

EFFECT OF APPLICATION METHOD OF SATISFACTORY QUALITY TEACHING STUDENTS (CASE STUDY IN THE PROCESS OF MACRO ECONOMICS LEARNING IN THE FACULTY OF ECONOMICS UNIVERSITY WIDYATAMA BANDUNG INDONESIA

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Abstract: *The success of the process of teaching a course heavily influenced by the role of lecturers in the delivery of content. Especially for the compulsory subjects like macro economics in the Faculty of Economics, University Widyatama always considered difficult by the students because they have to deal with graphs and mathematical analysis tools. The purpose of this study was to determine the effect of the application of quality method is the method gradually, communication, stories, interdisciplinary, training and habituation to the satisfaction of the initial lectures to students ranging Final Exam in the second semester of the academic year 2013/2014 has been analyzed using multiple regression models. Where the addition of interdisciplinary methods and the story as a continuation of previous research that only uses four methods to the period of time until the Middle Semester Exam and have a seminar at the Park Hotel in 2014. The research result shows that the application of the method gradually, interdisciplinary and training in teaching and learning macro economics in the Faculty of Economics, University Widyatama positive effect in improving student satisfaction. While the application of communication methods, stories and habituation no positive effect of increasing student satisfaction.*

Keywords: *Teaching, Material, Chart, Mathematics, Teaching Methods.*

INTRODUCTION

The main activity of the college is a learning process of the course is programmed every semester of the academic year. In addition to the elements of tri dharma College (Arwildayanto, 2013), the teaching is also the transformation of knowledge from lecturer to student (Ratna Widiastuti, 2014). Thus the proper teaching methods or quality is needed to improve the quality of students both from the aspect ratio, emotional and spiritual (Dody S. Truna, Rudi Ahmad Suryadi, 2013). It is expected to increase student satisfaction for both reflected from the perspective or desired expectations of students to the teaching given by lecturers. One application of

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quality teaching is on the macro economics courses at the Faculty of Economics, University Widyatama. Besides the compulsory subjects that are programmed in the second half, in reality, the macro economics courses is known as a difficult subject for students. Even the results of observations show some students who have a high GPA sometimes the value of the macro economics courses can only be C. From interviews proved students often have difficulty understanding the macro-economic subjects having to deal with a good economic analysis and mathematical charts. From the ontology of science, weakness due to ignorance of their students in reading charts and explain its relationship with mathematics in macro economics. While the epistemology of science, seen from the inability of deductive reasoning to problems through a graphic illustration macro economics and mathematics. Then from the axiology of science, due to ignorance of the students in the use of graphs and mathematical decision-making and policies on macro economics (Hamid Darmadi, 2013).

These difficulties are a challenge for the lecturers to be successful in teaching both the macro economics of understanding of the concepts, variables and relationships between variables primarily through graphs and mathematical analysis tools (Martinis Yamin, 2012). The importance of understanding is supported by the finding that students are often forced himself to memorize charts and mathematical without rest on the recognition of the concept of macro economics. In fact, there are still some students who have not been able to master a simple chart analysis although it has been programmed micro economics courses. Based on the discovery of the case is very interesting for the author to examine the effect of applying the method to the satisfaction of quality teaching students. Where case studies are in the process of teaching and learning macro economics in the Faculty of Economics, University Widyatama in the second semester of the academic year 2013/2014. In this research is focused on the application of six quality teaching method is the method of gradual, two-way communication, stories, interdisciplinary, training and habituation on macro economics teaching from the beginning to the end of the lecture.

Selection of the implementation of the sixth-quality teaching methods above is a continuation of a previous study conducted ahead of the Middle Semester Exam (UTS) which apply four methods: gradually, communication, training and habituation (International Seminar, Park Hotel, 2014). The use of four methods by considering until the end of the course the student should master the material balance of national income that desperately need the capability approach charts and mathematical problem solving. As a result of the four methods was only two successful method is the method of staging and communication. Where both variables show a direct and significant relationship. While the results of two other variables such as training methods actually negatively related to student

satisfaction. The main reason is the student has not been serious in doing various questions that trained so that it becomes a burden to the students in the lecture. Similarly, the method of habituation despite having a positive relationship but not significant. By reason of changes in student behavior is not likely to be realized in a short time. The results of the various weaknesses it is very important to do further research by adding an interdisciplinary method and story. The addition of these two variables given in the discussion of macro economics include a wide range of materials as diverse as the National Income, Growth, Money and Banks, and International Trade. By applying the six methods are expected to facilitate students in the study of macro-economics to provide satisfaction for the students.

