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 cheked 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 exels the first one related to the administration by online and the publication index by either Thomson Reuters or Google Schoolar. 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
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Effect of Using Collaborative Learning Strategy on The Student’s Achievement in Writing Descriptive Text</td>
<td>1</td>
</tr>
<tr>
<td>Nursyah Handayani</td>
<td></td>
</tr>
<tr>
<td>The Development of Multicultural Based Teaching Materials on the Observation Report Text for Senior High School Student</td>
<td>5</td>
</tr>
<tr>
<td>Nurhasanah Permata Sari Sembiring, Khairil Ansari, Mutsyuhiro Solin</td>
<td></td>
</tr>
<tr>
<td>The Power Behind Advertisement</td>
<td>10</td>
</tr>
<tr>
<td>Endang Larasati</td>
<td></td>
</tr>
<tr>
<td>The Effect of Using Audio Visual Media on Student’s Vocabulary Mastery</td>
<td>13</td>
</tr>
<tr>
<td>Resti Citra Dewi</td>
<td></td>
</tr>
<tr>
<td>Ideational Taxonomic Relation of Hata Pangupa in Tapanuli Selatan Wedding Ceremony</td>
<td>17</td>
</tr>
<tr>
<td>Mutia Nasution</td>
<td></td>
</tr>
<tr>
<td>Pal’s Leadership Style and Teacher’s Performance of Islamic Junior High State School (MTsN) Hamparan Perak Deliserdang District</td>
<td>21</td>
</tr>
<tr>
<td>Nurmalia, Maria Ulfah Handayani, Denny Khairani, Desi Prawita</td>
<td></td>
</tr>
<tr>
<td>The Influence of Work Motivation on Teacher’s Job Performance of Vocational High School in Medan</td>
<td>24</td>
</tr>
<tr>
<td>Darmawati, Sri Melfayetti, Selamat Triono Ahmad</td>
<td></td>
</tr>
<tr>
<td>Error Analysis by Using Tenses of Senior High School</td>
<td>28</td>
</tr>
<tr>
<td>Hariyanto</td>
<td></td>
</tr>
<tr>
<td>The Traditional Custom and Ceremonial Tradition in Suku Anak Dalam Language</td>
<td>32</td>
</tr>
<tr>
<td>Putri Ayu Lestari</td>
<td></td>
</tr>
<tr>
<td>The Impact of Internet Marketing on Success of Women Micro, Small and Medium Enterprises Innovation as Intervening Variable</td>
<td>36</td>
</tr>
<tr>
<td>Fifi Rahmatu Sofiyah, Ami Dilkam</td>
<td></td>
</tr>
<tr>
<td>The Effect of Cooperative Integrated Reading and Composition (CIRC) Technique on Students Reading Comprehension</td>
<td>40</td>
</tr>
<tr>
<td>Linda Efrina Nasution</td>
<td></td>
</tr>
<tr>
<td>Translation Shifts in Translating Didong from Gayonese in to Bahasa Indonesia</td>
<td>44</td>
</tr>
<tr>
<td>Wike Yurida</td>
<td></td>
</tr>
<tr>
<td>The Effect of Team Assisted Individualization (TAI) Strategy on Student’s Reading Comprehension</td>
<td>48</td>
</tr>
<tr>
<td>Khairuni Syafitri</td>
<td></td>
</tr>
<tr>
<td>The Effect of Organizational Culture on Working Disciplines of Madrasah Ibtidaiyah Head Master in Deliserdang</td>
<td>53</td>
</tr>
<tr>
<td>Muhammad Rifa’i, Syafaruddin Siahaan, Siman Nurhadi</td>
<td></td>
</tr>
<tr>
<td>Student’s Achievement on Reading Comprehension in Narrative Text by Using Think Pair Share Technique (TPS) at SMPN 1 Lubuk Pakam</td>
<td>58</td>
</tr>
<tr>
<td>Eprima Lestari Hutabarat</td>
<td></td>
</tr>
<tr>
<td>Ideational Taxonomic Relations of Hobar on Parpokatan Orja of South Tapanuli</td>
<td>63</td>
</tr>
<tr>
<td>Novria Graflayanur</td>
<td></td>
</tr>
<tr>
<td>The Effect of Using Task Based Learning Method on the Student’s Achievement in Reading Comprehension</td>
<td>69</td>
</tr>
<tr>
<td>Nilam Ulami Siregar</td>
<td></td>
</tr>
<tr>
<td>Relationship of Initiation Structure and Consideration with Effectiveness Leadershp</td>
<td>72</td>
</tr>
<tr>
<td>Wanti Simanjuntak, Syaiful Sagala</td>
<td></td>
</tr>
<tr>
<td>The Effect of Storytelling Method on Students Writing Narrative Text Ability at the Eleventh Grade Students of MAN Panyabungan</td>
<td>77</td>
</tr>
<tr>
<td>Armita Novriana Rambe</td>
<td></td>
</tr>
</tbody>
</table>
The Implementation of Curriculum 2013 in Vocational High School 4 Takengon
Zainal Arifin, Herbert C.B. Manalu, Rini Deliana, Fitri Ariyanti

