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:

ISSN: 2548 - 4613
Vol. 2, December 2017
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 21th Century”

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

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

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

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

Chairperson

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

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

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

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

Ladies and Gentlemen,

In this second seminar exels 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 colaborated in actualizing the seminar.

Director of Postgraduate Unimed

Prof. Dr. Bornok Sinaga, M.Pd
### TABLE OF CONTENTS

1. The Effect of Using Collaborative Learning Strategy on The Student’s Achievement in Writing Descriptive Text  
   Nursyah Handayani  
   PP  

2. The Development of Multicultural Based Teaching Materials on the Observation Report Text for Senior High School Student  
   Nurhasanah Permata Sari Sembiring, Khairil Ansari, Matsyuhto Solin  
   Endang Larasati  
   PP  

3. The Effect of Using Audio Visual Media on Student’s Vocabulary Mastery  
   Resti Citra Dewi  
   PP  

4. Ideational Taxonomic Relation of Hata Pangupa in Tapanuli Selatan Wedding Ceremony  
   Mutia Nasution  
   PP  

5. Pal’s Leadership Style and Teacher’s Performance of Islamic Junior High State School (MTsN) Hamparan Perak Deliserdang District  
   Nurmala, Maria Ulfa Handayani, Denny Khairani, Desi Prawita  
   PP  

6. The Influence of Work Motivation on Teacher’s Job Performance of Vocational High School in Medan  
   Darmawati, Sri Melfayetti, Selamat Triono Ahmad  
   PP  

7. Error Analysis by Using Tenses of Senior High School  
   Hariyanto  
   PP  

8. The Traditional Custom and Ceremonial Tradition in Suku Anak Dalam Language  
   Putri Ayu Lestari  
   PP  

9. The Impact of Internet Marketing on Success of Women Micro, Small and Medium Enterprises Innovation as Intervening Variable  
   Fivi Rahmatus Sofiyah, Ami Dilham  
   PP  

10. The Effect of Cooperative Integrated Reading and Composition (CIRC) Technique on Students Reading Comprehension  
    Linda Efrina Nasution  
    PP  

11. Translation Shifts in Translating Didong from Gayonese in to Bahasa Indonesia  
    Wike Yurida  
    PP  

12. The Effect of Team Assisted Individualization (TAI) Strategy on Student’s Reading Comprehension  
    Khairuni Syafitri  
    PP  

13. The Effect of Organizational Culture on Working Disciplines of Madrasah Ibtidaiyah Head Master in Deliserdang  
    Muhammad Rifa’i, Syafaruddin Siahaan, Siman Nurhadi  
    PP  

14. Student’s Achievement on Reading Comprehension in Narrative Text by Using Think Pair Share Technique (TPS) at SMPN 1 Lubuk Pakam  
    Eprimas Lestari Hutabarat  
    PP  

15. Ideational Taxonomic Relations of Hobar on Parpokatan Orja of South Tapanuli  
    Novria Grahmayanuri  
    PP  

16. The Effect of Using Task Based Learning Method on the Student’s Achievement in Reading Comprehension  
    Nilam Ulami Siregar  
    PP  

17. Relationship of Initiation Structure and Consideration with Effectiveness Leadershship  
    Wanti Simanjuntak, Syaiful Sagala  
    PP  

