

The Analysis of Using A Quality Teaching Method In The Teaching And Learning Process In The Macro Economics (Case Study At The Faculty of Economics Widyatama University)

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Abstract

The process of teaching a course success is strongly influenced by the role of the faculty in the delivery of material. Especially for the compulsory subjects like macro economics in the Faculty of Economics, University of Widyatama always considered difficult for students because they have to deal with graphs and mathematical problems. Where the difficulty students can be seen from the side of science ontology, epistemology and axiology. To be able to overcome it requires the application of appropriate teaching methods so as to give satisfaction to the students. The purpose of this study to determine whether the application of phasing methods, communication, training and habituation can increase student satisfaction was analyzed using regression models. The model used in this study as follows : $Y = a + b1(\text{phasing method}) + b2(\text{communication method}) + b3(\text{training method}) + b4(\text{habituation method})$. Result of calculation obtained that phasing implementation and communication methods in teaching and learning of macro economics at the Faculty of Economics, University Widyatama positive effect in improving student satisfaction. While the application of methods of training and habituation did not affect the increase in student satisfaction.

Keywords : teaching; material; graphs; mathematics; appropriate teaching methods.

Introduction

Background

One element of Tri Dharma University is an obligation for faculty to conduct teaching a course each semester of the academic year (Arwildayanto, 2013). In addition to routine teaching in universities should be able to improve the quality of students especially in the development of aspect ratios, emotional and spiritual (Dody S. Truna, Rudi Ahmad Suryadi, 2013). Thus the teaching process should be able to provide satisfaction for students as seen from the perspective of expectation or desired by the student. Where to be able to achieve it by applying the principles of quality teaching in higher education.

The importance of the application of quality teaching, among others, is on the macro economics teaching at the Faculty of Economics, University of Widyatama. In accordance with the program of macro economics lecture course is a compulsory subject taught in the second semester, with the goal of providing an understanding of the concepts of macro economics. Further understanding will facilitate students in subsequent course work related to the application of the concept of macro economics.

Experience teaching of Macro Economics at Faculty of Economics seen the phenomenon that students often find it difficult to respond to the lecture. The grounds have to deal with tangible tools of economic analysis and mathematical charts. In terms of ontology knowledge, due to ignorance of their student weaknesses in reading graphs and explain its relationship with mathematics in macro economics. Meanwhile, from epistemology, deductive reasoning can be seen from the inability of the macroeconomic problems through illustrative graphics and mathematics. From axiology of science, due to the use of graphs and mathematical ignorance in macro economics in decision-making and policy (Hamid Darmadi, 2013).

Theoretically, the difficulty is that the initial conditions are always encountered in the learning process to be successful (Martinis Yamin, 2012). Thus it is a challenge for professors to be able to overcome the problems of the students, especially in the study of Macro Economics. The solution by increasing

the understanding of concepts, variables and relationships between variables are simplified through graphs and mathematical.

Emphasis the importance of understanding the above supported the findings that students are often self forced to memorize the chart and based on mathematical without a proper understanding of the material taught Macro Economics. Although various facilities have been provided in the form of a book or a handout is not a guarantee they will succeed. Even at the beginning of the second semester of academic year tuition 2013/2014 proved there are some students can not master simple chart analysis reprogrammed despite Micro Economics course.

With the invention of all these cases it is very interesting for the authors to examine the application of the method to the quality of teaching and learning processes of macro economics at the Faculty of Economics, University of Widyatama the second semester of the school year 2013/2014. In this research focused on the application of four methods: the phasing method, two-way communication, training and habituation set in macro economics teaching materials especially in the discussion of national income balance. The grounds on the material the student 's ability in analysis and mathematical charts should be stronger than any sub material being taught.

Implementation of the four methods is expected to facilitate students in learning the material, especially on the macro economics of the National Income and Balance can finally give satisfaction to the next student in learning the material.