The Difference of Mathematical Problem Solving Ability by Using Student Teams Achievement
Division (STAD) and Direct Instruction on System Linear Equation Two Variable in Grade VIII
SMP Negeri 11 Medan
Faradilla Bafaqih, Cecep Nandar

The Influence of Problem-Based Learning and Every One is A Teacher Here Models on Higher
Order Thinking Skills in Environmental Pollution Topics
Kurnia Putra, Hasruddin, Ahmad Rafiqi Tantawi

The Effect of Applying Task Based Learning (TBL) Approach on The Student’s Ability in Writing
Descriptive Paragraph
Vijay Khana

Teacher’s Language Style in English Course Class
Dyan Yosephin Hutagalung

Differences Between Students Mark Taught With Co-Operative Learning Model Type TGT With
Guess The Words Media Compared With Students Mark Taught With Co-Operative Learning
Models With Words Square Media in Hydrocarbon Subject
Hariani Siregar, Gulmah Sugiharri

Language Used by Male and Female of Darul Ilmi Murni
Syakri Hidayati

The Use of Journal Writing in Improving Student’s Writing Skill of Recount Text
Muhammad Ilham Adha

Teacher and Student Perceptions Toward Practical Implementation Obstacles at Learning Chemistry
Sepra Pajar, Ramlan Silaban, Zainuddin Muchtar

The Analysis of of the Implementation and Problems of Lab Work on Chemistry Learning
Elvira Lastri, Iis Siti Jahro, Marham Sitorus

The Implementation of Using Library Card and ICT Based Library Service Systemin Increasing
Reading Interest of Primary School Students at Tanjung Gading of Batu Bara Regency
Suci Amalia, Asih Menanti

Project Based Learning Tools Development on Alcohol and Ether Materials at Natural Science
Faculty State University of Medan
Nadia Armina Ramad, Jamalum Purba

The Development of Teaching Material to Write Explanation Text Based on Mind Map
Pienti Mala Ningsih Manalu, Biner Ambarita, Rosmawaty Harahap

Improvement of Student Learning Outcome Using Model of Collaborative Based Lesson Study with
Student’s Worksheet on Materials Hydrolisis
Agus Muliamaan, Laila Majnun Hutagaol

The Application of Comic Learning Media to Improve Student’s Achievement on Reduction and
Oxidation Reaction Topic
Anggi Desviana Siregar, Rini, Herdini

The Application of Cooperative Learning Round Robin to Improves Student Learning Achievement
on the Subject of Electrolyte-Nonelectrolyte and Redoxin Class X SMAN 1 Seberida
Nora Santi, Betty Holiwarni, Johni Azmi

The Effect of Combination Cooperative Learning Models Toward Learning Result
Sapnita Idamarna Daulay

The Maintenance of Hokkien Among Chinese Speakers in Stabat
Widiya Ningsih

Effect of Blended Learning Model and Learning Style to Civic Education Learning Results in Class
VII in Junior High School Panca Budi Medan
Madina Qudsia Lubis, Reh Bungana Br.Perangin-angin, Mursid

EFL Student’s Uses of Um as Fillers in Speaking
Eka Riana
The Influence of Role Playing Method and Self Concept of Social Skills of 5-6 Years Old Child
Rabiah Hanum Hasibuan, Anita Yux, Yusnadi

172

The Effect of Learning Approach and Personality Type Towards Learning Outcomes
Dhoy Dinda Sari, Julaga Situmorang, Busmin Gunung

178

The Effect of Learning Models and Critical Thingking Skills on Social Science Learning Outcomes
Juriah Siregar, Julaga Situmorang, Baharuddin

183

The Effect of Suggestopedia Method on Student’s Achievement in Vocabulary
Heppy Yersin Dita Purba

188

Application of Active Learning Strategy Type Everyone is A Teacher Here (ETH) to Increase Student Activity and Learning Outcomes in Chemistry on Salt Hydrolysis
Wita Fajrinya, Darra Utari Ningsih, Sri Adelila Sari, Habibati

193

The Effect of Learning Strategy and Type of Personality on Student’s Achievement in Economic Science
Dewi Shara Dalimunthe

198

Development of Learning Tools Based on Realistic Mathematics Education of Ethnomatematics Nuances to Improve Mathematical Communication Skill Students in Junior High School 2 Percut Seiutau
Rizqi Jamia, Edi Syahputra, Kms. M. Amin Fauci

202

The Impact of Cooperative Learning Strategy and Learning Interest Toward the Learning Result of Second Year of Senior High School Students in 2016/2017
Riswan Sianturi, Abdul Main Sibuea, Edward Purba