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

- 1) How does the application of the method stages in the learning process to the satisfaction of macro economics student?
- 2) How does the application of the method of communication in the learning process to the satisfaction of macro economics student?
- 3) How does the application of methods of stories in the learning process to the satisfaction of macro economics student?
- 4) How does the application of interdisciplinary methods in the learning process to the satisfaction of macro economics student?
- 5) How does the application of training methods in the learning process to the satisfaction of macro economics student?
- 6) How does the application of methods of habituation in the learning process to the satisfaction of macro economics student?
- 7) How does the simultaneous application of the method gradually, communication, stories, interdisciplinary, training and habituation in the learning process to the satisfaction of macro economics student?

REVIEW OF LITERATURE

The teaching process at the universities is divided into two methods: direct and indirect methods. Where to direct method is done by face to face between lecturers and students. As for the indirect method can be done with e-learning systems which perform several times face to face remainder relate only via the internet. Different types of methods are classified as direct methods include methods of gradual, two-way communication, stories, interdisciplinary, and training and habituation (Dody S. Truna and Rudi Ahmad Suryadi, 2013). Where each method can be described as follows:

(a) Gradual methods

Application of the method gradually put more emphasis on the delivery order of lectures from the global to the more specific material. This is consistent with the statement of Ibn Khaldun (Dody S. Truna and Rudi Ahmad Suryadi, 2013) that in the delivery of the course material to be useful and gradually one by one. The first stage, teachers should convey the problems that arise from each of the subject matter in accordance lecture given. The second stage, closer understanding of the course material globally and third maintain the power of thinking students to receive course material to the end given. Through the three phases is expected students will have the skills taught on the course material despite the fundamental level. The climax is the emergence of a high understanding of the disciplines taught and ability to solve problems that occur. The next step lecturers teaching the course material both started with the delivery of the course material at a higher level. Then the professor say a few things that the disputed until the end of the understanding of the material thus increasing student proficiency and open the horizons of students. After the process, the student is considered finished studying subjects that are taught and have the skills. This is called learning useful.

(b) Communication Methods

The method of communication is divided into two methods *munaqasyah* and *munadharah*. In the first method *munaqasyah* lecturers deliver lectures on the book began one chapter to another chapter is followed by question and answer session with students. On another occasion, professors let students talk to each other about the course material that is unclear and requires further understanding. In these conditions there will be a student to help professors with course material that explains the back have been taught to other students. Through the method *munaqasyah* students must have positive thinking, active, interactive and uses activity thought to be perfect so that the student's understanding. Application of the method *munaqasyah* started by students with *bertadharu* to God to help provide the knowledge and problem solving thinking. Second, mobilize capabilities and activities so that God gave him the inspiration to form a deep understanding and problem solving skills. This is due to the students chose the path that brought inspiration of God, that is asking for help with the guidance of God and by deploying capabilities. The positive impact of the application of methods *munaqasyah* two. The first is the emergence of freedom to ask for students and faculty. Second, professors do not move from one material to the other material before the question and answer to the student and the student has to understand it thoroughly.

This method complements munaqasyah method that relies on the ability to devote thought to the ratio, logic and proportion. The application of both methods is needed in the teaching process because it can familiarize dialogue or two-way communication on scientific issues. According to Al-Zarnuju (Dody S. Truna and Rudi Ahmad Suryadi, 2013) thinks for a moment on the method munaqasyah and munadharah better for students than do repetitive rote during the month. Meanwhile, according to Ibn Khaldun, the application of both methods is to create the conditions disagreements with students in the faculty of thought but still with ethics and attitudes are maintained glorify lecturers.

(c) Methods Story

Teaching methods applied in the story by describing the events related to the course material being taught. Its application can be mentioned places, figures and events that followed. Application of the method can also be more emphasis on the story of one opportunity and other opportunities. One thing that is expected from the application of the method can affect the emotional story of the students so as to encourage students to take a lesson from the story told that the next stage can perform precise analysis of the course material. In further methods stories help students to be able to take economic policy in accordance with the economic problems faced.

