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”

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October 16-17, 2017

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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 check 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 Schollar. 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, 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) Hamparan Perak Deliserdang Distric</td>
<td>21</td>
</tr>
<tr>
<td>Nurmala, 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>Khairunni 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 Shahaan, 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 Hutasarar</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 Grahamyanuani</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, Syaifluh 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 Novriiana 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 Sugiharti

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 Muliaman, 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
Widya 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 You, Yusnadi

172

The Effect of Learning Approach and Personality Type Towards Learning Outcomes
Dwoy Dinda Sari, Juluga Situmorang, Busmin Guning

178

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

183

The Effect of Suggestopedia Method on Student’s Achievement in Vocabulary
Heppy Yersin Digiduta 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
Wilta Fajrina, Darra Utari Ningsih, Sri Adelila Sari, Habibati

192

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
Nurcahaya Hutasoit, Martua Manullang, Ani Minarni

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
Risewan Sianturi, Abdul Mustin Sibuea, Edward Purba

208

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

210

The Ethnic Mandailing Tradition of Courtship (Markusip) and Revitalization Efforts in the Formation of the Character Youth
Raidi Syafiputra Siregar, Ratih Baiduri, Robert Sibaran

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
Tiarma Nova Intan Malasari, Biner Ambarita, Malan Lubis

222

Learning Model of Strengthening Vocational Life Skills With Entrepreneurship 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 Hutasoit, 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 Indira Murni

240

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

244

The Effect of Cooperative Learning Model Based Interactive Media and Interpersonal Communication on Student’s Achievement
Catur Ayu Wialandari, Efanji 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 Armando, Waminton R

253
Efforts to in Crease A Motivation to Learning Math Using “Program” Learning Model
Linda Sari, Edi Syahputra

The Efod 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

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 Siahaan

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

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

The Impact of Education Cost and Government Spending the Interest Rate of Bank Indonesia
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 Participatonight Mathematics Learning Student of Junior High School
Rizka Putri Rahayu, 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 Saputri, 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
Madriqiah 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, Fauziah 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 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
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
Misdiana
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. Syaiful 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, Tarzaya 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
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 Keiati, 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
Analysis of Academic Supervision Competence and Managerial Supervision in Improving the Performance of Vocational High School Supervisors in Langsa City

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Abstract—This study aims to analyze the competence of academic supervision and managerial supervision in improving the performance of Vocational High School supervisors in Langsa City, using descriptive method. The approach used is a qualitative approach. The place of research was carried out at the Office of UPTD PPMG Region IV Langsa, and Vocational High School in Langsa City. Principals The subject of this research consisted of: 5 school supervisors, 9 headmaster, 30 teachers and 1 Head of Education Agency of Langsa City. Data collection techniques are conducted through observation, in-depth interviews, documentation studies, and triangulation, using tools such as tape recorders, cameras and notebooks. The result of the research shows that the competency analysis of academic supervision and managerial supervision in improving the performance of Vocational High School supervisor in Langsa City is not in accordance with the standard which refer to: (1) rubric of performance appraisal instrument of school supervisor,(2) the regulation of the Minister of Administrative Reform and Bureaucracy Reform Number 21 of 2010 Article 5 on the Main Duties of School Supervisors is to carry out academic and managerial oversight tasks in the education unit covering the preparation of supervisory programs, the implementation of guidance, National Education, assessment, guidance and professional training of teachers, as well as evaluation of the results of the implementation of monitoring programs and the implementation of supervisory duties in special areas. Since then the school supervisors served as assessors and coaches in the field of educational techniques and administrative techniques in schools that are the responsibility.

Salim, states that the first task and responsibility refers to managerial supervision or supervision while the second main task refers to academic supervision or supervision. Managerial supervision basically provides guidance, assessment and assistance/guidance starting from program plan, process, until result. While guidance and assistance is provided to the headmaster and all school staff to improve school performance [1]. Fathurohman and Ruyanani, reveals the performance of supervisors is the performance or performance achieved by the supervisor refers to the main
tasks and functions, creativity, and activities in the process of supervision, commitment in carrying out tasks, and the results of scientific papers that impact on improvements in school performance under built [2]. The performance of a supervisor's duties is to provide assistance or problem-solving services to educational personnel who need them. The supervisor in performing his duties refers to the tasks that have been standardized. The performance of the supervisors' duties can be described as follows: (1) compiling and implementing annual activity guidance, (2) guiding curriculum implementation, guiding technical personnel, guiding the administration, guiding the use and maintenance of learning facilities and maintaining the quality and quantity of school agencies, businesses and school committees, reporting on the results of task implementation [3].

