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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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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 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>PP</td>
</tr>
<tr>
<td>Nursyah Handayani</td>
<td>1</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, Mutsyuhito 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)</td>
<td>21</td>
</tr>
<tr>
<td>Hamparan Perak Deliserdang Distric</td>
<td></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>Khairuni Syafiri</td>
<td></td>
</tr>
<tr>
<td>The Effect of Organizational Culture on Working Disciplines of Madrasah Ibtidaiyah Head Master in Deliserdang</td>
<td>53</td>
</tr>
<tr>
<td>Muhammad Rifa’i, Syafaruddin Siahaan, Siman Nurhadi</td>
<td></td>
</tr>
<tr>
<td>Student’s Achievement on Reading Comprehension in Narrative Text by Using Think Pair Share Technique (TPS) at SMPN 1 Lubuk Pakam</td>
<td>58</td>
</tr>
<tr>
<td>Eprima Lestari Hutabarat</td>
<td></td>
</tr>
<tr>
<td>Ideational Taxonomic Relations of Hobar on Parpokatan Orja of South Tapanuli</td>
<td>63</td>
</tr>
<tr>
<td>Novria Grahmanyanuri</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, Syaiful Sagala</td>
<td></td>
</tr>
<tr>
<td>The Effect of Storytelling Method on Students Writing Narrative Text Ability at the Eleventh Grade Students of MAN Panyabungan</td>
<td>77</td>
</tr>
<tr>
<td>Armita Novriiana 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</td>
<td>84</td>
</tr>
<tr>
<td>Division (STAD) and Direct Instruction on System Linear Equation Two Variable in Grade</td>
<td></td>
</tr>
<tr>
<td>VIII SMP Negeri 11 Medan</td>
<td></td>
</tr>
<tr>
<td>Faradilla Bafaqih, Cecep Nandar</td>
<td></td>
</tr>
<tr>
<td>The Influence of Problem-Based Learning and Every One is A Teacher Here Models on Higher</td>
<td>89</td>
</tr>
<tr>
<td>Order Thingking Skills in Environmental Pollution Topics</td>
<td></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</td>
<td>94</td>
</tr>
<tr>
<td>Descriptive Paragraph</td>
<td></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</td>
<td>101</td>
</tr>
<tr>
<td>The Words Media Compared With Students Mark Taught With Co-Operative Learning Models With Words Square Media in Hydrocarbon Subject</td>
<td></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</td>
<td>125</td>
</tr>
<tr>
<td>Reading Interest of Primary School Students at Tanjung Gading of Batu Bara Regency</td>
<td></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, Jamalum 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 Hutagaul</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............ 172
Rabiah Hanum Hasibuan, Anita Yus, Yusnadi

The Effect of Learning Approach and Personality Type Towards Learning Outcomes............................... 178
Dwoh Dinda Sari, Juluga Situmorang, Busmin Gunings

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

The Effect of Suggestopedia Method on Student’s Achievement in Vocabulary........................................ 188
Happy 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
Wilta Fajrinna, Darra Utari Ningsih, Sri Adellita Sari, Habibati

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

Development of Learning Tools Based on Realistic Mathematics Education of Ethnomathematics
Nuances to Improve Mathematical Communication Skill Students in Junior High School 2 Percut
Seituana.......................................................................................................................................................... 202
Rizqi Jamiah, Edi Syahputra, Kms. 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 Siamturi, Abdul Muin Sibuea, Edward Purba

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

The Ethnic Mandailing Tradition of Courtship (Markusip) and Revitalization Efforts in the
Formation of the Character Youth............................................................................................................. 214
Riadi 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
Tiarma Nova Intan Malasari, Biner Ambarita, Malan Lubis

Learning Model of Strengthening Vocational Life Skills With Entrepreneurship 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 Mandalingnese by Two-Year-Old Mandaling 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 Armando, Wamington R
Efforts to in Crease A Motivation to Learning Math Using “Program” Learning Model................. 257
Linda Sari, Edi Syahputra

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

The Difference on Students’ Mathematical Creative Thinking Ability Between Realistic Approach with Conventional in The State Madrasah Tsanawiyah 2 of Medan......................................................... 264
Siska Lestari, Zul Amry, Hasratuddin

Developing Learning Materials Using Realistic Mathematics Education to Increase Junior High School Students’ Mathematical Disposition and Connection Ability......................................................... 269
Sy’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............................................. 275
Dewi Khairani, Mulyono, Izwita Dewi