(d) Interdisciplinary Methods

The interdisciplinary method of trying to help solve problems that arise in the discussion of the course material being taught. Even through these methods can facilitate students to understand the position of economics among other social sciences were finally able to respond to the course material is taught appropriately. In further methods of the story will expand the horizons of students in lectures responds good moment in the classroom and in public life generally.

(e) Training Methods

The method of training is done with the purpose to provide a certain orientation or behavior changes. The end result of a training is to encourage students can receive influence. In further training can change the behavior of students although for a longer period of time than without treatment and training. Talking about the training we recognize two types of training, namely training and training directly regulated. For direct training, emphasizing the causes do specific activities on students or some cause outside the will and ability of the students. As for the training set, should be planned by the faculty in order to be passed by the student. This training aims to give effect to the students

to be able to do in accordance with the received effects, making it easy for the formation and behavior change in the expected orientation. Both training is seen as an important teaching method. Thus a lecturer should increase its involvement in student orientation and behavior change in accordance with the expected orientation.

(f) Habituation Method

Methods of habituation is required to change the standards and values associated with custom made by students. In the formation of habits can be done in two orientations, namely freeing students from old habits and forming new habits with noble values possessed. Particularly in the second method, by applying the method gradually in the formation of habits of students studying economics as a pattern of effective and efficient. In further methods of habituation to the teaching of economics should be able to inflict emotional impact for students and encourage a love of learning economics. Finally the method of habituation will be a positive influence on student behavior, especially in the study of economics. An example is the habit of the students in understanding the concept of macro economics problems well. With the formation of these habits will encourage students to want to carry it out even though no previous relaxation. The formation of habits of students in the top would be perfect if it is followed by providing motivation and ability to deliver a lecture by means gentle or hard.

Satisfaction in microeconomic theory (Samuelson) is the achievement of one's desires in an effort to meet the needs. Talk about our need to know there are two kinds of needs, namely physical and spiritual needs. Thereby student behavior in the learning process aims to achieve maximum satisfaction. Where student satisfaction is expressed as a response of students to teaching courses delivered by lecturers. This is consistent with the statement put forward by Wilton (Ali Hasan, 2008) that the students expressed satisfaction with perceptions or expectations of students of the teaching given by lecturers. Based on the concept of the satisfaction of the criteria of satisfaction can be expressed in various levels ie very satisfied, satisfied and disappointed. Basically there is a positive relationship between the implementation of quality teaching in student satisfaction. Even perceptions or expectations of students be assessed differently to two professors in teaching the same subjects. Furthermore, measurement of student satisfaction based on fit or a mismatch between expectation or perception of students with teaching process that has been done by the lecturer. This is evident from the evaluation of teaching and learning process that is applied in a state university.

Hypothesis

Based framework and theoretical study above, the research hypotheses are proposed as follows:

- Hypothesis 1 : Application of the method stages in the learning process of macro economics are positively related to student satisfaction.
- Hypothesis 2 : Application of the method of communication in the learning process of macro economics positive related to student satisfaction.
- Hypothesis 3 : The application of methods of stories in the learning process of macro economics are positively related to student satisfaction.
- Hypothesis 4 : The application of methods of interdisciplinary teaching and learning process of macro economics are positively related to student satisfaction.
- Hypothesis 5 : Application of training methods in the learning process of macro economics are positively related to student satisfaction.
- Hypothesis 6 : The application of methods of habituation in the learning process of macro economics positive related to student satisfaction.
- Hypothesis 7 : Application of the method gradually, communication, stories, interdisciplinary, training and habituation simultaneously in the learning process of macro economics are positively related to student satisfaction.

METHODOLOGY

The design of the research model is explanatory descriptive analysis. The unit of analysis is the study were students of the second semester 2013/2014 forces who have been attending the macro economics of writers in the Faculty of Economics, University Widyatama Bandung Indonesia. In this study, the time span used is cross sectional or one shoot the studies that are taking samples of the time, the behavior of the sample, a sample of events at certain times only (Noeng Muhadjir, 1998: 21). The time span from January to May, 2014. In this study, using a sampling adjustment, establish appropriate subject obtained directly from the unit of analysis is being investigated. The amount used is a population of 93. Quality teaching method research conducted at the Faculty of Economics, University Widyatama Bandung Indonesia.