Problem Formulation

Based on the description on the background of the above problems, the formulation of the problem posed is:

1. Was the application of phasing methods in the teaching-learning process of macro economics can improve student satisfaction.
2. Was the application of the methods of communication in the teaching-learning process of macro economics can improve student satisfaction.
3. Was the application of training methods in the teaching-learning process of macro economics can improve student satisfaction.
4. Was the application of the method of habituation in the teaching-learning process of macro economics can improve student satisfaction.
5. Was the application of the phasing, communication, training and habituation methods in the teaching-learning process of macro economics simultaneously affect on student satisfaction.

Research Objectives

The purpose of this study is to:

1. Knowing whether application of phasing methods in the teaching-learning process of macro economics can improve student satisfaction.
2. Knowing whether application of the methods of communication in the teaching-learning process of macro economics can improve student satisfaction.
3. Knowing whether application of training methods in the teaching-learning process of macro economics can improve student satisfaction.
4. Knowing whether application of the method of habituation in the teaching-learning process of macro economics can improve student satisfaction.
5. Knowing whether application of phasing methods, communication, training and habituation in the learning process of macro economics can simultaneously improve student satisfaction.

Usability Research

According to the research conducted, the results of the study are expected to meet the following uses :
Usefulness of Development Studies

It is expected that the research results can contribute to the development of the quality of science at the Faculty of Economics, University Widyatama.

Usefulness of Operational

1. Expected results of this study provide information for lecturers to improve the quality of teaching at the Faculty of Economics, University of Widyatama.
2. Expected that the results of this study are useful for further research are interested in quality teaching.

Theoretical Study

Method of Teaching Quality in Higher Education

The process of teaching in universities can be done by various methods, among others, the phasing method, two-way communication, training and habituation (Dody S.Truna and Rudi Ahmad Suryadi, 2013). Each of these methods can be described as follows :

a. Phasing methods

The application of phasing method aims to allow students to respond to the lectures given in the order from the global to the specific material or detail. This is consistent with the statement of Ibn Khaldun (Dody S. Truna and Rudi Ahmad Suryadi, 2013) that the delivery of lectures on student must be utilitarian and gradually one by one and little by little. First, teachers should convey the problems of each chapter every course material that is the subject of that chapter. Both closer understanding of the material by means of a global. Third, the power of thought maintains student to receive lectures given until the end. If the process is done, students will have the skills taught on the course material even though the fundamental level. The climax is a high understanding of the emergence of the discipline and the ability to solve problems.

Furthermore, lecturers teach the course material both started with the delivery of up to a higher level, explaining and out of the global discussion. Furthermore, lecturers say a few words in dispute until the end of student understanding of the material so that the higher proficiency and students can broaden openness. After that, the student is considered finished studying the course material and have the capacity. This is called learning worthwhile.

Therefore, Ibn Khaldun (Dody S. Truna and Rudi Ahmad Suryadi, 2013) called for the stages in the lecture through three phases. With a view to maintaining the difference between each student individually. Intelligent students will know and understand the course material in the first phase. While students will understand the problem mid intelligence after listening to the material and ask the material in the second phase. Students who average intelligence would understand the course material in the third phase.

b. Methods of Communication

In this method of communication can be divided into two methods munaqasyah and munadharah. For each method can be described as follows :

- Methods Munaqasyah

Lectures at the College can not be separated from the method of communication. In general, professors deliver lectures begin one chapter of the book to the other chapters then do a question and answer with students. On another occasion, professors let students talk to each other about the course material that is not clear and requires further understanding. In this condition there will be a student to help faculty with course material reiterated described lecturer to other students. This method is termed the method munaqasyah (Dody S. Truna and Rudi Ahmad Suryadi, 2013) which requires positive thinking, active, interactive and use that understanding student thinking activities to be perfect.

In summary execution of this method by the student starts with a tadharru to God that he help provide knowledge and solve problems lecture. Second, mobilize capabilities and activities that

God gave him the inspiration to form a deep understanding and problem-solving skills. This is because the students choose a path that brings inspiration of God, that is asking for help with the guidance of Allah and by deploying capabilities.

Impacts that occur in the application of the method is the appearance of freedom munaqasyah ask for students and faculty. Besides, the lecturers do not move from one material to another material prior to questioning the student and the student understand it thoroughly.

