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

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

Grand Mercure Hotel, Medan City, North Sumatera, Indonesia
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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 excels the first one related to the administration by online and the publication index by either Thomson Reuters or Google Scholar. 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 innovative 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 collaborated 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, Mutsyuhto 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) Haparan Perak Deliserdang Distric</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>Fivi Rahmatus Sofiyah, Ami Dilham</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 Ri’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>Eprimba 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 Grahmayanu</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 Leadership</td>
<td>72</td>
</tr>
<tr>
<td>Wanti Simanjuntak, Syaiiful 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>Arnita Novriana Rambe</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>The Implementation of Curriculum 2013 in Vocational High School 4 Takengon</td>
<td>80</td>
</tr>
<tr>
<td>Zainal Arifin, Herbert C.B. Manalu, Rini Deliana, Fitri Ariyanti</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>84</td>
</tr>
<tr>
<td>Faradilla Bafaqih, Ceppe Nandar</td>
<td></td>
</tr>
<tr>
<td>The Influence of Problem-Based Learning and Every One Is A Teacher Here Models on Higher Order Thinking Skills in Environmental Pollution Topics</td>
<td>89</td>
</tr>
<tr>
<td>Kurnia Putra, Hasruddin, Ahmad Rafiqi Tantawi</td>
<td></td>
</tr>
<tr>
<td>The Effect of Applying Task Based Learning (TBL) Approach on The Student’s Ability in Writing Descriptive Paragraph</td>
<td>94</td>
</tr>
<tr>
<td>Vijay Khana</td>
<td></td>
</tr>
<tr>
<td>Teacher’s Language Style in English Course Class</td>
<td>98</td>
</tr>
<tr>
<td>Dyan Yosephin Hutagalung</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>101</td>
</tr>
<tr>
<td>Hariani Siregar, Gulmah Sugiharti</td>
<td></td>
</tr>
<tr>
<td>Language Used by Male and Female of Darul Ilmi Murni</td>
<td>107</td>
</tr>
<tr>
<td>Syakri Hidayati</td>
<td></td>
</tr>
<tr>
<td>The Use of Journal Writing in Improving Student’s Writing Skill of Recount Text</td>
<td>110</td>
</tr>
<tr>
<td>Muhammad Ilham Adha</td>
<td></td>
</tr>
<tr>
<td>Teacher and Student Perceptions Toward Practical Implementation Obstacles at Learning Chemistry</td>
<td>114</td>
</tr>
<tr>
<td>Sepra Pajar, Ramlan Silaban, Zainuddin Muchtar</td>
<td></td>
</tr>
<tr>
<td>The Analysis of the Implementation and Problems of Lab Work on Chemistry Learning</td>
<td>120</td>
</tr>
<tr>
<td>Elvira Lastri, Iis Siti Jahro, Marham Sitorus</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>125</td>
</tr>
<tr>
<td>Suci Amalia, Asih Menanti</td>
<td></td>
</tr>
<tr>
<td>Project Based Learning Tools Development on Alcohol and Ether Materials at Natural Science</td>
<td>132</td>
</tr>
<tr>
<td>Faculty State University of Medan</td>
<td></td>
</tr>
<tr>
<td>Nadia Armina Ramad, Jamalam Purba</td>
<td></td>
</tr>
<tr>
<td>The Development of Teaching Material to Write Explanation Text Based on Mind Map</td>
<td>138</td>
</tr>
<tr>
<td>Pienti Mala Ningsih Manalu, Biner Ambarita, Rosmawaty Harahap</td>
<td></td>
</tr>
<tr>
<td>Improvement of Student Learning Outcome Using Model of Collaborative Based Lesson Study with Student’s Worksheet on Materials Hydrolisis</td>
<td>141</td>
</tr>
<tr>
<td>Agus Muliaman, Laila Majnun Hutagaol</td>
<td></td>
</tr>
<tr>
<td>The Application of Comic Learning Media to Improve Student’s Achievement on Reduction and Oxidation Reaction Topic</td>
<td>146</td>
</tr>
<tr>
<td>Anggi Desviana Siregar, Rini, Herdini</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>150</td>
</tr>
<tr>
<td>Nora Santi, Betty Holiwarni, Johni Azmi</td>
<td></td>
</tr>
<tr>
<td>The Effect of Combination Cooperative Learning Models Toward Learning Result</td>
<td>154</td>
</tr>
<tr>
<td>Sapnita Idamarna Daulay</td>
<td></td>
</tr>
<tr>
<td>The Maintenance of Hokkien Among Chinese Speakers in Stabat</td>
<td>159</td>
</tr>
<tr>
<td>Widya Ningsih</td>
<td></td>
</tr>
<tr>
<td>Effect of Blended Learning Model and Learning Style to Civic Education Learning Results in Class VII in Junior High School Panca Budi Medan</td>
<td>164</td>
</tr>
<tr>
<td>Madina Qudsia Labis, Reh Bungana Br.Perangin-angin, Mursid</td>
<td></td>
</tr>
<tr>
<td>EFL Student’s Uses of Um as Fillers in Speaking</td>
<td>169</td>
</tr>
<tr>
<td>Eka Riana</td>
<td></td>
</tr>
</tbody>
</table>
The Influence of Role Playing Method and Self Concept of Social Skills of 5-6 Years Old Child
Rabiah Hanum Hasibuan, Anita Yoe, Yusnadi

