

# Systematic Literature Review: The Contribution of Metaverse Contextual Economic Learning to Human Development in the Future

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## Sections Info

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## ABSTRACT

**Objective:** This study aims to determine the contribution of economics education in tertiary institutions to human development in the future. **Method:** This type of research is included in the type of literature review research. The process of identifying and selecting articles started with 382 articles found on the Google Scholar index and published from 2017 to 2022. Then, they were selected for eligibility, so eight articles were selected. Articles are also selected based on the credibility of the journal, namely those that are nationally accredited by Sinta. **Results:** The results obtained show that this metaverse contextual learning can make economic education a beacon of human development in the future. In lectures, students get a good understanding of the material, and it also has an impact on their learning outcomes. **Novelty:** The most important thing is that students have been taught about market structure, which then boils down to generating business ideas in the context of the metaverse so that one day they become successful entrepreneurs in the metaverse era.

## INTRODUCTION

From 2020 to 2021, Indonesia will experience a crisis in all fields due to the covid-19 pandemic. Various efforts have been made by the government to tackle the pandemic. Several sectors were able to survive amidst the shocks of the pandemic including the manufacturing sector, information technology, education and the health care industry (He et al., 2020). One of these sectors is the education sector which has an influence on the sustainability of life in the future. So, it is hoped that in the future the education sector can become one of the saviour sectors if something similar happens in the future.

Education which has a central role in the process of a prolonged crisis is economic education. Economic education is expected to be able to restore the post-pandemic economic sector as well as preventative measures if another pandemic occurs in the future. The thing that contributes to economic education lies in providing education in the form of economic and entrepreneurship learning with appropriate learning methods. With the learning method, teachers will be facilitated in communicating their knowledge to students (Uma & Lengo, 2021). One of the appropriate methods during this pandemic is a method based on contextual learning. From the perspective of educators, contextual learning is able to encourage teachers to be able to stimulate the management of learning in the classroom (Pergiwati, 2022). To be able to learn something well, the teacher must be able to lead students to listen, see, ask questions or other things in real terms (Indrawati, 2021).

With contextual learning, students feel like learning in empirical/ environmental conditions and local culture as well as for social life in society (Hutasuhut, 2020; Urohmah et al., 2017). The results obtained with contextual learning will certainly improve

students' economic learning outcomes and are also more active and creative (Astuti, 2022; Herianti, 2019; Kurniati & Amri, 2020; Muntholip, 2017). Finally, contextual learning can also trigger students to be able to find the material being studied and of course also relate it to their real life and apply the knowledge they get at school to social life (Zebua, 2019). Learning in economics education is currently mostly associated with contextual learning, but only a few relate it to technology, especially metaverse technology. Fields such as education must have systems adapted to adopt these technologies in order to maintain their accessibility and longevity (Bathla & Singh, 2022). Most students are interested in using metaverse as their learning method and can understand some lessons better when using metaverse compared to traditional learning, but only a few studies have been found that only focus on the preferred subjects to be taught using Metaverse and which educational level is best suited to the this method (Onggirawan et al., 2022). The Metaverse is the outer dimension of reality, a multi-user environment that constantly merges physical reality with virtualise through digital appearances (Mystakidis, 2022). With the metaverse we can take advantage of three-dimensional virtual space as a background in the learning process (Indarta et al., 2022). The intended metaverse is in the form of learning media. The various learning media are also combined on a contextual basis (Aslam et al., 2021). With this learning media we can apply it in various economic materials as one example is the central bank (Setiadi & Ghofur, 2020).

This research tries to explain how the contribution of economics education in higher education in human development in the future. Of course, we need to take advantage of metaverse technology so that economic learning is more meaningful according to contextual learning objectives.