- *Methods Munadharah*

This method complements munaqasyah method that relies on the ability to devote thought with reason, logic and proportion. The application of both methods in the teaching process as necessary to familiarize the dialogue or two-way communication on scientific issues. Al-Zarnuju (Dody S. Truna and Rudi Ahmad Suryadi, 2013) considered that thought for a moment on the method and munadharah munaqasyah better for students than do repetitive rote for a month. Even Ibn Khaldun argues that the application of these methods to create the conditions disagreements with students in the faculty of thought but still maintained the ethics and attitudes glorify lecturer.

c. Training methods

The purpose of training is to provide orientation method or change certain behaviors. Where results can be obtained from the consequences of the end of a training that encourages students can receive influence. Even the orientation and behavior changes can be made, a more profound and long influence with the training than letting “something cold” without treatment and training.

There are two types of training that can be done is direct training and training set. For the first type of training that explains why the incidence of specific activities on the student or by some cause outside the will and ability of the students. As for the second type of training should be planned by the faculty in order to be passed by the student for the purpose of giving effect to be able to live up to the effect, making it easy for the formation and behavior change in the expected orientation.

In the second application of such training can be carried out in turn. In general for the teaching process starts with a training set that can be implemented systematically by the students. But sometimes performed directly without any planned training, where students do and is affected then lecturers involved in the orientation process and the formation of the student mindset.

Based on the experience of both the training is seen as an important teaching method. Thus a lecturer should increase its involvement in orientation and behavior changes in accordance with the expected orientation.

d. Habituation method

This method aims to change the standards and values that remain on custom made by students. In habit formation can be done in two orientations, namely freeing students from the old bad habits and forming new habits and noble values that persist. Especially for the second method, phasing methods in the formation of habits such as pattern studied economics effective and efficient.

In more remote on the concept of teaching economics should be able to carry the emotional impact and encourage a love of learning economics and eventually positive effect on the behavior of students in the study of economics. For example, it is customary to understand the concept well to the macro economics of a given problem. Habit formation students will prepare students to want to carry the possibility of no previous relaxation.

Habit formation above would be perfect if it is followed by the motivation and the delivery of lectures by means of gentle or harsh.

Theory of Satisfaction

Student satisfaction is an effort for faculty to be able to meet the desires and needs of the students. On the other hand the student a feeling of satisfaction in response to student teaching by the course

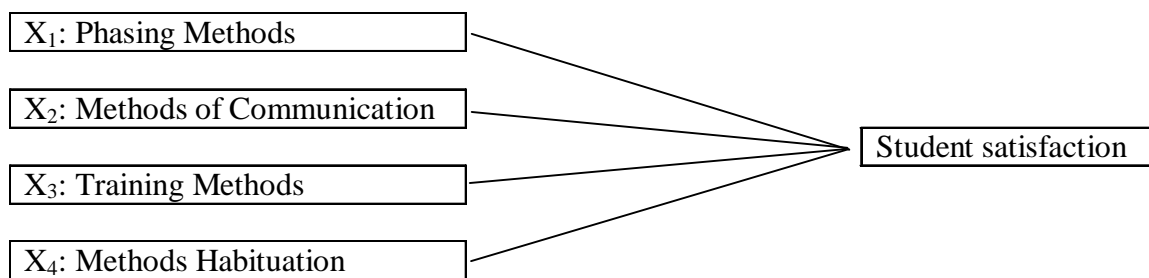
lecturer. It is as stated by Wilton (Ali Hasan, 2008) that satisfaction in response to the evaluation of the perceived discrepancy between expectations before and after the teaching. Further shaped by the expectations of student satisfaction and student perceptions of the quality of teaching provided by the lecturer. Based on the concept of the satisfaction of the student will be expressed satisfaction on many levels is very satisfied, satisfied and disappointed.

Talking about the expectations of students, is believed to have played a large role in determining the quality of teaching. Basically there is a close relationship between the quality of teaching with student satisfaction. Therefore, in evaluating student satisfaction expectations as a Lecturer will use a standard or reference. Expectations of students into the background why the two professors teaching the same subject can be assessed differently by students. Later in the measurement of student satisfaction expectations inferred based on suitability/ mismatch between the expectations of the student teaching process has been carried out by the lecturer. While the method can use the method of measurement of student satisfaction survey with a scale of 3 points, 4 points, 5 points and 7 points (Ali Hasan, 2008).