Based on the observations made in the Langsa Education Office, especially in relation to the performance of vocational school supervisors, the following data are obtained:

1. School supervisors lack the knowledge of teachers and headmaster in administration.
2. The school supervisor does not have complete data in the preparation of academic and managerial supervision reports reported to the head of the education office, resulting in difficulties in making decisions regarding the performance of school supervisors.
3. Recruitment of school supervisors is not in accordance with the standards expected, it is seen from the position of school supervisor as if only the position given to senior teachers. So that school supervisors are less able to carry out supervisory duties properly.
4. His educational background and professional skills are very heterogeneous, of which five school supervisors, three school supervisors are bachelor (S1) educated and only two school supervisors are postgraduate (S2) educated.
5. The ineffectiveness of the tasks and responsibilities of the supervisor is caused by the condition of qualification and supervisory competence is not yet appropriate, so the poor role of the school supervisor to position the teacher as the partner.

Description of school supervisor's performance results on the competence of academic supervision and managerial supervision that has been running, can be seen from the results of Competency Test of Vocational High School in 2015, especially for the province of Aceh the average score of 37.93. While the results of Competency Test of Vocational High School Teachers in Aceh Province in 2015 obtained an average score of 51.88. Furthermore, the results of Competency Test of Headmaster in 2015 for Aceh Province obtained an average score of 41.23 [4].

Based on the findings data on the performance of vocational high school supervisors in Aceh Province from the results of competency test above, experiencing some problems that need to be investigated. The reason is that the authors are interested in examining the performance of school supervisors in a study entitled: “Analysis of Academic Supervision and Managerial Supervision in Improving the Performance of Vocational High School Supervisors in Langsa City”.

II. METHODOLOGY

This research uses descriptive method aimed to describe and describe and mapping facts based on certain views or frame of thinking. The approach used is qualitative approach. This research was conducted at UPTD PPMG Office of Langsa Langsa Region IV and Vocational High School in Langsa City, conducted from April 17, 2017 until July 15, 2017. The subjects were 5 school supervisors, 9 headmaster, and 30 teachers vocational subjects, and 1 head of the Langsa City Education Authority.

Data collection techniques in this study using qualitative data collection techniques include observation, in-depth interviews, documentation studies, and triangulation. Data analysis in qualitative research took place simultaneously with data collection process, such as through three stages of water model, namely data reduction, data presentation, and verification. The researcher’s efforts to obtain the validity of the research and to maintain the validity of the research, refer to four validity standards such as: (1) test of reliability, (2) test of transition, (3) dependency test, and (4) assertiveness test.

III. RESULTS AND DISCUSSION

1. Analysis of Academic Supervision Competence in Enhancing Performance of Vocational Secondary School Supervisor in Langsa City

Findings from observations, in-depth interviews, documentation studies, and triangulation, on the preparation of supervisory supervision academic programs are:

- a. The annual supervisory program has not fulfilled six aspects, namely: (1) identity, (2) predecessor, (3) identification and analysis of monitoring results, (4) supervision program, (5) cover, and (6) attachment.
- b. Teacher development programs do not meet the following eight aspects: (1) teacher development materials, (2) goals and objectives, (3) indicators of success, (4) strategy/method/technique, (5) coaching scenarios, (6) resources, (7) assessment and instruments, and (8) follow-up plans.
- c. The monitoring program of eight National Education Standards has not fulfilled eight aspects, covering: (1) monitoring materials, (2) goals and objectives, (3) indicators of success, (4) strategy/method/technique, (5) coaching scenario, (6) resources, (7) appraisals and instruments, and (8) follow-up plans.
- d. The teacher performance appraisal program has not fulfilled the following eight aspects: (1) monitoring materials, (2) goals and objectives, (3) indicators of success, (4) strategy/method/technique, (5) coaching
scene scenario, (6) resources, (7) assessment and instruments, and (8) follow-up plan.

e. The semester program has not fulfilled four aspects: (1) school identity, (2) vision and mission, (3) problem identification, and (4) activity description.

f. Academic supervision and counseling plan has not fulfilled ten aspects, covering: (1) coaching aspect, (2) purpose, (3) indicator, (4) time, (5) place/school/target, (6) strategy/method/technique, (7) activity scenarios, (8) resources used, (9) assessment and instruments, and (10) follow-up plans.

The implementation of teacher performance appraisal is only carried out in 2014 and this appraisal is conducted in order to increase the rank of teachers, while in the following years it is never implemented by school supervisors. Furthermore, the assessment of teacher performance appraisal was also done by the teacher itself and the school supervisor received only the results.