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

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

The Effect of Suggested Media on Student’s Achievement in Vocabulary
Heppy Yersin Digna Purba

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

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

Development of Learning Tools Based on Realistic Mathematics Education of Ethnomathematics Nuances to Improve Mathematical Communication Skill Students in Junior High School 2 Percut\nSeitnum

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 Muin Sibuea, Edward Purba

The Development of Flash Program as a Media of Chemistry Learning on Chemical Equilibrium
Leni Khotimah Harahap, Albinus Silalahi, Isi Siti Jafro

The Ethnic Mandailing Tradition of Courtship (Markusip) and Revitalization Efforts in the Formation of the Character Youth
Ridly Syafputra Siregar, Ratih Baiduri, Robert Sibarani

The Effect of Education on Unemployment Rate in Indonesia
Rahmat Putra Ahmad Hasibuan, Dede Ruslan, Fitrawaty

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

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

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

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

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

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

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

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

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
Efforts to Increase A Motivation to Learning Math Using “Program” Learning Model
Linda Sari, Edi Syahputra ................................................................. 257

The Eford of Improving Mathematics Learning Outcome on Quadrilateral and Triangle Matter by Using Gradually Exercise Strategy with The Assistance of Image Media
Ady Putra, KMS. Muhammad Amin Fauzi, Yulita Moliq .......................... 261

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 .................................................. 264

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 .................. 269

Developing Learning Materials Using Problem Based Learning to Increase Senior High School Student’s Mathematical Disposition and Representation Ability
Dewi Khafrani, Mulyono, Izwita Dewi ................................................. 275

The Effect of Question Students Have Strategy on The Result of Students Learning in Mathematics...
Yuliani Aruan, Edi Syahputra .............................................................. 281

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 Siahaan ................................. 284

The Use in Active Learning Strategy of Learning Starts with a Question Type in the Mathematics Learning
Jeni Putria Efif, Ani Minami, Pardomuan Sitompul ............................... 289

Improving the Ability to Learn Math by Using Rubu’ al-Mujayyab Media
Muhammad Hidayat, Edi Syahputra, E. Elvis Napitupulu ...................... 293

The Impact of Education Cost and Government Spending the Interest Rate of Bank Indonesia
Subtitle.................................................................................................. 297

Julika Rahma Siagian, Dedo Ruslan, Arwansyah .................................. 297

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 ................................................ 301

The Effect of Learning Strategies to Trial By Jury in Participiont Mathematics Learning Student of Junior High School
Rizka Putri Rahaya, Ani Minami, Zul Amry ........................................ 305

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
Diaih Ari Saputri, Syafarī .................................................................. 309

The Effect of Value National Exam Standards at Learning Achievement of Students at Senior High School
Nurdiana Fahmi, Bornok Sinaga, W. Rajagukguk ................................. 312

The Effect of Open Unemployment Rate and Level of Vocational High Education to Poverty in North Sumatera Province
........................................................................................................... 315

Zulaili, Indra Maipita ........................................................................ 315

The Application of Cooperative Learning of Think-Pair-Share (TPS) Type to Increase the Students’ Ability of Problem-Solving
Madriqah Fadhilah Siregar, Zul Amry, Syafarī ..................................... 320

The Relationship Between Metacognitive With the Results of Learning Outcomes on the Fungi Topic
Elizabeth, Herbert Sipahutar, Syahmi Edi .............................................. 324

Comparison of DNA Isolation Methods from Economically Valuable Plants in Indonesia
Chairiyani Rizka, Fauziyah Harahap, Syahmi Edi .................................. 327

Development of Learning Device Based on Realistic Approach to Improve Problem Solving Ability Mathematics of Student at Junior High School
Susanna Romaria Harahap .................................................................. 333
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 Hasibuan, Asmin Panjaitan, Asrin Lubis

