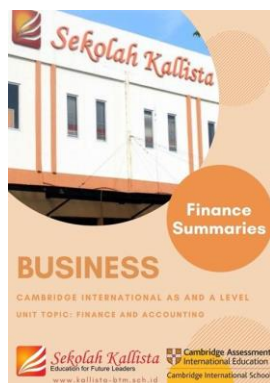
The output needed in the next teaching and learning activity is a video related to the material. Videos can come from various sources, such as YouTube, TikTok and others. Video can be an effective medium because it delivers grades and materials in a more easily accepted way and east digested by students. Video is one of the media that is interesting, interactive, creative and innovative by relying on sound and visuals. One example of the use of video is the explanation of microfinance in the material section of chapter 28. Attached is a video display of the material.



Picture 3 Material Video Display from YouTube

4. Module

Modules are created and used as a guide for teachers in teaching and learning activities. The module contains additions and examples of current and hotly discussed cases, to help students understand. Modules are presented in the form of a pdf file per part of the material. The following is an attachment to the content module view:



Picture 4 Module Display

The outputs of the project will be implemented by teachers and students of SMA Kallista Batam. After the complete output has been made, the author will submit the project results to the school for evaluation and use. Outcomes are planned for use in the next semester at school. The project will be implemented by chapter or chapter by the school's teaching plan. The details of the implementation plan for the teaching materials project are:

Chapter or Outputs	Time
Chapter 28	Weeks 2 First Semester
Chapter 29	Weeks 3 First Semester
Chapter 30	Weeks 4 First Semester
Chapter 31	Weeks 5 First Semester
Chapter 34	Weeks 6 First Semester
Chapter 35	Weeks 7 First Semester
Chapter 36	Weeks 8 First Semester

Table 3 Output Implementation Plan

After the output submission is made, the author receives input and suggestions from the parties concerned as a review of the project results. This project certainly produces useful and effective outcomes to assist partners in teaching and learning activities. The results will be seen after the material is used in teaching and learning activities. The author will also continue to receive input and assist partners in this project.

Conclusions

This project was carried out by the author in partnership with one of the schools in Batam City, namely SMA Kallista Batam. The goal to be achieved in

this project is to create digital teaching materials to create high school level financial management materials to help students and teachers of the Kallista Batam School in teaching and learning activities. These digital teaching materials are a necessity in the digital era and during the pandemic that is needed by students and teachers in schools. The project outputs produced and submitted to the Kallista Batam School are several digital teaching materials such as:

1. PowerPoint file consists of material made in PowerPoint slides per chapter or section
2. The question bank consists of a collection of questions according to the part of the material being taught.
3. Videos consist of videos related to the material.
4. The summary consists of additional information and important material notes in pdf form.

The material used as a guide is the Cambridge International AS and A Level Business Coursebook Third edition with the theme Finance and Accounting for upper secondary level students.

The implementation of teaching materials will be carried out next semester according to the educational calendar date. After the output submission is made, the author receives input and suggestions from the parties concerned as a review of the project results. This project certainly produces useful and effective outcomes to assist partners in teaching and learning activities. The results will be seen after the material is used in teaching and learning activities. The author will also continue to receive input and assist partners in this project.

In implementing the project and writing this report, the author has several suggestions for partners, Kallista Batam School. The suggestions for the continued implementation of this project are:

1. After the delivery of teaching materials and the use of teaching materials in teaching and learning activities, the authors suggest that teaching materials can always be updated following the current case along with quiz questions.
2. This teaching material assistance can be continued by continuing to partner with students from the economics faculty. There is a mutual benefit between the school and students because the material is understood by both parties.

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