18. The Effect of Storytelling Method on Students Writing Narrative Text Ability at the Eleventh Grade Students of MAN Panyabungan  
    Armita Novriana Rambe  
    PP
The Implementation of Curriculum 2013 in Vocational High School 4 Takengon
Zainal Arifin, Herbert C.B. Manalu, Rini Deliana, Fitri Ariyanti
80
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
84
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
89
The Effect of Appplying Task Based Learning (TBL) Approach on The Student’s Ability in Writing Descriptive Paragraph
Vijay Khana
94
Teacher’s Language Style in English Course Class
Dyan Yosephin Hutagalung
98
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
Hariiani Siregar, Gulmah Sugiharti
101
Language Used by Male and Female of Darul Ilmi Murni
Syakri Hidayati
107
The Use of Journal Writing in Improving Student’s Writing Skill of Recount Text
Muhammad Ilham Adha
110
Teacher and Student Perceptions Toward Practical Implementation Obstacles at Learning Chemistry
Sepra Pajar, Ramlan Silaban, Zainuddin Muchtar
114
The Analysis of of the Implementation and Problems of Lab Work on Chemistry Learning
Elvira Lastri, Iis Siti Jahro, Marham Sitorus
120
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
125
Project Based Learning Tools Development on Alcohol and Ether Materials at Natural Science Faculty State University of Medan
Nadia Armina Ramud, Jamalum Purba
132
The Development of Teaching Material to Write Explanation Text Based on Mind Map
Pienti Mala Ningsih Manalu, Biner Ambarita, Rosmawaty Harahap
138
Improvement of Student Learning Outcome Using Model of Collaborative Based Lesson Study with Student’s Worksheet on Materials Hydrolisis
Agus Muliaman, Laila Majnun Hutagaol
141
The Application of Comic Learning Media to Improve Student’s Achievement on Reduction and Oxidation Reaction Topic
Anggi Desviana Siregar, Rini, Herdini
146
The Application of Cooperative Learning Round Robin to Improves Student Learning Achievement on the Subject of Electroyte-Nonelectroyte and Redoxin Class X SMAN 1 Seberida
Nora Santi, Betty Holiwarni, Johni Azmi
150
The Effect of Combination Cooperative Learning Models Toward Learning Result
Sapnita Idamarna Daulay
154
The Maintenance of Hokkien Among Chinese Speakers in Stabat
Widya Ningsih
159
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
164
EFL Student’s Uses of Um as Fillers in Speaking
Eka Riana
169
The Influence of Role Playing Method and Self Concept of Social Skills of 5-6 Years Old Child .......... 172
Rabiatul Hanum Hasibuan, Anita Yoe, Yusnadi

The Effect of Learning Approach and Personality Type Towards Learning Outcomes .................. 178
Dvohi Dinda Sari, Julagia Situmorang, Busmin Guning

The Effect of Learning Models and Critical Thingking Skills on Social Science Learning Outcomes . 183
Juriah Siregar, Julagia Situmorang, Baharuddin

The Effect of Suggestopedia Method on Student’s Achievement in Vocabulary .......................... 188
Heppy Yersin Dita 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 .................................................. 193
Wita Fajarina, Darra Utari Ningsih, Sri Adelila Sari, Habibat

The Effect of Learning Strategy and Type of Personality on Student’s Achievement in Economic Science ................................................................. 198
Dewi Shara Dalimunthe

Development of Learning Tools Based on Realistic Mathematics Education of Ethnomatematics Nuances to Improve Mathematical Communication Skill Students in Junior High School 2 Percut Sei Tuan .................................................................................................................. 202
Rizqi Jamiah, Edi Syahputra, Khm. M. Amin Fauzi

The Impact of Cooperative Learning Strategy and Learning Interest Toward the Learning Result of Second Year of Senior High School Students in 2016/2017 .............................................................. 208
Riswan Sianturi, Abdul Mutin Sibuea, Edward Purba

The Development of Flash Program as a Media of Chemistry Learning on Chemical Equilibrium 210
Lenni Khotimah Harahap, Albinus Silalai, Iis Siti Jahro

The Ethnic Mandailing Tradition of Courtship (Markusip) and Revitalization Efforts in the Formation of the Character Youth .............................................................................................................. 214
Riad Syafputra Siregar, Ratih Baiduri, Robert Sibarani

The Effect of Education on Unemployment Rate in Indonesia .................................................................... 218
Rahmat Putra Ahmad Hasibuan, Dede Ruslan, Fitrawaty

Development of Explanatory Text Materials Based on Problem Solving in Senior High School Pematangsiantar ........................................................................................................... 222
Tiaarna Nova Intan Malasari, Biner Ambarita, Malan Lubis

Learning Model of Strengthening Vocational Life Skills With Enterpreneurship Knowledge to Improve Student Learning Outcomes ........................................................................... 226
Husni Wardi Tanjung

A Critical Discourse Analysis Wardah Halal Beauty Advertisements ................................................................ 229
Ayu Lestari Siregar, 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 ................................................. 232
Nurcahaya Hutaisot, Martua Manullang, Ani Minarni