208

The Development of Flash Program as a Media of Chemistry Learning on Chemical Equilibrium
Lenni Khotimah Harahap, Albinus Silalahi, Iis Siti Jahro

210

The Ethnic Mandailing Tradition of Courtship (Markusip) and Revitalization Efforts in the Formation of the Character Youth
Rahmat Putra Ahmad Hasibuan, Dede Ruslan, Fitrawaty

214

The Effect of Education on Unemployment Rate in Indonesia

Rahmat Putra Ahmad Hasibuan, Dede Ruslan, Fitrawaty

218

Development of Explanatory Text Materials Based on Problem Solving in Senior High School Pematangsiantar
Tiarma Nova Intan Malasari, Biner Ambarita, Malan Lubis

222

Learning Model of Strengthening Vocational Life Skills With Enterpreneurship Knowledge to Improve Student Learning Outcomes
Husni Wardi Tanjung

226

A Critical Discourse Analysis Wardah Halal Beauty Advertisements
Ayu Lestari Siregar, Mei Lastri E.F. Butar-Butar

229

Influence of Creative Problem Solving (CPS) Mathematics Learning Model to Mathematical Problem Solving and Self Efficacy Students of SMA Negeri 3 Binjai
Nurcahaya Hutaisos, Martua Manullang, Ani Minarni

232

Differences in Mathematics Problems Solving Students With Implementing Learning Model Think Pair Square and Group Investigation in Junior High Schools
Abdul Halim, Edy Surya

236

The Acquisition of Nouns and Verbs of Mandailingnese by Two-Year-Old Mandailing Children
Marwah, Amrin Saragih, Sri Minda Murni

240

Utilization of ICT Learning in Senior High School Teladan Medan
Tengku Salwa Miranti

244

The Effect of Cooperative Learning Model Based Interactive Media and Interpersonal Communication on Student’s Achievement
Catur Ayu Wialandari, Efendi Napitupulu, Keysar Panjaitan

248

Developing of Learning Material Based on Problem Based Learning to Increase Student’s Mathematical Reasoning Ability and Self-Efficacy in Grade X SMA Negeri 1 Medan
Anggi Paramita Daulay, Dian Armanto, Waminton R

253
The Effect of Improving Mathematics Learning Outcome on Quadrilateral and Triangle Matter by Using Gradually Exercising Strategy with the Assistance of Image Media

Ady Putra, KMS. Muhammad Amin Fauzi, Yulita Moliq

The Difference on Students’ Mathematical Creative Thinking Ability Between Realistic Approach with Conventional in The State Madrasah Tsanawiyah 2 of Medan

Siska Lestari, Zul Amry, Hasratuddin

Developing Learning Materials Using Realistic Mathematics Education to Increase Junior High School Students’ Mathematical Disposition and Connection Ability

Syu’aida Hazar Nasution, Izwita Dewi, E. Elvis Napitupulu

Developing Learning Materials Using Problem Based Learning to Increase Senior High School Student’s Mathematical Disposition and Representation Ability

Dewi Khairani, Mulyono, Izwita Dewi

The Effect of Question Students Have Strategy on The Result of Students Learning in Mathematics

Yuliani Aruan, Edi Syahputra

Analysis of Academic Supervision Competence and Managerial Supervision in Improving the Performance of Vocational High School Supervisors in Langsa City

Muhammad Hendra, Saut Purba, Mian Siuhuan

The Use in Active Learning Strategy of Learning Starts with a Question Type in the Mathematics Learning

Jeni Putria Efif, Ani Minami, Pardomuan Sitompul

Improving the Ability to Learn Math by Using Rubu’ al-Muayyab Media

Muhammad Hidayat, Edi Syahputra, E. Elvis Napitupulu

The Impact of Education Cost and Government Spending the Interest Rate of Bank Indonesia

Subtitle

Julika Rahma Siagian, Dede Ruslan, Arwansyah

The Implementation of Problem Based Learning Models to Improve Mathematical Problem Solving Ability of Students on Arithmetic Materials in Class VII Junior High School

Elidar Tanjung, Izwita Dewi, Mulyono

The Effect of Learning Strategies to Trial By Jury in Participatioon Mathematics Learning Student of Junior High School

Rizka Patri Rahaya, Ani Minami, Zul Amry

The Differences Between The Effect of Realistic Mathematics Learning Approach to Conventional Learning with The Students Mathematics Learning Outcomes in Junior High School of 38 Medan Grade VII

Diah Ari Sapatri, Syafari

The Effect of Value National Exam Standards at Learning Achievement of Students at Senior High School

Nurdiana Fahmi, Bornok Sinaga, W. Rajagukguk

The Effect of Open Unemployment Rate and Level of Vocational High Education to Poverty in North Sumatera Province

Zulaili, Indra Maipita

The Application of Cooperative Learning of Think-Pair-Share (TPS) Type to Increase the Students’ Ability of Problem-Solving