## **RESEARCH METHOD**

This research methodology is included in the type of systematic literature review by following several stages, among others:

### ***Identification Criteria***

At this stage, the researcher determines the feasibility of articles that meet the needs and through the selection of keyword phrases during the literature search process. Some of the eligibility criteria are:

- a. Types of articles are research articles that can be accessed openly on Google Scholar published in 2017 to 2022.
- b. Articles are indexed by research databases based on the credibility of the journal, namely sinta's Indonesia national accreditation.
- c. Several alternative keywords during the search process, among others: " Metaverse", " Metaverse Learning".

### ***Selection Process***

In this stage, researchers reviewed the article based on the title and abstract. The article that is adequate to be reviewed will be included in eligibility studies.

### Eligibility

The next step was to screen the articles. However, the other excluded article will not be reviewed further. All of the stages above will be explained further by the following framework:

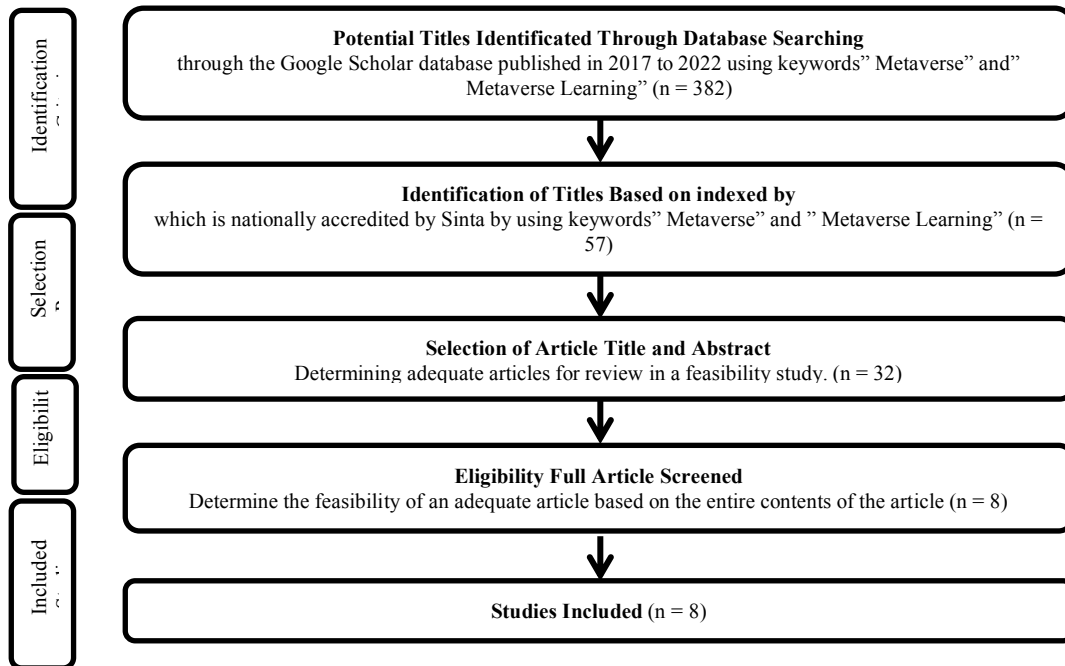


Figure 1. Research Stage

## RESULTS AND DISCUSSION

The role of economic education is of course very central in the formation of student economic behavior. In higher education contextual learning can be applied by utilizing metaverse technology. There are seven contextual learning steps, namely constructivism, inquiry, asking, learning communities, modeling, reflection, and the last is actual assessment (Kharismayani et al., 2017). These seven components will later be implemented through the metaverse. The essential concepts and techniques needed to bring the Metaverse to life are divided into three components (i.e., hardware, software, and content) and three approaches (i.e., user interaction, implementation, and application) (Park & Kim, 2022).



Source: pixabay.com

Figure 2. Illustration of Using Metaverse

By utilizing the metaverse lens, both lecturers and students can get background conditions according to the material being taught by lecturers as in the real world. This of course can facilitate and maximize contextual learning.