Differences in Mathematics Problems Solving Students With Implementing Learning Model Think Pair Square and Group Investigation in Junior High Schools ........................................................................... 236
Abdul Halim, Edy Surya

The Acquisition of Nouns and Verbs of Mandailingnese by Two-Year-Old Mandailing Children .......... 240
Marwah, Amrin Saragih, Sri Minda Murni

Utilization of ICT Learning in Senior High School Teladan Medan .................................................................. 244

Tengku Salwa Miranti

The Effect of Cooperative Learning Model Based Interactive Media and Interpersonal Communication on Student’s Achievement ........................................................................................................... 248
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 ........................................................ 253
Anggi Paramita Daulay, Dian Armanto, Waminton R
Efforts to increase a motivation to learning math using “Program” learning model
Linda Sari, Edi Syahputra

The effort of improving mathematics learning outcome on quadrilateral and triangle matter by using gradually excercise 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 Sihaaan

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-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 participatint 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
Diaha 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 Maijita

The application of cooperative learning of think-pair-share (TPS) type to increase the students’ ability of problem-solving
Madriquah 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, Faiziyah 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
Rafiqa 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, Nurrika 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
Khairatati 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, 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 Simulingga
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

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

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

Hasna Dewi Ritonga

Effect of Education Level, Income, Inflation on Community Consumption Pattern in North Sumatera Province

Nelly Hutajulu, Fitrawaty, M.Fitri Rahmadana

Application of Problem Based Learning Model Assisted by Cabri Software to Improve Problem Solving Ability of Mathematics Students

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)

Karyawan Keliat, Yasaratodo Wau, Irsan

The Concept of Physics Learning Media Based Computer Animation

Ratna Tanjung, Mukhtar, Efendi Napitupulu

Cultivating Children’s Critical Attitude with Educational Philosophy

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

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Abstract—This research was included into a quasi experimental research type. The population of this research was the students of state senior high school two Sungai Tarab as many as three classes. After normality test, homogeneity test, and equality test with minitab software assistance was found that the population distributed normally and had homogeneous average similarity, then taken two arbitrary classes to be used as sample class. It was class X1 as experimental class and class X3 as control class. Students activity were analyzed by percentage. It turned out that the utility of active learning strategy of learning starts with a question type in mathematics learning process can increase the students activity in every meeting. While testing the hypothesis by using one-way t-test by minitab software assistance. From the data analysis obtained 95 percent of confidence level (Alpha = 0.05) obtained P-value = 0.002 because of P-value is less than alpha then the research hypothesis was accepted so it might be concluded that the result of learning mathematics of students who follow the learning by using active learning strategy of Learning Starts With A Question type was better than the result of learning mathematics of students who follow the conventional learning.

Keywords—active learning; learning starts with a question; mathematics learning component

I. INTRODUCTION

Achievement or not the purpose of education can be seen from the success of students in understanding the subject matter. This is closely related to learning outcomes which is one indicator in measuring educational goals. Learning outcomes as a concept has encountered a revival since the beginning of the Bologna process in 1999.[1] In fact many students get low learning outcomes because teachers actively convey information while passive students receive whatever is conveyed by the teacher. As a result students get bored quickly and bored in learning. Differences between these groups concerning of experiencing boredom, their academic achievement, and other emotional, motivational, and cognitive aspects of academic achievement situations.[2]

The circumstances above researchers observed in state senior high school two Sungai Tarab. Based on the information that researchers get from the results of interviews with teachers who teach mathematics in class X can be concluded that the strategy used by math teachers tend to one direction. The teacher explains the lesson interspersed with question and answer while some students are busy with themselves. As a result at the end of the learning process teachers are less aware of the extent to which students understand the material that has been taught. So that there are some students whose value is below minimal mastery criteria specified in the subjects of mathematics in state senior high school two Sungai Tarab is 60.00. Therefore, a teacher is required to be able to use appropriate methods and strategies and mastery of good material in order to support the achievement of optimal learning objectives of mathematics. Approaches to learning are a set of domain general skills that encompass curiosity, persistence, planning, and engagement in group learning.[3]