Mudriqaq Fadhilah Siregar, Zul Amry, Syafari

The Relationship Between Metacognitive With the Results of Learning Outcomes on the Fungi Topic

Elizabeth, Herbert Sipahutar, Syahmi Edi

Comparison of DNA Isolation Methods from Economically Valuable Plants in Indonesia

Chairiyani Rizka, Fauziyah Harahap, Syahmi Edi

Development of Learning Device Based on Realistic Approach to Improve Problem Solving Ability Mathematic of Student at Junior High School

Susanna Romaria Harahap
Efforts to Improve Understanding and Use Concept of Additive Fractions and Reduction Using Media Comics on Model Cooperative Learning Type Student Team Achievement Division (STAD)................................. 339
Ratu Natalia Perangin-angin, Sahat Siahaan

The Effect of Cooperative Learning Type Games Teams Tournament (TGT) of Mathematics Learning Outcomes in the Fractions Matter........................................................................................................... 342
Ansori Habisuan, Asmin Panjaitan, Anis Labil

Development of Authentic Mathematics Assessment in Application of Problem Based Learning Model to Improve Problem Solving Ability and Understanding of Student Mathematics Concept at Namorambe Secondary Private Middle School Junior High...................................................................................... 347
Kartiwa Sari, Asmin, Bornok Sinaga

The Increasing of Student’s Mathematics Problem Solving Ability and Learning Motivation Through Problem Based Learning Model........................................................................................................... 351
Ridha Maulida

Dialect of Batak'ese Language Used by Senior High School Students’.................................................. 358
Rafika Nur Rahman

The Effectiveness of Tandur Method of Improving Students’ Learning Ability in Junior High School. 362
Rahmatul Islam Elmujahidah, Mulyono, H. Banjarnahor

The Effect of Reciprocal Teaching Approach to Student Achievement on Ecosystem Topic in Junior High School.............................................................................................................................. 365
Nilawati, Nurtika Dewi

Improvement of Student Learning Result by Using Cooperative Learning Model of Teams Games Tournament Type on Algebra Function Limit........................................................................................... 367
Rismalyah Manalu, E. Elvis Napitupulu, Martua Manullang

Noun Phrase of Culture Articles in The Jakarta Post...................................................................................... 371
Misdana

Application of Cooperative Learning Model Type Think Pair Share for Improved Communication..... 374
Nurhasanah

Implementation Model of School Policy in Constructing Behavior of Troubled Students.......................... 378
Khairattiy Purnama Nasution, H. Syafiqul Sagala

Efforts to Improving Creativity and Mathematics Learning Outcomes of Students With SPLIT Strategy............................................................................................................................................. 382
Antoni

The Influence of Physical Education in Establishment of Self Esteem.......................................................... 386
Yustinus Tarigan, Tarstyr Nugraha

The Improvement of Dance Art Learning Achievement for Deaf Students Through Total Communication Application (Gesture/Signal) in Sekolah Luar Biasa (SLB) - E Negeri Pembina Tingkat Provinsi Sumatera Utara..................................................................................................................... 390
Siti Maryam

Innovation of Media Video Compact Disc Instructional Pencak Silat for High School................................... 393
Marli Perangin-angin, Imran Akhmad, Agung Sunarno

Achievement Strategy of the Indonesian National Qualification Framework Based Curriculum Generic Description of Sport Education Postgraduate Program Universitas Negeri Medan........................................ 397
Muhammad Supriadi Siregar, Nurhayati Simatupang, Albadi Sinulingga

The Effect of Teaching Styles and Motor Ability as The Result of Study Dribbling Football.......................... 401
Muhammad Fajar Doli Siregar

Semantic Analysis of English Loan Words in Indonesian Electronic Paper (Analisa).................................. 404
Putri Nurul Rahmadani Siregar

Analysis of Empowerment of Competence Sinergy on Optimization of Education System....................... 408
Rameyanti Tampubolon

Inquiry-Based Video Learning Media For Overcoming Student Learning Difficulty (Case Study at State Junior High School 3 Lubuk Pakam Deliserdang District)................................................................................................. 412
Megawati
Proceedings of The 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL)
eISSN: 2548-4613

The Development of Mathematics Learning Tool Oriented on Problem Based Learning to Enhance Mathematics Problem Solving Ability and Self Efficacy ................................................................. 416
Solawati Nainggolan, Mulyono, Hasratuddin

The Effectiveness of Contextual Inquiry-Based Worksheet on the Matter of Fungi on Food Towards Students’ Higher-Order Thinking and Science Process Skills of Biology Education ........................................... 422
Nurjamiah Siregar, Hasruddin, Syahmi Edi

The Function of Limits Mastery on Mathematics Learning Achievement in Derivative Subject at the Eleventh Grade of Madrasah Aliyah Yayasan Pendidikan Karya Setia Padangsidimpuan ........................................ 426
Hasna Dewi Ritonga