As for the terminated faculty satisfaction often use a variety of factors that affect student satisfaction to evaluate the satisfaction of the teaching faculty. It can be seen from the evaluation of the teaching and learning process is always applied to a state college.

Framework

Conceptual Paradigm Research



Hypothesis

As the concept of the research paradigm, the research hypotheses are proposed as follows:

- Hypothesis 1 : The application of phasing methods in the teaching-learning process of macro economics can improve student satisfaction.
- Hypothesis 2 : The application of the methods of communication in the teaching-learning process of macro economics can improve student satisfaction.
- Hypothesis 3 : The application of training methods in the teaching-learning process of macro economics can improve student satisfaction.
- Hypothesis 4 : The application of the method of habituation in the teaching-learning process of macro economics can improve student satisfaction.
- Hypothesis 5 : Application of phasing, communication, communication, training and habituation methods simultaneously in the teaching-learning process of macro economics can improve student satisfaction.

Object And Methods

Object Research

Object of the study include variables : the phasing, communication, training, habituation methods and student satisfaction.

Research Methods

Research Design

The design research model is explanatory descriptive analysis.

Analysis Unit

The unit of analysis in this study is a two-semester students who are attending Macro Economics at the Faculty of Economics, University of Widyatama.

Dimensions of Time

In this study, the time span is cross-sectional or one shoot that studies that are taking samples of the time, the behavior of the sample, the sample at the time of certain events (Noeng Muhadjir, 1998: 21). Time span from January to March 2014.

Operationalization of Variables

The variables used there are two independent variables and the dependent variable. The independent variables consist of the phasing method, communication method, method of training and habituation method. The dependent variable is student satisfaction.

Sampling Method

In this study using sampling adjustment, ie, determining the appropriate subject is obtained directly from the unit of analysis is studied. Population size used is equal to 88.

Data Quality Testing

Testing the quality of the data is done in order to establish the validity or validity of the data collected. Therefore, the data obtained using the questionnaire, the respondents answered seriousness is an important factor in this study, and to establish its validity must use appropriate measuring instruments. To be able to be used away Validity and Reliability Test.

From the results of test validity and reliability test, a question items declared invalid if Corrected item - total correlation greater than r table and not reliable if the reliability coefficient of less than 0.70 (Kaplan - Saccuzza, 1993). Test results using SPSS 14.0 in this study as follows

Item-Total Statistics

	Scale Mean if Item Deleted	Corrected Item-Total Correlation	r tabel	Keterangan
METODE PENTAHAPAN	12,6491	,799	0,169	Valid
METODE KOMUNIKASI	12,6263	,781	0,169	Valid
METODE TRAINING	12,5921	,739	0,169	Valid
METODE PEMBIASAAN	12,6176	,711	0,169	Valid
KEPUASAN MAHASISWA	12,4787	,643	0,169	Valid

According to the validity of the test, an item is declared invalid if Corrected item-total correlation greater than r table. Question items of each variable studied showed that Corrected Item-Total Correlation > r table, so it is valid.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.891	.891	5

Thus the questionnaire reliable since the results of the calculation showed a Cronbach's Alpha value of 0.891 is greater than 0.70.

Design Hypothesis Testing

Hypothesis testing based on significance testing econometric models used in econometric modeling, namely the effect of the phasing method, communication, training and habituation on student satisfaction using the t test and F test.

Regression model in this study as follows:

$$Y = a + b1 (\text{phasing method}) + b2 (\text{communication method}) + b3 (\text{training method}) + b4 (\text{habituation method})$$

Significance test on an econometric model:

- *Testing the significance of partial models*

Hypothesis I : The application of phasing methods in the teaching-learning process of macro economics can improve student satisfaction.

Ho₁ : b₁ < 0 : Application of phasing methods in the teaching-learning process of macro economics is not positively related to student satisfaction.

