PROCEEDINGS AISTEEL 2017
THE 2ND ANNUAL INTERNATIONAL SEMINAR ON TRANSFORMATIVE EDUCATION AND EDUCATIONAL LEADERSHIP

Educational Research to Endorse Productive and Innovative Generation in the 21st Century

16-17 October 2017
Ball Room Grand Mercure Hotel, Medan - Indonesia

Organized by:
Post Graduate School
State University of Medan
North Sumatera, Indonesia

Supported and Coordinated by:  Indexing By:
Proceedings of The 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2017)

“Educational Research to Endorse Productive and Innovation Generation in The 21st Century”

Grand Mercure Hotel, Medan City, North Sumatera, Indonesia
October 16-17, 2017

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Please cite the proceeding as “Proceeding of the First Annual International Seminar on Transformative Education and Educational Leadership Vol. 2” with the following abbreviation: Proc. Aist., 2
Preface

The 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL with web link is http://aisteel2017.unimed.ac.id/) was held on October 16-17, 2017 in Medan City, Indonesia. This conference was organized by Postgraduate School, State University of Medan (Unimed) and is the routine agenda at Unimed now. The Second Annual International Seminar on Transformative Education and Educational Leadership’ is realized this year with various presenters, researchers, lecturers and students from universities both in and out of North Sumatera participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

2nd AISTEEL is the annual international seminar with main aim is to discuss of recent research special for Transformative Education and Education Leadership. Several topics like: Teachers Education Model, Research Global Issue in Education, Mathematics and Science Education, Social, Language Education, Vocational Education, Curriculum, Economic, History and Management Education have been discussed at the 2nd AISTEEL 2017. 2nd AISTEEL international seminar provided experts’ view on transformative education and educational leadership as well as curriculum article presentation. There were five keynote speakers have been came Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, and Dr. Yulia Rahmawaty. The organizer had been use online submission system to receive all abstract, full paper and also communication with authors. All of information include with comment of reviewer can be checked real time by author.

Chairperson

Dr. Rahmad Husein, M.Ed
Welcoming Speech of Director of Postgraduate School State University of Medan

The Second Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL)

The honorable,
- Rector of State University of Medan, Prof. Dr. Syawal Gultom, M.Pd.
- Vice Rectors of UNIMED
- Professor Keiichiro Yoshinaga, PhD, Institute of Liberal Arts and Science, Kanazawa University – Japan
- Dr. Bambang Sumintono, M.Ed., University Malaya – Malaysia
- Dr. Sitti Maesuri Patahuddin, Faculty of Education, Science, Technology and Mathematics, University of Canberra – Australia
- Yuli Rahmawati, Chemistry Education Program, Universitas Negeri Jakarta
- Deans of Faculties of Education, Languages and Arts, Social Sciences, Natural Sciences and Mathematics, Engineering, Sports Sciences, and Economics
- Vice Directors of Postgraduate School of UNIMED
- All speakers, lecturers, researchers, students, and participants

Good Morning
Welcome the honorable guests speakers Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, Assoc. Prof. Emilia Zulmira de FAN, and other speakers, lecturers and students from outside and inside Unimed to this international seminar which is the routine agenda at Postgraduate program of Unimed now. I’m glad that ‘The Second Annual International Seminar on Transformative Education and Educational Leadership’ is realized this year with various presenters, lecturers and students from universities both in and out of North Sumatera and participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

Ladies and Gentlemen,
In this second seminar excels the first one related to the administration by online and the publication index by either Thomson Reuters or Google Schololar. By the new policy on student’s publication, postgraduate program really matches the system, particularly for the students who will sit in the oral defence examination. Through the seminar, the postgraduate students improve their article journal writing and it is proved by many articles are submitted by the students.

The plenary speakers coming from 15 provinces in Indonesia will present topics covering multi disciplines. They will contribute a lot of inspiring inputs and new knowledge on current trending educational research topics all over the world. The expectation is that all potential lecturers will share their research findings to educational scientists and researchers as well for improving their teaching process and quality. Thus, this will contribute to the next young generation researchers to produce innovative research findings in education and educational leadership contexts.