Effect of Education Level, Income, Inflation on Community Consumption Pattern in North Sumatera Province ........................................................................................................... 431
Nelly Hutajulu, Fitrawaty, M. Fitri Rahmadana

Application of Problem Based Learning Model Assisted by Cabri Software to Improve Problem Solving Ability of Mathematics Students ........................................................................... 437
Ahmad Darmawan, Edi Syahputra, Kms. M. Amin Fauzi

Optimization of Academic Supervision Competence of High School Supervisor in Karo Regency with Critical Events Model (CEM) ................................................................................................. 441
Karyawan Keliat, Yasaratodo Wau, Irsan

The Concept of Physics Learning Media Based Computer Animation ......................................................................................................................... 446
Ratna Tanjung, Mukhtar, Efendi Napitupulu

Cultivating Children’s Critical Attitude with Educational Philosophy ......................................................................................................................... 451
Daulat Saragi
Effect of Blended Learning Model and Learning Style to Civic Education Learning Results in Class VII in Junior High School Panca Budi Medan

Madina Qudsia Lubis
Postgraduate State University of Medan
Basic Education
Medan, Indonesia
Corresponding Email: madinalubis@gmail.com

Reh Bungana Br. Perangin-angin
Basic Education of Postgraduate
Universitas Negeri Medan
Medan, Indonesia

Mursid
Technology Education of Postgraduate
Universitas Negeri Medan
Medan, Indonesia

Abstract— This study aims to determine differences in learning outcomes of students who are taught by Blended Learning Model and Resource Based Learning Model, to determine the difference of learning outcomes of learners who have auditory and visual learning style, and to determine whether there is interaction between learning model with learning styles of learners in their influence on the results of learning Civics in Class VII SMP Panca Budi Medan. This research method used quasi experiment method (Quasi Eksperimen) by using experiment in class. The design used in this research is 2x2 factorial design with 2-lane variance analysis technique (ANOVA). The design used in this research is 2x2 factorial design with 2-lane variance analysis technique (ANOVA). This design sets the experimental class treated with the Blended Learning model, and the control class is treated with the Resource Based Learning model. The results showed there is significant Blended Learning model differences obtained higher learning outcomes of civic compared with learners taught by Resource Based Learning model shown by 0.012 < 0.05; significant are differences in learning outcomes of civic higher auditory learning style compared with learners who have a visual learning style 0.014 < 0.05; there is a significant not interaction between learning model and learning style in influencing learners civic education learning outcomes 0.238 >0.05.

Keywords—civics learning outcomes, blended learning model, resource based learning model, auditory learning style, visual learning style

I. INTRODUCTION
Currently the national education system has been perfected and adapted to the progress of science and technology as well as socio-cultural conditions. It is full of educational objectives based on national unity and integrity, upholding the dignified and moral personality of the nation, and the creativity and skills produced by the quality of good education.

The quality of education is determined by several important factors, namely the condition of the learners in terms of (interests, talents, potential, motivation, and attitude), the process of creating an atmosphere of learning that is emphasized on the creativity of teachers (teachers), environmental support related to the atmosphere or situation and conditions that support the learning process (such as family environment, community, nature) and facilities or infrastructure as a tool that can facilitate learning activities (such as buildings, laboratory equipment, computers and so on).

Increasing the quality of education at the school level should be improved to produce a smart generation to be able to compete in the era of globalization. For that, in order to achieve success in the learning process, an educator is required to be able to choose and use learning model in accordance with a development such as using conventional models, cooperative models and technology-based models. According to Ibrahim and Syaodih (2010), “In the interaction occurs influence process, not just educators who affect learners, but learners can also influence educators”[4]. In that case the educator must have many effective learning models.

In the learning model seen from its development including in information and communication technology developed so
fast, demanding human resources that can be responsive to such developments. The influence of information and communication technology in the world of education is increasingly felt in line with the shift in face-to-face learning patterns that are conventional toward a more open and media education.

Educators are facilitators in conducting the learning process using various models of learning so that learners understand about the material to be delivered interaction process occurs. So there must be an intermediary (learning media) as a model in learning for the realization of learning activeness. According to Ibrahim and Syaodih (2010: 31), “In the interaction occurs influence process, not just educators who affect learners, but learners can also influence educators” [4]. In that case the educator must have many effective learning models. In addition, curriculum changes also require educators to be more creative and innovative in creating an exciting learning environment in the classroom.

The abundant application of varied learning models conducted by educators both conventionally and technology-based requires that learners can understand the learning materials. It’s just that in the application of educators more apply the conventional learning model (such as lecture model, discussion, and question and answer) without providing variations of other learning models (such as technology-based learning model). The technology-based model is the Blended Learning model. Models that apply mixing conventionally with technology as the main source.