First, at the constructivism stage, lecturers can take advantage of the metaverse by bringing students to situations similar to traditional types virtually. As an example, students are shown the background of traditional markets in the metaverse world.



Source: pixabay.com

**Figure 3.** Virtual Traditional Market Illustration

With a traditional background, students can construct an understanding of the market. Then lecturers can continue to other types of markets such as modern, money market and so on.

The second is inquiry. At this stage the lecturer can lead students, so they can find their own market classification. Lecturers can provide virtual stimulus for several market settings.

The third is asking. Students are given the opportunity to ask as many questions as possible to the lecturers by showing the background of the virtual market that they do not understand. For example, students are not sure what type of market they are entering. The Fourth is learning community. At this stage, students can find as many virtual market backgrounds as possible. Lecturers can guide students into discussions where the background of their discussions is actually in the intended market virtually.

The fifth is modeling. At this stage students are directed to show their entrepreneurial spirit. Students can practice the interaction of buying and selling any goods they trade in the metaverse. At this stage is the discussion of this article. So far, virtual markets such as marketplaces have dominated the world of digital trade. However, the weakness is that buyers are dissatisfied because the goods they receive are not as expected. With this metaverse, you can bridge between virtual sellers and buyers. Sellers can serve buyers directly as well as show their merchandise virtually like in a mall.



Source: pixabay.com

**Figure 4.** Illustration of goods traded in the Metaverse.

Each student can sell merchandise according to their passion, such as electronic devices, sports, games, and other types of goods according to the wishes of millennials. This can also trigger students' desire to sell through the metaverse. If students are not taught things like this then if the world is hit by another pandemic, then the economy will be sluggish again. But if students have mastered trading through the metaverse, even when a pandemic occurs, our economy can still run supported by the wheels of the economy through buying and selling in the metaverse.

The sixth stage is reflection. At this stage the lecturer and students analyze the events during the learning that has been passed. Then together they convey responses about the metaverse contextual learning that they went through to discuss what are the obstacles and weaknesses as material for improvement in the next lesson.

The Seventh is assessment. This last stage the lecturer conducts an assessment. The assessment is still carried out in a contextual metaverse. By using Virtual Reality (VR) glasses, it is as if students are taking exams in class. They are also given exam papers virtually with their classmates. The existence of this assessment can be a benchmark whether this metaverse contextual learning is successful in giving students an understanding of the material or not. Of course, the hope is that the application of contextual learning can improve student learning outcomes.



Source: pixabay.com

**Figure 5.** Metaverse-based Exam/ Test illustration

Apart from learning outcomes, the most important thing is that students can benefit from this metaverse contextual learning. It is hoped that students will have creative business ideas or opportunities which they will later use to sell goods in the metaverse era (D. P. Sari, 2022). Of course, virtual shop design and goods sold must also be supported by other courses such as marketing, product design, and digital literacy. This

synergy will make students more literate in digital entrepreneurship so that our nation is not left behind by other countries in terms of digital entrepreneurship.

Finally, it is necessary to carry out training, mentoring to be successful as a preparation for lecturers and teachers in developing contextual metaverse-based learning media. If the lecturer has mastered it, students will easily apply it. A simple media that can be trained on lecturers or teachers is Augmented Reality (AR) with metaverse (A. K. Sari et al., 2020). Metaverse when applied to learning, one of the benefits that is clearly felt is that students can experience the reality on the ground during virtual classes (Kanematsu et al., 2014).

## CONCLUSION

**Fundamental Finding:** the existence of this metaverse contextual learning can make economic education a beacon of human development in the future. In lectures, students get a good understanding of the material, and it also has an impact on their learning outcomes. **Implication:** the most important thing is that students have been taught about market structure, which then boils down to generating business ideas in the context of the metaverse so that one day they become successful entrepreneurs in the metaverse era. **Limitation:** This research only discusses literature studies and has not seen its application in the field. **Future Research:** is hoped that will be able to reveal the results of applying economic learning using the contextual metaverse method in the classroom.

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