This second seminar continues the promotion of the first sequel ‘Developing Future Teachers’ Education Model. Therefore, the propose of this second seminar on the transformative education and educational leadership research will trigger the young professional lecturers and educators to compete in the invention of inovative educational teaching and learning strategies, techniques and leadership.

I hope that the scientific attitude and skills through research will promote Unimed to be a well-known university which persists to be developed and excelled in the future.

Thank you the Rector of Unimed who always supports us in organizing the seminar. Thank you all guest and plenary speakers. Special thanks to both steering and organizing committee who have well-coordinated and colaborated in actualizing the seminar.

Director of Postgraduate Unimed

Prof. Dr. Bornok Sinaga, M.Pd
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The Development of Teaching Material to Write Explanation Text Based on Mind Map

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Abstract—Teaching materials is a set of systematically arranged material to help students in the learning process. One form of teaching materials is a module which is a type of printed material. This study aims to determine the results of the development of teaching materials to write explanation text based on mind map in students of class XI SMA Negeri 5 Medan. The trial subjects consisted of 3 students with individual trials, 9 students with small group trials, and 32 students with limited field trials. Data collection techniques used observation, interviews, questionnaires and test of writing explanation text. The results showed that validation of the material experts included the feasibility of the content with an average of 84.37% on very good criteria, the feasibility of the presentation with an average of 83.65% on very good criteria, and the language aspect with an average of 88 , 46% in very good criteria; validation of design experts with an average of 86.25% on the criteria very good; teachers response with an average of 86.76% on the criteria very good; test a individual with an average of 77.08% on good criteria; a trial to a small group with an average of 80.09% on the criteria very good; and a limited field test with an average of 85.22% on the criteria very good. The learning result student test write explanation text before use modules of 75.15 while the result write explanation text after using the module students increased by 85. The difference obtained by 9.85 from before to after.

Keywords—component; formatting; style; styling; insert (key words)

I. INTRODUCTION

The Indonesian language learning that is carried out in the teaching and learning process contains four language skills. One of the skills that students must master is writing. Compared to the other three competencies, writing competence in general is more difficult to be dictated by the linguist's correspondent [1]. In accordance with the 2013 curriculum demands, one of the skills that needs to be developed for students is writing various texts. Explanation text is one of the texts taught in Indonesian subjects. Explanation text is text that describes or explains the process at au natural and social phenomenon [2]. Ability of student to write explanation text still low. This is caused because when learning to write explanation text progresses, teachers are still using materials that are less attractive. Learning proses still teacher-centered so that students can not learn independently due to the lack of reference explanation text used when writing explanation text learning, whereas the ability, speed, and understanding of the different students. Indonesian textbooks issued by the government (Kemendikbud) for both the teacher and the handle grip being targeted support students in learning yet dap at facilitating the learning [3]. It is important to develop a teaching material that is easy to understand and appeals to students. Given the limited time available for students to study at school.

Teaching materials can be grouped into four categories: 1) print instructional materials, 2) teaching materials hear (audio), 3) teaching materials point of view heard (audio visual), 4) interactive teaching material [4]. One resource that can be developed that is printed instructional materials in the form of modules. Development of teaching materials is expected to support the teaching of writing explanation text and to overcome the deficiencies that exist in the previous teaching material in the form of text books that had been used by students and teachers in learning. One way to develop teaching materials in the form of the module is to use mind maps. This method is considered effective in improving students' experience of writing explanation texts. The mind map is designed so that students can use to map all
knowledge when writing the explanation text, that way students will be helped to write explanation text with ease. The mind map is a way of noting that creative, effective, and literally "map out" the thoughts [5]. The purpose of this study is to determine the feasibility and effectiveness of teaching materials in the form of writing module explanation text.

II. METHOD

The type of this research is development research that is development of teaching materials to write mind-based explanation text for high school grade XI. Research and development is an effort to develop and produce a product in the form of materials, media, tools and or learning models, is used to overcome the learning in the classroom, and not to test the theory [6]. The trial subjects consisted of 3 students with individual trials, 9 students with small group trials, and 32 students with limited field trials. Data collection techniques used observation, interviews, questionnaires and tests of explanation text writing.