According to Dick & Carey (2005), a lecturer should be able to recognize and know the characteristics of learners, because a good understanding of the characteristics of learners is very influential on the success of learning process learners [3].

Application of Blended Learning Model Learning is a learning paradigm opportunity from learning centered to learners to technology-based learning. Blended Learning is actually a chance to do more factual interaction between teachers with learners with varied sources of learning content that will be expected to be more interesting so that learning is more effective. Every development included in the teaching and learning process has more development starting from traditional or conventional teaching to a more modern teaching system. Learning style (learning style) is the way people learn or how a person absorbs and processes information. Deporter & Mike (2010) divides learning styles into two main categories that have been generally agreed on: the modality and dominance of the brain. Modality is how one absorbs information easily, while the dominance of the brain is how to organize and process the information. Based on the tendency of modalities, learning styles can be divided into three kinds: visual learning styles (visual learners), auditory learners, and kinesthetic (tactual learners) [2]. Learning style is one of the factors that influence student learning outcomes and comes from within the students themselves. Each student has a more dominant and different learning styles, so that in certain learning process students with certain learning styles also have different learning outcomes.

Rose & Nicholl (2002) states based on “sensory preference or ability possessed by the brain in absorbing, managing and conveying information, then individual learning styles can be divided into 3 (three) categories. The three categories are visual, auditory, and kinesthetic learning styles”[7]. The results of Panggabnen (2009) study on the achievement of learning based on the type of mahapes and students showed that the learning achievement is very satisfying have tendency on visual learning type (72.5%), auditory (62.7%), kinestik (50%) and visual-auditory 60% ). It’s just that during this learners usually have different learning characters. Some have auditory learning characteristics only, and some only use visually. This is what affects the learning outcomes of learners in accordance with the typical style of learning style using the Blended Learning model of learning.

Problems that often occur in the classroom on observations that have been done, that many models of learning done by an educator are not interested by the learners. And the number of students only meet the standards of criteria Minimum Completenss (KKM) that is reaching 65 for the subject of Civics. So that the educator should also try to make learners improve the learning outcomes of Civics beyond criteria Minimum Completenss (KKM) standards by using various models of learning. As well as the lack of interaction between educators and learners that causes no continuity in terms of teaching and learning process. Teachers began to develop models of learning with technology-based as Blended Learning to compensate with Resource Based Learning model that uses only a variety of sources.

It can be seen that an educator must have media that support both conventionally and using technology as a tool in teaching and learning process. In each model of learning and learning styles included in the learning of Civics in particular affect the learning outcomes. So that raises an achievement that has been done by an educator to achieve the competencies that exist in the curriculum as a success in the learning process

II. METHODS

This research was conducted in SMP Panca Budi Medan In class VII Lesson Learners 2016/2017. This research method using pseudo experimental method (Quasi Eksperimen) using experiments in the classroom. Urchin (1983: 50) states “experimental research is a scientific inquiry that requires researchers to manipulate and mengadalikan a or more independent variables and observe the dependent variable to see the differences in accordance with the manipulation of these independent variables”[10]. The design used in this research is 2x2 factorial design with variance analysis techniques (ANOVA) 2 lanes. This design sets the experiment class were treated with blended learning model and control classes were treated with Resource Based Learning model. This study is a quasi-experimental research that aims to determine whether the Blended Learning model
gives a significant effect on the learning outcomes of students learners than the Resource Based Learning in particular and are there differences in learning outcomes of students who have auditory and visual learning styles. And to know there is interaction between both free variable and dependent variable.

<table>
<thead>
<tr>
<th>Learning Model(A)</th>
<th>Learning Style(B)</th>
<th>Blended Learning (A1)</th>
<th>Resource Based Learning (A2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory (B1)</td>
<td>μA1B1</td>
<td>μA1B1</td>
<td></td>
</tr>
<tr>
<td>Visual (B2)</td>
<td>μA2B2</td>
<td>μA2B2</td>
<td></td>
</tr>
</tbody>
</table>

Information:
A = Learning Model
B = Learning Style
A1 = Blended Learning Model Learning
A2 = Resource Based Learning Model
B1 = Auditory Learning Style
B2 = Visual Learning Style

III. RESULTS AND DISCUSSION

Table 2 Description of Postes Data Learners

<table>
<thead>
<tr>
<th>Group</th>
<th>Kolmogorov-Smirnov²</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eksperiment</td>
<td>.244</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>.209</td>
<td></td>
</tr>
</tbody>
</table>

The result of normality test of postes data of both groups of samples can be concluded that the postes data of experimental class students and control class learners have distribution of normal distributed data with value of proptiy or sig value> 0.05.