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
Kartika 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 Batakinese 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
Rahimatul 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
Misadiana

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
Khairtati Purnama Nasution, H. Syaful Sagala

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

The Influence of Physical Education in Establishment of Self Esteem .................................................. 386
Yustinus Tarigan, Tarzyat 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 Sinergity 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
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
Influence of Creative Problem Solving (CPS) Mathematics Learning Model to Mathematical Problem Solving and Self-Efficacy Students of SMA Negeri 3 Binjai

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Abstract—This study aims to: (1) describe the differences in mathematical problem solving ability among students who follow the learning with CPS model and follow the learning with conventional model. (2) To describe the difference of mathematical Self-Efficacy between students who follow the learning with CPS model and who follow the learning with conventional model. (3) To describe the process of completion of answers made by students in solving problems about problem solving skills on learning model of Creative Problem Solving and conventional learning. This type of quasi experimental research. Population of all students of SMA Negeri 3 Binjai. Sumpel uses a cluster sampling technique. Population of all students of SMA Negeri 3 Binjai. Sumpel uses a cluster sampling technique. The XIPA-3 class (38 students) is taught with the Creative Problem Solving model and the XIPA-2 class (38 students) is taught Conventional. The instruments used consisted of problem solving and mathematical communication test. The analysis used T-test. The result of the research shows that: (1) the problem solving ability of students who follow the learning of mathematics with CPS model is better than those that get the learning with conventional model. (2) Self-Efficacy of students who follow the learning of mathematics with model CPS is better than those that get learning with conventional models. (3) The process of solving student answers with Creative Problem Solving model better than conventional

Keywords—problem solving, self-efficacy, creative problem solving.

I. INTRODUCTION

To face the globalization era, it is needed to master mathematic earlier, so that it is suggested to learn mathematics for young learners since in primary level to make them think logically, analytically, critically and independently, moreover they will be able to work together in their society. Cockroft (1982) [5] stated that mathematics is needed to be taught to students because: (1) it is always used in our daily life; (2) all subjects need suitable mathematics (3) it is an effective communication; (4) it can be used to present information in various ways; (5) it can develop thinking skill logically, accurately and (6) it can satisfy when solving a challenging problem. So that our government has tried to improve the education system, one of them is by improving the curriculum.

Hendriana and Soemarno (2014) [7] said that KTSP (2006) has been revised in curriculum 2013, putting the goal of learning mathematics as follows:

1) to understand mathematic concept, to explain the relationship between the concept and to apply the concept or algorithm accurately in problem solving,
2) to think logically about the features and characteristics, to do mathematic manipulation in generalizing, proving or explaining ideas and mathematic statement.
3) to solve problem— including problem solving understanding, planning mathematic model, solving the model and predicting the solution.
to communicate the ideas with symbol, table, diagram, or other media to clarify to situation or problem, and
5) to respect the use of mathematic in the real life, to develop curiosity, attention and passion in learning mathematic, to build up confidence in problem solving as well.

Basically, curriculum 2013 has a vision in which the knowledge cannot be transferred to the students by the teachers straight away. Students are the subject who need to find out and follow the process as active learners to gain their knowledge. To make it real, in learning process, the students must be given chances to gain their knowledge in cognitive process. So that, they will be able to try harder, understand and apply it because of the encouragement of the teachers.

Russefendi (1991) [15] stated that problem solving skill is very important, not only for those who take mathematics, but also for everyone to apply in the real life. At this time, learning mathematics should be started with an introduction based on situation (contextual problem). By giving contextual problem, the students will be guided step by step to master mathematic concept.

In fact, the education does not do it. Trianto said that our learning process up today is still dominated by the teachers and does not give any access for the children to develop independently from their own findings. Teachers used to do conventional teaching method, the teachers only transferring the knowledge, while the students as receivers. According to Armanto (2002). [3] this tradition has been Indonesian teachers’ characteristics in teaching. Conventional learning process is teacher center, teacher explains and the students are passive, the questions from the students are rare, one right answer oriented and the class activity is writing or copying. These activities will not bring up the students skill in problem solving, analytically and mathematic communication. As the result, cognitive thinking skill of the student is very weak because of requiring low thinking skill. This reality was also found in mathematics learning process of year ten SMA Negeri 3 Binjai, especially on the topic of quadratic function. Based on the observation at that school, they did not show high thinking skills toward the given assessment. The assessment was given to 38 students, 5 of them did not answer, 10 of them answered correctly, and 23 students answered wrongly.