One of the learning strategies developed to enable students and improve learning outcomes is an active learning strategy. This study illustrates how teacher questions played a pivotal role in facilitating students access to both the content and the genre specific language of science.[4] The active learning strategy consists of 101 types. One of the active learning strategies is the type of Learning Starts with a Question (LSQ). At LSQ each student is required to ask many questions to the teacher. The teacher of automatically detecting informational or non-informational on the retrieval of best answers. [5] After the student has first investigated or studied the course material himself. Thus the teacher will know the extent to which the student has mastered the material and how the teacher perfected the students overall understanding. Materials that are difficult to understand by
students can be discussed in group discussions or class discussions. Using LSQ will be able to increase activity for students, generate student interest and cultivate student curiosity in learning mathematics.

II. METHOD

This research is categorized as quasi-experimental research proposing one or more hypotheses by stating the nature of expected variable relationships.[6] Well conducted quasi experimental studies can provide strong evidence for causal inference.[7] In this study testing the independent variables and the dependent variable performed on experimental group and control group samples. In this study the characteristics of students who were given the treatment is made equal so that no uncontrolled free variables affect the results of research. The design used in this study is the statistical design of two groups. Two groups are considered equal in all relevant aspects and differences are only present in the treatment. The result of measurement of dependent variable from both groups was compared to see the effect of the treatment. The treatment that the researcher gave was using LSQ on the experimental class, ordinary learning in the control class.

This research was conducted in state senior high school two Sungai Tarab in class X. In this study the population is all students of class X state senior high school two Sungai Tarab. The study population was the whole of the research object that became the source of the data.[8] Some of the selected population for the data source was referred to as the sample or samples.[9] The sample in this study was randomly selected to be defined as the experimental group and the contrast group, that is class X1 as the experimental class and class X.3 as the control class. Instruments used in this research are observation sheet and test result of learning. Observation sheet to see the extent of the increase in student activity in the learning process. The material tested in the test is the material given during the study. To get a good test then take a few steps: (a) Make a test grille, (b) Prepare a test based on the test grille, (c) Validation test (d) Test test, (e) Analysis of test questions by calculating; (1) Problem index questions. (2) Differentiating power of questions. (3) Problem validity. And (4) Reliability question.[10]

Technique Data analysis to draw conclusion in hypothesis testing is done statistically that is t-test. To conduct the t-test, the normality and homogeneity test of the two groups variance is done first. The homogeneity test of variance aims to see whether the two data groups have homogeneous variances or not. To test this is done with the F-test. After the normality test and homogeneity test of variance, hypothesis test. The test of this hypothesis aims to determine whether the learning outcomes of students mathematics of experimental class is better than the result of the mathematics learning of the control class students. With the hypothesis of mathematics learning outcomes of students using LSQ is the same as mathematics learning outcomes of students who use regular learning and mathematics learning outcomes of students who use LSQ both from the results of learning mathematics students using ordinary learning. After normality and homogeneity tests were tested on both samples, both classes were normal and homogeneous distributed, then t-test was performed. If obtained then the research hypothesis is accepted P-value is less than alpha, in other words H0 reject.

III. RESULT

Descriptive statistics for all variables are presented which described in this section is observation data sheet and data of mathematics learning result of student during follow study process with LSQ at student of class X state senior high school two Sungai Tarab. It turned out that the development of activities undertaken by students with LSQ as a whole has increased. Based on the final test, the result of the students learning achievement is better than the control class in mathematics learning which is followed by all the students from the experimental class as much as 31 people and the control class as many as 30 people. From the value of the learning results obtained by each student to further calculate the average value (x), standard deviation (s), variance (s^2). The CONCLUSION of the calculation results can be seen in the following table:

<table>
<thead>
<tr>
<th>TABLE I. SAMPLE CLASS AND TEST CALCULATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Exp.</td>
</tr>
<tr>
<td>Control</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TABLE II. TOTAL NUMBER OF INDIVIDUALS AND CLASSICAL COMPLETENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The total number of individuals</td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>24</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

From the data table above can be seen the average result of mathematics value in experiment class higher than control class and classical completeness in experiment class higher than control class. While the experiment class standard deviation is smaller than the control class. This shows that students ability in the experimental class is more homogeneous than the students ability in the control class. In analyzing the data of student learning result of sample class, the following steps are taken.