Ha₁ : b₁ > 0 : Application of phasing methods in the teaching-learning process of macro economics is positively related to student satisfaction.

Ho₁ rejected if t > t table.

Hypothesis II : The application of the methods of communication in the teaching-learning process of macro economics can improve student satisfaction.

Ho₂ : b₂ < 0 : Application of the methods of communication in the teaching-learning process of macro economics is not positively related to student satisfaction.

Ha₂ : b₂ > 0 : Application of the methods of communication in the teaching-learning process of macro economics is positively related to student satisfaction.

Ho₂ rejected if t > t table

Hypothesis III : The application of training methods in the teaching-learning process of macro economics can improve student satisfaction.

Ho₃: b₃ < 0 : The application of training methods in the teaching-learning process of macro economics is not positively related to student satisfaction.

Ha₃ : b₃ > 0 : The application of training methods in the teaching-learning process of macro economics is positively related to student satisfaction.

Ho₃ rejected if t > t table

Hypothesis IV : The application of the method of habituation in the teaching-learning process of macro economics can improve student satisfaction.

Ho₄ : b₄ < 0 : The application of the method of habituation in the teaching-learning process of macro economics is not positively related to student satisfaction.

Ha₄ : b₄ > 0 : The application of the method of habituation in the teaching-learning process of macro economics is positively related to student satisfaction.

Ho₄ rejected if t > t table.

Where t is the table value of t at t-student table with $\alpha = 0.05$ one-sided and degrees of freedom db = nk-1.

- *Testing the significance of Simultaneous models*

Hypothesis V : Application of phasing, communication, training and habituation methods simultaneously in the teaching-learning process of macro economics can improve student satisfaction.

Ho: $b_1 = b_2 = b_3 = b_4 = 0$: Application of phasing, communication, training and habituation methods simultaneously in the teaching-learning process of macro economics is not positively related to student satisfaction.

Ha: minimally $b_1 \neq b_2 \neq b_3 \neq b_4 \neq 0$: Application of phasing, communication, training and habituation methods simultaneously in the teaching-learning process of macro economics is positively related to student satisfaction.

H is rejected if $F > F$ table.

Where the F table is the value of F on the F-Snedecor tables with $\alpha = 0.0$ and degrees of freedom $db_1 = k$; $db_2 = nk - 1$ ($k =$ number of independent variables, $n =$ size of data).

Research Sites

Quality teaching research methods conducted at the Faculty of Economics, University of London Widyatama.

Results And Discussion

Research Results

Based on the results of the hypothesis test design significance test equation econometric models that are used as follows:

Significance Test Results Econometric Model

Phasing Effect of Application Methods, Communication, Training and habituation Against Student Satisfaction.

Based on the results of the study at the Faculty of Economics, University Widyatama, it has acquired an econometric regression model parameter estimates for the effect of implementation of the phasing method, communication, training and habituation to the satisfaction of students as follows:

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,228	,259		4,749	,000
	METODE PENTAHAPAN	,268	,113	,315	2,374	,020
	METODE KOMUNIKASI	,301	,116	,334	2,598	,011
	METODE TRAINING	-,072	,106	-,086	-,683	,496
	METIODE PEMBIASAAN	,159	,100	,183	1,579	,118

To influence the adoption of common methods phasing, communication, training and conditioning of the teaching-learning process of the student satisfaction can be written as:

$$Y = a + b_1 (\text{phasing method}) + b_2 (\text{communication method}) + b_3 (\text{training method}) + b_4 (\text{habituation method})$$

$$Y = 1.228 + 0.268 (\text{phasing method}) + 0.301 (\text{method of communication}) -$$

$0,072$ (training method) + 0.159 (method of habituation)

That regression equation variables phasing method has unidirectional relationship to student satisfaction with a coefficient of 0.268. Means a phasing increase in the application of the method by 1% will increase student satisfaction at 26.8%. Similarly, the variable methods of communication have a unidirectional relationship to student satisfaction with a coefficient of 0.301. Means an increase in the application of methods of communication by 1% will increase student satisfaction of 30.1%. While training method variables negatively related to student satisfaction with a coefficient of -0.072. Means an increase in the application of training methods will decrease by 7.2% student satisfaction. Then the variable method of habituation has unidirectional relationship with a coefficient of 0.159. Means an increase in the application of the conditioning methods will improve student satisfaction of 15.9%.