Disability of the students in problem solving above was also effected by their presence. Arends (in Trianto 2009) [17] stated “it is strange that we expect students to learn yet seldom teach them about learning, we expect student to solve problems yet seldom teach them about problem solving.” This implies that as teachers, we need to guide them more in problem solving.

To overcome the poor of problem solving among the students in Indonesia, teachers have responsibility to think and do appropriate learning process.
Beside of cognitive aspect which is problem solving, it is needed to increase affective aspect which is psychology aspect related to students’ behaviour to support their success in learning process, especially when they are facing problem, which is called Self-Efficacy. Self-Efficacy is how someone trust about the probability that they can do it successfully in the future and how to achieve it.

Social studies theory from Bandung which is well-known as Social cognitive theory in 1986 ((Brosnan, 1998; Schunk & Pajares, nd; Lennon, 2010 ; Zulkosky, 2009, dalam Nwosu & Okoye, 2014) [13] stated that: which is a theoretical framework regarded as “triadic reciprocal determinism” and widely accepted in predicting individual behavior using several key concepts and identifying methods in which behavior can be modified or changed. Amir and Risnawati (2016:157) stated that Self-Efficacy is someone’s belief towards the ability to present attitude related to the situation he is facing through. Self-Efficacy can be how someone thinks, motivates themselves, trusts something.

Self-Efficacy of year X SMA Negeri 3 Binjai is slow, it can be seen through how they answered the questions, they could not complete the assignment, gave up easily, some of them were nervous and lack of knowledge which lead to low self-confidence.

Some factors that effected the lack of Self-Efficacy and problem solving skill are how the teachers teach, students’ interest and respond toward mathematics itself. Creative Problem Solving learning process gives chances to students to share their ideas and make the CONCLUSION at the end of the discussion. Their findings will be collected, filtered, shared, arranged to get the solution regarding to the problem. Creative Problem Solving (CPS) is an approach to students center and ability of problem solving skill (Pepkin, 2004) [14]. According to Karen (2004) [10] Creative Problem Solving (CPS) is an approach to problem solving skill with creativity.

The result of these two researchers was teachers should apply Creative Problem Solving (CPS) method because the activity will help the students to develop their self-efficacy in doing assignments.

In this case, writer is interested to do a research about “The Effect of Creative Problem Solving (CPS) Mathematics Learning Method towards Mathematic Problem Solving Skills and Self-Efficacy of SMA Negeri 3 Binjai Learners”.

II. METHOD

This research would analyze the effect of learning mathematics with CPS model towards solving skill ability and students’ Self-Efficacy. In this case, CPS model was given to experiment class and conventional method was given to conventional class. This was quasy experiment research and to have mathematic solving skill ability and Self-Efficacy of high school students which effected by Creative Problem Solving and conventional learning. All populations in this research were year ten students in ten classes, totally 368 students of SMA Negeri 3 Binjai. Sample technique was choosing groups randomly. According to Russefendi (2005) [15] cluster sampling is one technique of choosing sampling randomly by groups, not based on the members. As the subject sample in this research, it was chosen two classes out of ten classes. These two classes were XMIA2 as the control class and XMIA3 as the experiment class. Before it went...
further, make sure that the population was homogeneity or equally.

The research design was described as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Treatment</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ekperiment</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>Control</td>
<td>-</td>
<td>O</td>
</tr>
</tbody>
</table>

Notes: O : Postest and X : Treatment of CPS learning method

There were two instruments which used for this test, they were test and questionnaire:

1) to get the data of students’ ability to solve problem by cognitive test by measuring problem solving, solving planning, counting and rechecking in which the data was taken from pencil paper test.

2) to get Self-Efficacy data which was done by questionnerie

Before tested to the subject of research, the task need to be tested before we do that to experiment class. So that we can good the criteria to test it to experiment class as the subject research.

This analysis includes validity, difficulties, reliability. The result of the test as follows:

<table>
<thead>
<tr>
<th>Validity</th>
<th>COEFFICIENT CORRELATION</th>
<th>0.662</th>
<th>0.681</th>
<th>0.847</th>
<th>0.643</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERPRETATION</td>
<td>T</td>
<td>T</td>
<td>ST</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>t counted</td>
<td>3.95</td>
<td>4.16</td>
<td>7.11</td>
<td>3.75</td>
<td></td>
</tr>
<tr>
<td>t table</td>
<td>1.72</td>
<td>1.72</td>
<td>1.72</td>
<td>1.72</td>
<td></td>
</tr>
<tr>
<td>INTERPRETATION</td>
<td>valid</td>
<td>valid</td>
<td>valid</td>
<td>valid</td>
<td></td>
</tr>
</tbody>
</table>

Based on instrument validity test result on table 3.3 shows that four of assessments related to the counting, the CONCLUSION is four of them are valid.