A. Normality Test

To test the normality of student learning result data of sample class is used with minitab software assistance. After the normality test, the result shows that the dotted points obtained close to the straight line, then the P-value of the two sample classes is also greater than the predefined (alpha) defined level of 0.05. So it can be concluded that the scores of student learning outcomes sample class normal distribution.

B. Homogeneity Test

To test the homogeneity of the sample class is also used minitab software assistance. After the homogeneity test, it can
be seen that the confidence interval for standard deviation for both classes of samples is intersected. This shows that the two sample classes are homogeneous. This means that the final test scores of both classes of samples have the same variance or diversity.

C. Hypothesis Testing

Based on the hypothesis that has been put forward before the hypothesis test used in this study is a test of equality two averages. After normality test and homogeneity test, both samples were distributed normal and homogeneous, then t-test was done with minitab software. Result of analysis of mean value of final test showed that at 95% confidence level obtained \( t = 3.31 \) and \( P-value = 0.002 \). Based on the t-test conducted obtained \( P-value \) is less than alpha hence the research hypothesis accepted. So it can be concluded that the results of learning mathematics of students on learning LSQ better than the results of learning mathematics students on ordinary learning.

IV. DISCUSSION

Based on the results of data analysis conducted on the observation sheet and the final test it is known that LSQ in learning mathematics categorized successfully increase student activity in the learning process and the learning outcomes of experimental class better than the mathematics learning outcomes of students of the control class. This statement can be seen from the average value of the experimental class higher than the average value of the control class for the material tested. The average value for the experimental class is 63.0 whereas the average grade of the control class is 53.5. The t-test is performed to test the hypothesis using minitab software assistance. The analysis results show that at the level of confidence 95% (alpha = 0.05) obtained \( t = 3.31 \) and \( P-value = 0.002 \). Based on the data it is clearly seen \( P-value \) is less than alpha, hence thus the research hypothesis is accepted. So it can be concluded that the results of learning mathematics students with LSQ better than the students mathematics learning on conventional learning.

In the control class students only listen to the teachers explanation, taking notes and receiving whatever the teacher has to say about the material learned at each meeting. Very little happened to each other arguments between students in the learning process. The discussion of homework questions in the control class is only done on questions that are difficult for the students as a whole, the students who can solve the homework problems make the results obtained in front of the class, but to the students are not asked to explain because this will be done by the teacher concerned. While explaining the teacher provides an opportunity for all students to respond and question the material described. As a result, students are more likely to be silent, most of them just take notes and accept what is given by friends and teachers in the learning process. This shows that the students learning activity in the control class is lower than the students learning activity in the experimental class. To overcome this situation, at the next meeting each student is required to be able to solve the problem-saol given, both as training and as homework. The completion of training and homework questions solved by the student is checked every time there is a meeting and will be added value for the students. In the end the students are motivated to work and master the material themselves.

Although experimental classroom learning outcomes are better than control class outcomes, there are still students who are not thorough in learning. This happens because it is influenced by several factors such as the time spent for one meeting which is still not enough for students to understand the material and solve the problem. Students are limited to asking questions and discussing answers with friends. As a result, at the end of the learning process many students are not satisfied, although at the next meeting the teacher and students discuss the problems that can not be solved by each student as a whole.

In addition to factors above other factors that also affect the student learning outcomes at the end of the learning process that can not be separated from students and teachers who carry out the learning process. The factor of the students is the lack of desire of the students themselves to understand the material being studied. While the factor of the teacher, here is the researchers themselves who have not been too perfect to apply LSQ in the learning process. It is expected that there will be more advanced research to improve the quality and the results of learning mathematics in the future.

V. CONCLUSION

LSQ in learning mathematics successfully increase student activity in learning process. The result of learning mathematics of class X students in state senior high school two Sungai Tarab with the use of LSQ is better than student learning outcomes using conventional learning with 95% confidence level.

ACKNOWLEDGMENT

The authors are grateful to the reviewers for their helpful comments. This research was supported by the Institut Agama Islam Negeri (IAIN) Batusangkar and state senior high school two Sungai Tarab.

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