Evaluation of the results of the implementation of the academic supervision program has been implemented, but the school supervisor does not have complete documents and data from the evaluation results. Obstacles found by school supervisors, about 25% of teachers have no lesson plan, lack of teacher ethics, and no sanctions for teachers who do not complete the administration. However, school supervisors have done coaching by making meetings between teachers and headmasters, as well as private and group discussions with allied subject teachers.

Evaluate the results of the implementation of teacher guidance and professional training, only implemented in 2012 until 2014. The preparation of the report of teacher guidance and professional training conducted by the school supervisors is limited to the academic supervision report covering the completeness of the teacher administration until the assessment of teacher teaching. School supervisors should make a report on the results of teacher guidance and professional training referring to the school supervisor’s workbook and the instrument rubric of the school supervisor’s performance appraisal, in order to achieve the improvement of school supervisor’s performance on academic supervision competence for subsequent years. With the improvement of the school supervisor’s performance, it is expected that the results of the school supervisor performance assessment exam will also produce encouraging values for Aceh Province in general and for Langsa City in particular.

2. Analysis of Managerial Supervision Competence in Improving the Performance of Vocational High School Supervisors in Langsa City

The guidelines used by school supervisors in formulating supervisory programs are also similar to the guidelines used in developing supervisory academic programs, using the school supervisor’s workbook of 2014 and there are also school supervisor’s who use the book in 2015. Should in this case the supervisor coordinator can uniform the use of supervisory workbooks to be more updated in terms of the reference used to develop supervisory programs. The problem the researchers found when analyzing the implementation of the headmaster guidance program, that the school supervisor never informed the schedules that have been arranged, so that the school supervisor must make an appointment to the headmaster first and not infrequently the implementation of the headmaster's coaching was held suddenly without any prior notice.

Exposure to data from observations, in-depth interviews, documentation studies, and triangulation, on monitoring the implementation of eight National Education Standards that have been implemented by school superintendents in general are under way. The standards that are often monitored by school supervisors are: standard of graduation, process standard, content standard, educator standard and education personnel, and standard of facilities and infrastructure. The monitoring process is carried out by looking at the completeness of the documents. For the implementation of the headmaster's performance appraisal program, the documentation study found the incompleteness of document type and data in each year, the incompleteness of this document occurs in all school supervisors. Assessment of headmaster performance is carried out by school supervisors at the end of each semester of the lesson, to get a picture of the achievement of managerial competence and supervision activities conducted by the headmaster.

Evaluation of the results of the implementation of the managerial oversight program has also been implemented, but not all school supervisors have complete documents and data from the evaluation results, only three school supervisors have complete documents, while for two school supervisors, they do not have the data and documents. The preparation of a headmaster mentorship and training program at the School Headmaster Working Forum conducted by school supervisors, only in 2014, for the ensuing years of the Headmaster Working Deliberation forum is only guided by the forum chairman himself. The headmaster has created a program of work independently with the representatives and discuss other fellow headmasters. The school superintendent only sees the results of the School Budget and Self-Evaluation School Plan documents that have been prepared by the headmaster. Furthermore, school superintendents never undertook the mentoring and professional training of headmasters in action research, these findings were obtained from field observations, interviews and documentation studies.

Preparation of report of headmaster guidance and training conducted by school supervisor, based on observation result, interview and documentation study only limited to report of managerial supervision result only, contained in semester supervision result report, and in supervision visit book form. The contents discussed about the results of supervision conducted, including the results of managerial guidance of the headmaster, monitoring of eight National Education Standards, the results of the Headmaster Work Assessment and the results of other supporting activities. To overcome the above problems, the school supervisor should have a
commitment to his position, his main duty and responsibility as a guarantor of the quality of education in his target school, and to remind his competence. Furthermore, to improve the performance of school supervisors, from within the school supervisors should be active to follow the training, so have a certificate of school supervisors that meet national standards.

For the Aceh Provincial Education Office, it should motivate school supervisors to improve their work performance, thus acknowledged by teachers and headmasters, empower school supervisors by superiors in this case the head of the education office and improve the work environment of the school supervisors themselves, such as: working atmosphere, school organizational culture, facilities that support their work, cooperation in partnership with teachers and headmasters. In carrying out the recruitment of school supervisors should refer to the rules that apply, so that no longer occur the process of appointment of school supervisors from the headmaster and teachers who are not disciplined.