III. RESULT

A. Initial Product Design

The process of implementing the development of teaching materials to write explanation text based on mind map is done in stages. The first stage is to analyze the problem to collect information by distributing questionnaires to two teachers and 32 students. Result of search from questionnaire that was found found 100% of teachers stated that they need teaching materials based on mind map so that the learning process run efficiently and effectively and 100% of students stated need teaching materials based on mind map especially on explanation text writing as an individual learning tool.

B. Feasibility of Teaching Materials

The feasibility of teaching materials on explanation text based on mind maps, judged by two material experts and two design experts to be validated, before being tested in the field. As for the feasibility of teaching materials text-based explanation of a mind map is as follows:

- The result of the percentage of material experts on the content feasibility is found that the sub-component of the assessment of material suitability with KI and KD has an average percentage of 83.33%, the accuracy of the material with an average of 87.50%, the material's degradation with an average of 81.25 %, and encourage curiosity with an average of 81.25%. The average percentage outcome of the overall sub-component of the content aspect feasibility assessment is 83.33% with the criteria of "very good." On the feasibility of the presentation, the material expert assessed the instructional materials in the form of developed modules have had the feasibility of presentation with the percentage of the average score of 82.98% with the criteria of "very good". The average percentage result from the presentation feasibility aspect from the sub-component of the assessment of the presentation technique has an average percentage of 81.25%, the learning presentation has an average percentage of 83.33%, and the presentation completeness has an average percentage of 84.37%.

- The result of the percentage of material experts on the language assessment found that the sub-component assessment of the assignment has an average percentage of 95.83%, communicative with an average of 81.25%, dialogical and ineraktif with an average of 87.50%, conformity with the level the development of learners with an average of 81.25%, the demands and integrity of the thinking flow with an average of 93.75%, and the use of terms, symbols and icons with an average of 87.50%. The average percentage result of the overall sub-component of the language assessment aspect is 87.84% with the "very good" criterion.

- The average percentage results from the design expert found that the sub-component of the assessment on the size of the teaching materials has an average percentage of 93.75%, the design of the material cover with an average of 82.81%, and the design of the teaching materials content with an average of 87.5%. The average percentage result of the overall sub-component of the feasibility assessment of the presentation was 86.25% with the criteria of "excellent". This means that teaching materials in the form of a module writing experiment-based explanation text that has been developed can meet the demands of learning needs.

C. Teachers and Students’s Response

Teaching materials in the form of modules validated by subject matter experts and design experts, and is valid, then the teaching materials tersebur addressed by two Indonesian teachers and 32 students. The results of the responses of teachers and students to write a text explanation of teaching materials based mind maps are as follows:

- The response of teachers to the teaching materials in the form of modules developed including criteria very good with an average score of 86.76%.

- The response of students to instructional materials in the form of modules developed on a small scale trial (3 students) including both criteria with an average of 77.08%, a small group (9 students) includes criteria very good with rat a mean score of 80.09%, and large scale (32 students) including excellent criteria with an average score of 85.22%.

D. Student Learning Result

After obtaining learning by using teaching materials text-based explanation of the mind map learning outcomes of students before and after using the instructional materials
experienced significant 9.85%. Discovered that the average value of students before (pretest) using teaching materials 75.15 and the average score after (posttest) 85.

Based on the above table it can be concluded that learning to use teaching materials written explanation text based mind map can improve student learning outcomes on a particular subject matter Indonesian write explanation text.

IV. CONCLUSION

The conclusion of the result of this study are as follows:

- The product developed in the form of module-shaped teaching materials with the title “Module of Writing Text Explanation Based Mind Map” used by the students of grade XI SMA Negeri 5 Medan declared eligible to be used because it has been assessed and validated by material experts and design experts with the category of “very good”.

- Teaching materials in the form of explanation text writing module based mind map can improve learning outcomes in the explanation text writing activity, as evidenced by the average value of student learning outcomes increased by 9.85% after using the module.

REFERENCES