Significance Test Results Partial Model

To determine the significance of the phasing method parameters, communication, training and habituation contained in the regression equation, t tests were conducted. Details of testing the hypothesis is as follows:

Hypothesis Testing I

The influence of application of the phasing method to the satisfaction of students showed positive direction. The influence of the test results obtained by the value of t-test (2.374) > t - table (1.671) with a significance of 0.020. Thus the significance value less than 0.05. It can be concluded that the application of phasing methods have a positive influence on student satisfaction. In other words, it can be concluded that the application of high phasing method will have high student satisfaction. This means that the first hypothesis is accepted.

The results of the first hypothesis testing in accordance with the reality of what happened in the teaching process that in general students have difficulties in mathematical analysis and graphs. Thus gradually Lecturer will assist students in solving mathematical problems previously considered difficult to be very easy to do. Based on the experience of the student researcher must be taught the proper procedures or stages in learning mathematics. Patience in this proceeding has the student responded with a willingness to try macro economics issues from the simple to the difficult.

As for the graphics issues, the main factor is the ignorance of the students to connect the independent variable and dependent variable. During the student teaching process looks less aware that the mathematics and graphs related to each other. Through phasing method taught students ranging macro model and provide an understanding of the theory underlying the modeling. Pursued in the first lecture students recognize three types of interrelated models. With the aim of helping students to understand the material being taught sub.

The application of this phasing process even faster in theory hang because students must learn to identify the variables that appear in macro theory. Stage we do now students should be able to determine the relationship of both variables of concepts, and mathematical charts. Thus educated students to think rationally in solving particular economic macroeconomic.

Hypothesis Testing II

Effect of application of the method of communication in the learning process to the satisfaction of students showed a positive direction. Test results obtained by the influence of the independent variables t-test value (2.598) > t - table (1.671) with a significance of 0.011. Thus the significance value less than 0.05. It can be concluded that the application of the methods of communication in teaching and learning of macro economics has a positive influence on student satisfaction. In other words, it can be concluded that the application of the methods of communication that will either have a high satisfaction. This means that the second hypothesis is accepted.

The results of testing hypotheses II above in accordance with the realities faced by researchers in economics teaching in class macro. In the initial condition the lecturers teaching students to perform two-way communication. Where lecturers begin by asking questions relating to the matter of global macro economics is taught. Then proceed with more specific questions on-topic discussion. Of the various questions asked students to discuss among friends to be able to hang the macro economics of a given material. It turns out that this method is more effective because students can record the important things from the course material and easy to learn..

The advantages of the following is the accuracy in the determination of solutions related to graphs and mathematical. Probably caused by the experience of students in the program the micro economics courses in the first semester are not getting satisfaction in understanding on both the analysis tool, then in the second semester each student would want to be more successful. Through two-way communication methods helped students understand math concepts and simple graphics. Researchers experience when communicating should be conditioned students are required to close the book and follow explanations and demonstrations to draw graphs or do math on the board. It turns out that this method makes students more spirit and ultimately can be detached from the problems they face.

Hypothesis Testing III

Effect of the application of training methods in teaching and learning to the student satisfaction showed a negative direction. The results obtained by testing the effect of independent variables t-test $(-0.683) < t - \text{table} (1.671)$ with a significance of 0.496. Thus the significance value is greater than 0.05. It can be concluded that the application of training methods in teaching and learning of macro economics and has an insignificant negative effect on student satisfaction. This means that the third hypothesis is rejected.

This discrepancy is supported by the fact that the student is always given regular training through a task that must be collected next week. Even in giving the student has been given the task of problem solving strategies in an easy way. With expectations of students excited about practicing at home and eventually became proficient in the exam. But the reality is that many students do not do the work honestly. This proved to all students in the classroom working with exactly the same answer with another student without a thought process or how to do it. Finally, when evaluated student would look really able to work on the problems/ exercises only slightly. Even when given a sudden in -class exercises proved to many students who have not been successful.