Homogeneity Test Results
Table 4 Data Homogeneity Test

<table>
<thead>
<tr>
<th>Statistik Levene</th>
<th>Degrees Free</th>
<th>Degrees Free</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.681</td>
<td>1</td>
<td>34</td>
<td>.056</td>
</tr>
</tbody>
</table>

Indicates that based on postes data both groups of samples from homogeneity test results with Test of Homogeneity of Variance based on mean value (based on mean) obtained probability value or sig value. for the control class of 0.052> 0.05 so it can be concluded that based on the control class postes data and homogeneous population. The experimental class is 0.056> 0.05 so it can be concluded that based on the postes both groups of samples have homogeneous variance or originating from the same population.

Learning Outcomes Control Class
The result of control class learning that is class VII which is taught with Resource Based Learning model can be seen by frequency distribution of postes learners control class:

Table 5. Postes Frequency Distribution of Students Control Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Class interval</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>45-51</td>
<td>2</td>
<td>11.1%</td>
</tr>
<tr>
<td>2.</td>
<td>52-58</td>
<td>4</td>
<td>22.2%</td>
</tr>
<tr>
<td>3.</td>
<td>59-65</td>
<td>9</td>
<td>50.0%</td>
</tr>
<tr>
<td>4.</td>
<td>66-72</td>
<td>1</td>
<td>5.6%</td>
</tr>
<tr>
<td>5.</td>
<td>73-79</td>
<td>2</td>
<td>11.1%</td>
</tr>
<tr>
<td>Jumlah</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Can be seen the learning result of control class learners who taught with Resource Based Learning model with predicate kentuntas minimum 45, hence the complete is 16.7% with predicate C (enough). More details can be seen in the following chart diagram 4.5 for learners in the control class declared complete and incomplete. It was concluded that there were 15 students or 83% of students who did not complete while 3 students with the predicate B (Good) or 5.60% learners who completed with the predicate C (Enough). This shows that in the Control class using the Resource Based Learning model is not suitable to apply to human rights material because the percentage is not complete greater than the thorough one.

Learning Outcomes Learners Experiment Class
The experimental class learning result that is class VII taught with Blended Learning model can be seen frequency distribution postes learners experiment class in the following table:

Table 6 Frequency Distribution Postes Learners Experiment Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Interval kelas</th>
<th>Frekuensi</th>
<th>Presentase (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>40-50</td>
<td>2</td>
<td>11.11%</td>
</tr>
<tr>
<td>2.</td>
<td>51-61</td>
<td>4</td>
<td>22.22%</td>
</tr>
<tr>
<td>3.</td>
<td>62-72</td>
<td>4</td>
<td>22.22%</td>
</tr>
<tr>
<td>4.</td>
<td>73-83</td>
<td>4</td>
<td>22.22%</td>
</tr>
<tr>
<td>5.</td>
<td>84-94</td>
<td>4</td>
<td>22.22%</td>
</tr>
<tr>
<td>Jumlah</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Results learners who have learning style auditory 22.22% of students with the predicate A, 22.22% of students with the predicate B, 22.22% of students with the predicate C, and 33% of learners with the predicate D.
Hypothesis testing

Based on the research data, after the analysis requirements are met normality and homogeneity of data, the next step is to test hypothesis. The influence of each learning style on student learning outcomes can be seen using the two-way ANAVA below.

Table 6. Test Result Data of ANAVA 2 Path

<table>
<thead>
<tr>
<th>Sources</th>
<th>The sum of squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>1496.528</td>
<td>3</td>
<td>.498.384</td>
<td>1.664</td>
<td>.194</td>
</tr>
<tr>
<td>Intercept</td>
<td>147584.028</td>
<td>8</td>
<td>147584.028</td>
<td>472.32</td>
<td>.000</td>
</tr>
<tr>
<td>Group</td>
<td>306.250</td>
<td>1</td>
<td>306.250</td>
<td>1.021</td>
<td>.012</td>
</tr>
<tr>
<td>Learning Style</td>
<td>756.250</td>
<td>1</td>
<td>756.250</td>
<td>2.522</td>
<td>.014</td>
</tr>
<tr>
<td>Group Style, Learning</td>
<td>434.028</td>
<td>1</td>
<td>434.028</td>
<td>1.448</td>
<td>.238</td>
</tr>
<tr>
<td>Error</td>
<td>9594.444</td>
<td>32</td>
<td>299.826</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>158675.000</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>total correction</td>
<td>11090.972</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description: (a) = Significance Value

Based on table 4:15 it can be concluded that sig 0.238> 0.05 it shows that the significant effect of Blended Learning model and learning style.