FINDING AND DISCUSSION

Based on the results of the study at the Faculty of Economics, University Widyatama, then econometric been obtained regression model parameter estimation for the effect of the application of the method gradually, communication, stories, interdisciplinary, training and habituation to the satisfaction of the students as follows:

		Coefficients ^a									
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	12,432	3,964		3,137	,002					
	X ₁	,657	,175	,290	3,745	,000	,760	,374	,192	,440	2,274
	X ₂	-,226	,118	-,100	-1,919	,058	-,013	-,203	-,099	,974	1,026
	X ₃	,141	,252	,044	,561	,576	,663	,060	,029	,427	2,342
	X ₄	,471	,222	,200	2,117	,037	,758	,223	,109	,296	3,383
	X ₅	,780	,270	,332	2,890	,005	,824	,298	,149	,200	5,008
	X ₆	,565	,402	,128	1,406	,163	,750	,150	,072	,318	3,144

Multicollinearity (relationship between variable independent)

To the equation the effect of applying the method gradually, communication, stories, interdisciplinary, training and habituation in the learning process of the macro economics student satisfaction can be written as follows:

$$Y = 12.432 + 0.657X_1 - 0.226X_2 + 0.141X_3 + 0.471X_4 + 0.780X_5 + 0.565X_6$$

From the regression equation above variables gradual method (X₁) has a unidirectional relationship to student satisfaction at 0.657. Means an increase in the application of the method steps of 1% will increase by 65.7% student satisfaction. Instead the variable method of communication (X₂) has a negative correlation to the satisfaction of the students with a coefficient of -0.226. Means an increase in the application of methods of communication by 1% would decrease by 22.6% student satisfaction. While the story method variable (X₃) have the positive relationship to the satisfaction of the students with a coefficient of 0.141. Means an increase in the application of methods tale by 1% will increase by 14.1% student satisfaction. Thereby interdisciplinary method variable (X₄) has a unidirectional relationship with a coefficient of 0.471. Means an increase in the application of interdisciplinary methods will increase by 47.1% student satisfaction. Then the variable method of training (X₅) has a unidirectional relationship with a coefficient of 0.780. Means an increase in the application of methods of training will increase by 78.0% student satisfaction. While the variable method of habituation (X₆) has a unidirectional relationship to student satisfaction with a coefficient of 0.565. Means an increase in the application of methods of habituation of 1% will increase by 56.5% student satisfaction. To determine the significance of the parameters of the method gradually, communication, stories, interdisciplinary, training and habituation contained in the regression equation, t tests were conducted. Details of the hypothesis testing are as follows:

Hypothesis I

The influence of the gradual application of the method to the satisfaction of the students showed a positive direction. The effect of the test results obtained by value t count (3.745) > a t -table (1.671) so significant at the 5% level. Thereby can be concluded that the application of the method gradually in macro economics teaching and learning can improve student satisfaction. This means that the first hypothesis is accepted. Hypothesis testing results I according to the reality that in general the students often have difficulties in applying the tools of economic analysis both graphs and mathematical. By doing the teaching methods gradually these difficulties can be overcome. For mathematical analysis, Lecturer with patience to teach the proper mathematical process steps in solving the problems of macro economics. Starting from modeling, students are taught to understand the concept of balance with revenues mathematical approach which is easy and simple. Seriousness in the implementation of the gradual method has impacted the students can learn ways of solving the cases related to the material being taught and proved largely successful students as they face Middle Semester Exam (UTS).

In the development of students' ability to understand mathematical procedures or stages in the material sub indispensable when it comes to dealing with the concept of the IS-LM. Even students must master the approach injunction = leaks that level of precision is higher. It is a challenge for lecturers to be overcome by optimizing the application of the method gradually. Whereas in other materials such as Money and Banks and Economic Growth Theory students really like the application of the method gradually. It's just that there are still some students who do not understand the example problems are deflected. Then for the final material International Trade powerful mathematical approach, with the phasing easier than the book Mandatory given has made students feel satisfied. This is evident from the results of Final Examination Semester (UAS) student is responding to the question with good results.