The difficulties level to know whether the assessment is easy, medium or hard, and four of them are medium.

To analyze this research, it was used formula t, in which the result was based on t counted > t table, it concludes that four of them were valid. The result of instrument reliability research can be seen that mathematic problem solving skill has a high reliable coefficient criteria. The data to measure students’ Self-Efficacy was from the questionerie created by the writer with Likert scale.

III. RESULT

The result of test normally were:

1. Students’ marks of experiment class showed 0.200 of significance. If the significance was > 0.05 the data for the student’s experiment class mark were normal.

2. Students marks of control class showed 0.200 of significance. This showed that the significance was >0.05, which meant the data for control class was distributed normally.

To test the homogeneity of the variables, it was used F Test (Fisher Test). The result was $F_{count} = 1.05 < F_{table} = 1.07$ and according to the test standard, it concludes that $H_0$ was equally given to these two homogeneity variables. After knowing the data was equal and homogeneity, so the data of student’s KAM tested together to know the average with t-independent test and used SPSS 21.

The average was $t_{count} = 0.333 < t_{table} = 1.668$ with 0.05 significance based on the criteria so $H_0$ were accepted and $H_1$ was rejected because there was not difference the beginning and the average result of these two classes, experiment and control class. It implies that these two classes had almost the same mathematics basic.

The Data of Post Test Mathematic Problem Solving Test and Self-Efficacy Experiment and Control Class.

After doing normality test, the result was drawn as follows:

a. The marks for mathematics problem solving of experiment class had 0.107 significance. It implies that the mathematic problem solving was distributed normally.

b. The marks for mathematics problem solving of control class had 0.200 significance. It implies that the mathematic problem solving was distributed normally.

c. The marks for Self-Efficacy of experiment class had 0.200 significance. It implies that the Self-Efficacy was distributed normally.

d. The marks for Self-Efficacy of control class had 0.200 significance. It implies that the Self-Efficacy was distributed normally.

Based on homogeneity test of mathematic problem solving in experiment class and control class, they conducted $F_{count} = 1.22 < F_{table} = 1.71$ so the accepted $H_0$ and rejected $H_1$ were from the same variables. The homogeneity test of Self-Efficacy data in experiment class and control class, they conducted $F_{count} = 1.45 < F_{table} = 1.71$ so the accepted $H_0$ and rejected $H_1$ were from the same variables.

Based on mathematic problem solving skills test using t-test independent, they showed that $t_{count} = 2.874 > t_{table} = 1.668$ which meant accepted $H_1$ and rejected $H_0$ showed the average of mark in these two classes were different. Then, the result showed $t_{count} = 2.874 > t_{table} = 1.668$ it meant that accepted $H_1$ and rejected $H_0$ of students who took Creative Problem Solving Class were better than conventional class in learning process. In other words, CPS method has given a significant effect toward mathematic problem solving of students.

Based on self-efficacy data of students retest in experiment and control class using t-test independent, they conducted $t_{count} = 1.794 > t_{table} = 1.668$ which meant accepted $H_1$ and rejected $H_0$ of self-efficacy questionnaire in
experiment and control class were not the same. Then, $t_{\text{obtained}} = 1.794 > t_{\text{table}} = 1.668$ which meant accepted $H_1$ and rejected $H_0$ of self-efficacy of students who took CPS method were better than conventional method. In other words, CPS has given a significant effect towards self-efficacy of students.

The average percentage of students’ choice totally was $78.42\%$ in experiment class and $72.73\%$ in control class, they have been proved positive since the average percentage of students’ choice was higher than the medium percentage ($P=50\%$). Then, based on questionnaire criteria, it conducted of students’ choice was higher than the medium percentage they have been proved positive since the average percentage $78.42\%$ in experime

IV. CONCLUSION

After analyzing the data, conclusions could be drawn as the following.

1. There was a different average towards mathematic problem in these two methods (Creative Problem Solving and conventional) and it effected learning approaching towards mathematics problem solving of students, based on the formula $t_0 > t_{\text{table}}$ which meant students’ ability who used CPS method was better than conventional.

2. There was a different average of students’ self-efficacy in these two methods (Creative Problem Solving and conventional) and it effected learning approaching towards self-efficacy of students, based on the formula $t_0 > t_{\text{table}}$ which meant students’ ability who used CPS method was better than conventional.

3. The process of students’ learning and answering with Creative Problem Solving method was better than conventional method.

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