However, the method of training is still required in the application of quality teaching. Just be pursued with more emphasis on the application of direct training is carried out effectively and efficiently in the classroom. This training is expected to enhance the creativity of the students in the study of macro economics. In more remote training can improve the quality of students in the process of mathematical analysis and graphs.

Hypothesis IV

Effect of application of the method of habituation in the learning process to the satisfaction of macro economics students showed a positive direction. The results obtained by testing the effect of the variable t-test value $(1.579) < t - \text{table} (1.671)$ with a significance of 0.118. Thus the significance value is greater than 0.05. It can be concluded that the application of the method of habituation has a positive but not significant effect on student satisfaction. This means that the fourth hypothesis is rejected.

The hypothesis rejection caused habituation process is closely related to student behavior or culture in response to macro economics lectures. The ability to change the behavior can not be done in a relatively short time so that the method applied is not optimal habituation. An example is to change the bad behavior of the students in drawing graphs and read the variable. As we all know bad habits of students in drawing the graph is not linking with the appropriate variables but directly drawn his memory alone. Besides this is not exactly true also does not provide meaning in learning analysis of macro economics in decision-making and policy. In these conditions the role of lecturer must have patience and be able to deal with student behavior gentle (Martinis Yamin, 2013). Means through

habituation methods student should be able to draw a directed graph according to the guidelines. According to the observations seen students begin to draw the graph as expected. In fact there are some students who dared to criticize about the content of the book is incomplete and inaccurate.

Similarly, the understanding of the variables, the ability to change the behavior of students to faculty to know the characteristics of each macro variable is not guaranteed to succeed as expected in a relatively limited. For example in the lecture material already lecturer national income actually embed habituation students to know the concepts, variables and mathematical charts until the application correctly. The reality is still seen there are some students who do not want or lazy to do it. Nevertheless habituation process has an impact on students' ability in reading macro variables in concept to the level of being.

Hypothesis V

To determine the significance of the suitability of the model used simultaneous F test F test calculation results as shown in the following table:

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11,806	4	2,951	17,355	,000(a)
	Residual	14,116	83	,170		
	Total	25,921	87			

Calculation results show that the F-calculated value (17.355) > F-table (2.53) with a significance of 0.000. Thus the significance value less than 0.05. Therefore it can be concluded in accordance regression model at a significance level of 5%. This means that the hypothesis V is accepted.

Conformance testing showed that the application of the four methods is essential and complementary. This is consistent with the reality of teaching macro economics lecturer must implement these methods in a balanced whole.

R² value is used to see how much influence the variables simultaneously phasing methods, communication, training and habituation to student satisfaction. The results of the calculation of the value of R² as shown in the following table:

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,675(a)	,455	,429	,41239

R² obtained for 0.455 or 45.5% means that the contribution of the independent variable (phased method, communication, training and habituation) can explain the dependent variable (student satisfaction) of 45.5%. A percentage of 54.5% is other factors not examined.

Conclusion And Recommendations

Conclusions

From the analysis of the data can be concluded as follows :

1. Results of testing prove that the application of phasing methods in the teaching-learning process of macro economics has a positive effect on student satisfaction.
2. Results of testing prove that the application of the methods of communication in the teaching-learning process of macro economics has a positive influence on student satisfaction.
3. Results of testing prove that the application of training methods in the teaching-learning process of macro economics has no effect on student satisfaction.

4. Results of testing prove that the application of the method of habituation in the teaching-learning process of macro economics does not affect on student satisfaction.
5. Results of testing prove that the application of phasing methods, communication, training and habituation in the learning process simultaneously affect student satisfaction.
6. Magnitude of the effect of variable phasing methods, communication, training and habituation in the learning process of the student satisfaction is simultaneously being.

Advice

Based on the conclusions of the study, suggestions put forward as follows :

1. Qualified teaching methods should be applied to all programmed courses in the Faculty of Economics, University of Widyatama, so as to enhance the professionalism of the lecturers in the field of teaching.
2. University increased interest in the quality of teaching so that in the long term can increase the competitiveness of students not only in the country but also abroad.

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