While the analysis of the graph shows since the beginning of the course students do not understand the macro economics of the relationship between independent variables with dependent variable. Gradual method is directed at the students of macro modeling material should linked concepts, variables and application of graphs and mathematical analysis tools. Fuse its application with all three types of macro economics models so that students more easily understand the material being taught sub. Even the gradual application of this method to help students more quickly understand the theory, because students must learn to recognize the variables and the relationship that appears in a macro theory either graphically or mathematically. In the next phase the students will be educated to think rationally in the solution of macro economics.

Hypothesis Testing II

The effect of applying communication methods in the learning process to the satisfaction of macro economics students showed a negative direction. The test results of the independent variables obtained t count value $(-1.919) \geq 5\%$. at-table (-1.671) means significant on Thereby it can be concluded that the application of the method of communication has a negative effect on student satisfaction. Means Hypothesis II rejected. The rejection of the hypothesis II is not in accordance with the theory and reality, where the material explanation of macro economics can not be separated from the two-way communication. From the research before UTS proven application communication method is more effective than using handouts that just makes the student in understanding the application of graphs and mathematical (International Seminar, Park Hotel: 2014). As a result obtained positive and significant relationship to student satisfaction. Thereby, during lectures after UTS especially for materials IS-LM and Theory of Economic Growth requires integration of micro and macro concepts will be easier when done with the method of communication.

Even for International Trade Theory material which is notoriously hard to be easy to understand the students to perform the method of communication. The grounds are more flexible because it can be started with the questions and give the student an opportunity to discuss and record the vital part of the material being taught. Eventually students will be proficient to criticize the contents of the book that may not be in accordance with the understanding given. Thereby negative relationship above may be due to incapacity Lecturer in conditioning students. However students are human resources that must be processed through lectures in class. Certainly not as easy as in the processing of other resources. This is consistent with the statement of Ibn Khaldun (2013) that the intelligence of the students can be divided into three phases, namely a very smart, intelligent and less intelligent enough. With different intelligence is what led to the ability to respond to the lecture will be different. Students will be more receptive to the course material being taught. In more remote this method makes students more excited and finally can be detached from the problems they face.

Hypothesis Testing III

The effect of applying methods of stories in macro economics teaching and learning process to the satisfaction of the students showed a positive direction. The test results obtained influence of the independent variable value t count $(0.561) < 5\%$.at table (1.671) means not significant on It can be concluded that the application of the methods of stories in macro economics teaching and learning has a positive but not significant effect on student satisfaction. This means Hypothesis III rejected.

The hypothesis rejection is caused by two factors: on the part of lecturers and students. For lecturers, the application of the method the story is a challenge because it must be able to explain the figure or mazab that occurs in the course material taught. Further more emphasis figures/events that must be strong so that it can influence the emotions of students to understand the concept of macro economics correctly. Ability Lecturer in explaining the figures/events less attractive possibility that less responded by students. On the other hand, seen from the observation of students in the era of globalization condition is less like the history of economics. The impact the application of the method has not been able to fully enhance the story of student satisfaction. However, this method should be applied supported by pictures of macro figures or events discussed macro economics such as national income, banking activities or international trade. Possibility to provide interesting images will allow students to recognize it. In more remote will allow students to understand the concept of thinking figures/events recounted. Thereby will allow students to respond to gradual course material which can ultimately increase student satisfaction.

Hypothesis IV

The effect of applying methods of interdisciplinary teaching and learning process to the satisfaction of macro economics students showed a positive direction. The test results obtained variables influence the value t count (2.117) > t -table (1,671). It can be concluded that the application of interdisciplinary methods have = 5%.aa positive impact on student satisfaction and significant on This means Hypothesis IV received. IV hypothesis testing results consistent with the theory that the application of interdisciplinary methods will assist students in responding to the course material being taught. In reality at the beginning of the course lecturers are required to teach the scope of macro economics in science. To be able to understand it must be mixed with other disciplines beyond the macro economics, especially other social sciences. Lecturer capabilities in the application of interdisciplinary methods would be satisfactory for students because it can increase student insight in understanding macroeconomics. In more remote students will be able to solve the problems of macro economics easily.