IV. CONCLUSION

The main findings of the competency analysis of academic supervision and managerial supervision in improving the performance of Vocational High School supervisors in Langsa City, not in accordance with the standards stated in: (1) the rubbing instrument of performance evaluation of school supervisor, (2) the regulation of Minister of Administrative Reform and Reform Bureaucracy Number 21 Year 2010, and (3) workbook of school supervisor. In the future, Vocational High School supervisors in Langsa City need to improve their performance on four main task components, including: (1) Developing the program, including indicators: (a) annual monitoring program, (b) teacher and headmaster guidance programs, (c) monitoring programs of eight National Education Standards, (d) performance appraisal programs for teachers and headmasters, (e) semester programs, and (f) academic and managerial oversight plans. (2) Implementation of the monitoring program, including performance indicators: (a) carry out the development of teachers and headmasters, (b) conduct performance assessments of teachers and headmasters. (3) Evaluation of the results of the implementation of the monitoring program, including performance indicators evaluating the results of the implementation of supervisory programs at the Langsa City level. (4) Guiding and training of teacher professionals, including performance indicators: (a) developing professional mentoring and training programs for teachers and/or school headmasters; (b) implementing teacher and/or headmaster mentoring and training programs; and headmaster training in school programming, work plans, monitoring and evaluation, school leadership and school management information systems, (d) evaluating the results of teacher training and school headmaster’s guidance, (e) carrying out teacher professional guidance and training and/or headmaster in action research, and (f) prepare reports on teacher guidance and/or headmaster’s guidance and training.

With reference to the above three performance standards, the four main task components of the supervisor will be in accordance with applicable regulations, which will improve the performance of Vocational High School supervisors in Langsa City in conducting academic supervision and managerial supervision.

V. SUGGESTION

In the aspect competency of Academic Supervision and Managerial Supervision Supervision in Improving the Performance of Vocational High School Supervisors in Langsa City does not have a complete matrix of teacher and headmaster guidance program and in the attachment aspect there is also no instrument covering: (1) coaching instrument, (2) academic supervision instrument and managerial covering planning and implementation, (3) performance appraisal instrument of teacher and headmaster. Furthermore, the schedule for the implementation of the guidance of teachers and headmasters is also not informed by school officials in the city of Langsa, so the school supervisor must make an appointment in advance to the teacher and headmaster. Not infrequently the implementation of academic supervision and managerial supervision was done in a sudden without any prior notice. In the implementation of the performance appraisal, the training and professional guidance of teachers and headmasters is only carried out to coincide with the rise of teachers and headmasters in 2014, so that the document on the implementation of the supervisory report is not fully owned by Vocational High School supervisors in Langsa City for each year.

Based on the above conclusions and implications, some suggestions can be made:

1. For the Head of Aceh Provincial Education Office
   a. Conducting recruitment system for prospective school supervisor based on competency test result, not from rank/class, especially based on seniority of headmaster and/or teacher.
   b. Evaluate and follow up on the results of school supervisor reports that have been implemented, in accordance with the main tasks of school supervisors listed in the Regulation of the Minister of Administrative Reform and Bureaucracy Reform No. 21 of 2010.
   c. Establish a “reward and punishment” system for school supervisors, to be more motivated to work hard.
   d. Improve the work environment of school supervisors such as: work atmosphere, school organizational culture, facilities that support their work, cooperation, partnerships with teachers and headmasters.

2. For Supervisors of Vocational High School in Langsa City
   a. Implement supervisory program of academic supervision and managerial supervision, in accordance with schedule of planned visit and hendanya of school supervisor also
notify schedule of visit to teacher and headmaster, in order not to happen again process which is impromptu without notice with term “suddenly appear”.

b. Improving education or continuing education postgraduate (S2) in the field of education administration sciences in order to have the ability and qualifications of education are qualified in the field academic supervision and managerial supervision.

c. Following training, training, and workshop activities, the mastery of the competence of academic supervision and managerial supervision has increased and the addition of school supervisors insights, especially on the guidance and training aspects of teachers and headmasters.

d. Learn and understand the Regulation of the Minister of Administrative Reform and Bureaucracy Reform Number 21 of 2010, section 5 on the Main Duties of School Supervisors and Article 7a on Obligations of School Supervisors in performing their duties.

e. Carry out academic supervision and managerial supervision through the incorporation of techniques: monitoring, evaluation, reflection, delphi method, FGD and workshop, in order to improve the performance of teachers and headmasters. So with the improvement of performance of teachers and headmasters of course will also result in improved performance of Vocational High School supervisors in Langsa City on the competence of academic supervision and managerial supervision.

REFERENCES