Table 7 Tukey Test Result Data

<table>
<thead>
<tr>
<th>(I) Interaktion</th>
<th>(J) Interaktion</th>
<th>Mean Difference (I-J)</th>
<th>Std error</th>
<th>Sig.</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lower Bound</td>
<td>Upper Bound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditor – RBL</td>
<td>Auditor – RBL</td>
<td>12.78</td>
<td>8.163</td>
<td>.412</td>
<td>-9.34</td>
</tr>
<tr>
<td>Visual – BL</td>
<td>Visual – BL</td>
<td>16.11</td>
<td>8.163</td>
<td>.219</td>
<td>-6.00</td>
</tr>
<tr>
<td>Auditor – RBL</td>
<td>Auditor – RBL</td>
<td>-12.78</td>
<td>8.163</td>
<td>.412</td>
<td>-34.89</td>
</tr>
<tr>
<td>Visual – BL</td>
<td>Auditor – BL</td>
<td>-16.11</td>
<td>8.163</td>
<td>.219</td>
<td>-38.23</td>
</tr>
<tr>
<td>Auditor – RBL</td>
<td>Auditor – RBL</td>
<td>-3.33</td>
<td>8.163</td>
<td>.977</td>
<td>25.45</td>
</tr>
<tr>
<td>Visual – BL</td>
<td>Visual – RBL</td>
<td>-1.11</td>
<td>8.163</td>
<td>.999</td>
<td>23.23</td>
</tr>
<tr>
<td>Visual – BL</td>
<td>Auditor – BL</td>
<td>-15.00</td>
<td>8.163</td>
<td>.275</td>
<td>37.12</td>
</tr>
<tr>
<td>Auditor – RBL</td>
<td>Auditor – RBL</td>
<td>-2.22</td>
<td>8.163</td>
<td>.999</td>
<td>24.34</td>
</tr>
<tr>
<td>Visual – BL</td>
<td>Visual – RBL</td>
<td>1.11</td>
<td>8.163</td>
<td>.999</td>
<td>21.00</td>
</tr>
</tbody>
</table>

Based on the average observation

Error type quadratic average (error) = 299 826.

Based on the results of the test tukey concluded that the learning outcomes of learners who have auditory learning style higher than the visual learning style then, the CONCLUSION is the learning outcomes of learners who have a lower visual learning style compared with auditory learning style. Furthermore, to know the interaction between Blended Learning model with learning style in influencing learning result. Summary of tukey test interactions between Blended Learning models and learning styles.

In Figure no interaction of learning model with learning style, it is seen from both pattern of learning result line both at learning style and model of learning is same. No pieces are shown by the graph. In other words, both learners who are taught with Blended Learning and Resource Based Learning that have a learning style show the same learning outcomes. Likewise with learners who have auditory and visual learning styles. In this graph it is clear that the line is getting smaller for learners visual learning style that is taught with Blended Learning and with Resource Based Learning. This means that the value of learning outcomes learners show the difference. Likewise with the style of auditory learning shows different results with the learning model of Blended Learning and Resource Based Learning. Based on the results of calculations in the research obtained showed that the average learning outcomes of students' civic education taught by Blended Learning model is higher than the Resource Based Learning model. From the data obtained describes that the average learning outcomes of students' civic learner taught by using Blended Learning model is 71.11 higher than the average of civic education learning outcomes of learners who are taught using Resource Based Learning Model 61. 11. From the results of comparison of the average obtained concluded that the average learning outcomes of civic education of learners who were taught by the Blended Learning model is higher than the Resource Based Learning model. This is in line with the cybernetic theory put forward by Pask & Scott (in Budiningsih, 2005) which states that a thorough thinking and tend to leap forward by obtaining information and managing it. And according to the allegation that led to the model of learning Blended Learning as the right model of the learners [1]. This is in accordance with research conducted by Protsiv, et al (2016) which states the interaction of learners is higher by using the Blended Learning model. Similarly, Sigroroudi, et
al (2016) that using the Blended Learning model can show the learning process better than other models [8].

The dominant factors that determine the success of the learning process is to recognize and understand that learners have characteristics with different learning styles with each other. Recognizing learners’ learning styles is paramount to producing more effective learning. Learning style is one form of the characteristics of learners which is the ability to absorb information, remember, think and solve problems encountered. This condition is empirically tested by research findings that prove that there is a significant difference between groups of learners who have visual and auditory learning styles. This is acceptable because learners who have an auditory learning style receive more knowledge through hearing. This is in line with research conducted by Mulyono, et al (2007) that learning styles affect the outcome of learners and adapt to learning styles [5].

Based on the results of the calculation proved that there is no interaction between the Blended Learning model with learning styles in influencing the learning outcomes of citizens’ civic education. The results of research conducted by Syarif (2012) The results showed no interaction influence the application of learning models and motivation on student achievement [9].

Although in the research results there is a difference between the learning outcomes with the learning model, and there is a difference between the results with learning styles, this gives an indication that the group of learners who have a visual learning style is different from the group of learners who have auditory learning style means that one of the second the group obtained better learning outcomes when taught using the Blended Learning model or with the Resource Based Learning model.

IV. CONCLUSION

Based on the research results obtained, it can be concluded that using the Blended Learning model with visual learning style and Resource Based Learning model with style visual learning.

REFERENCES