Hypothesis V

The influence of the application of training methods in the learning process to the satisfaction of macro economics students showed a positive direction. The effect of the test results obtained by value t count (2.890) > t -table (1,671). Thereby it can be concluded that the application of the methods of training = a have the positive impact on student satisfaction and significant on 5%. This means Hypothesis V accepted.

Hypothesis testing results V in accordance with the reality that the direct application of the method is more effective training so as to improve the ability of students to understand the course material taught. As known, before UTS application of training methods negatively affect student satisfaction. The main factor Lecturer prefer this method of training that is regulated by the expectations of students honestly want to practice so that the ability to understand the course material being taught will be higher. But the result is just a lot of students who just feel obliged to collect duties without any sense of responsibility for science in the assignment. Therefore after UTS applied directly given training methods beginning or end of the lecture with the provisions should be done in a very limited time. Generally, these tasks are individual and student will try to discuss among friends and ended up working groups. There are even some students who asked tutored by college lecturers completed because they were dissatisfied with their jobs. Changes in training method is more successful is evident from the increasing student satisfaction with the significant assay results.

Hypothesis VI

The effect of applying the method of habituation in the learning process to the satisfaction of macro economics students showed a positive direction. The test results obtained variables influence the value t count (1.406) < t table (1.671). Thereby it can be concluded that the application of the method of habituation has a positive but not significant effect on student satisfaction. This means Hypothesis VI rejected.

Rejection of the hypothesis together with the results of the study before the UTS. Means the application of the method of habituation to the end of the lecture macro economics have not managed optimally. The main factor for the bad habits of students in learning and mathematical analysis graphs generally by way of memorizing not understand maxims. The impact when tested either through exercise or UAS demonstrated that many students who do not understand the concept that failed in doing the same type of matter being taught. In fact, most students just succeeded in doing mathematical concept but has not managed to chart analysis. This condition is a challenge for the next lecture Lecturer in more optimal to apply the methods of habituation to the students. Thus the student will master the material macro economics perfectly.

Hypothesis VII

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

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5100,336	6	850,056	48,784	.000 ^a
	Residual	1498,554	86	17,425		
	Total	6598,890	92			

a. Significant simultaneously

From the calculation results indicate that the F-count (48.784) > F-table (2.13) so significant on a = 1%. Therefore it can be concluded the simultaneous application of the method gradually, communication, stories, interdisciplinary, training and habituation on consumer satisfaction and significant positive effect on a = 1%. This means that the hypothesis is accepted VII. The suitability of the test showed that the application of the six methods are very important and complementary. This is consistent with the reality of the teaching of the macro economics lecturer must implement all three methods are in balance. R2 values are used to see how big the contribution of all independent variables is the method gradually, communication, stories, interdisciplinary, training and habituation to the satisfaction of the students. R² value calculation results as shown in the following table:

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.879 ^a	.773	.757	4,17433	.773	48,784	6	86	.000	1,683 ^y

^yNo autocorrelation

R² obtained at 0.773 or 77.3% means that the contribution of the application of the method gradually, communication, stories, interdisciplinary, training and habituation to the satisfaction of the students at 77.3%. The rest are other factors not examined.

CONCLUSION

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

- 1) The test results prove that the implementation of the gradual method in teaching and learning macro economics has a positive influence on student satisfaction.
- 2) The test results prove that the implementation of the method of

communication in the learning process of macro economics have a negative effect on student satisfaction.

- 3) The test results prove that the implementation method of the stories in macro economics teaching and learning has a positive influence and not significant to student satisfaction.
- 4) The test results prove that the application of interdisciplinary methods in teaching and learning macro economics have a positive influence on student satisfaction.
- 5) The test results prove that the application of training methods in teaching and learning macro economics have a positive influence on student satisfaction.
- 6) The test results prove that the application of the conditioning method in teaching and learning has a positive influence on the macro economics and not significant to student satisfaction.
- 7) The test results prove that the implementation of the method gradually, communication, stories, interdisciplinary, training and habituation simultaneously have a positive impact on student satisfaction.

SUGGESTION

Based on the research conclusions, put forward the following suggestions:

- 1) The quality of teaching methods should be applied to all subjects that are programmed at the Faculty of Economics, University Widyatama, so as to increase the professionalism of the lecturers in the field of teaching.
- 2) To encourage other researchers to continue research into quality teaching methods by incorporating other variables outside variables that have been studied in the writing of this study.

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