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

Analysis of Academic Supervision Competence and Managerial Supervision in Improving the Performance of Vocational High School Supervisors in Langsa City......................................................... 284
Muhammad Hendra, Saut Purba, Mian Siahaan

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

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

The Impact of Education Cost and Government Spending the Interest Rate of Bank Indonesia Subtitle................................................................................................................................. 297
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................................. 301
Elidar Tanjung, Izwita Dewi, Mulyono

The Effect of Learning Strategies to Trial By Jury in Participatint Mathematics Learning Student of Junior High School................................................................................................................................. 305
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................................. 309
Diahasari Sapatri, Syafari

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

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

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

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

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

Development of Learning Device Based on Realistic Approach to Improve Problem Solving Ability Mathematic of Student at Junior High School............................................................................. 333
Susanna Romaria Harahap
Proceedings of The 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL)
eISSN: 2548-4613

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 Habibuan, Asmin Panjaitan, Asrin Labis

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 Batak Kese 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 Elmujiyahidah, Mulyono, H. Banjarnahor

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

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

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

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

Implementation Model of School Policy in Constructing Behavior of Troubled Students.................. 378
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, Tarsyatu 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, Albadj 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
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
Development of Learning Device Based on Realistic Approach to Improve Problem Solving Ability Mathematics of Student at Junior High School

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Abstract—The purpose of this study were (1) To analyze the effectiveness of learning devices based on the developed realistic approach; (2) To analyze the improvement of students’ mathematical problem solving skills which taught through learning tools based on Realistic Approach; and (3) analyzing the process of answers that made by the students in mathematical problems. The topic in this study was the comparison in grade VII of Junior High School 27 Medan. This study done through two stages, the first stage was the development of learning device based on realistic approach using Thiagarajan, Semmel and Semmel (Four-D), and the second stage tested the learning tools based on realistic approach developed in VII-5 and VII-7 grades Junior High School 27 Medan. Based on I and II trial results were obtained that: 1) learning tools based on realistic approaches are effective, reviewed from a) mastery of classical student learning; b) achievement of learning objectives; c) ideal learning time and d) student’s response to activity and learning tool based on realistic that developed is positive. 2) Improved students' mathematical problem solving abilities and 3) The student response process in trial II is more variety and better than trial I. Learning tools that produced were the lesson plans, student worksheets, teacher textbooks, student textbooks, and students’ mathematical tests for VII grade of Junior High School.

Keywords: Device development, 4-D model, realistic approach, problem solving.

I. INTRODUCTION

In facing the globalization time nowadays, reliable human resources who have high confidence and able to solve problems encountered is a must. Those skills can be obtained by learning mathematics. According to [1] mathematics a tool for developing and fostering the ability of logical, critical, and systematic thinking in a person. It is intended to equip students in problem-solving abilities. In accordance with [2] in the discipline of mathematics, the use of problem solving skills has been extremely important and highly influential. Problem solving in the foundation of mathematical and scientific discoveries”. This is similar to the National Council of Supervisors of Mathematics [3] that: Problem Solving is the process of applying previously acquired knowledge to new and unfamiliar situations. Problem Solving strategies involve Posing questions, analyzing situations, translating result, illustrating result, drawing diagrams and using trial and error.”

The low learning outcome of student in math is due to lack of context emphasis in daily basis. This is in accordance with [4] the low ability of mathematical solving is caused by the learning of mathematics in the classroom does not improve the ability of high-level thinking and less directly related to daily life. Based on research [5] that: many students have difficulty in learning mathematics. Students do not have the desire to try and think in high level to find a solution in problems that found in studying mathematics but instead as much as possible they always avoid the problem, and this case resulting in their low learning outcomes.

The low ability of problem solving is also seen from the result of initial observation and interview with Mrs. Marianti, as the mathematics teacher of Junior High School 27 Medan, revealed that the students have difficulties in solving the problem and they students were not accustomed to write down what they have known and asked in the question, even they did not understand with the problem and how to solve it.

The lesson plan (RPP) suppose to be complete in describe the conditions that will take place. But the reality in Junior High School that matter was not found. From the interview with Mrs. Marianti found that the existing RPP is incomplete, sometimes still teacher centered, and there was no assessment rubric.

The textbook is a learning support tool. The development of good textbooks must meet valid and effective criteria. But in fact based on the observations result that conducted by the researcher in the field, that the textbooks is still directly provide the formulas as the solution for the problem, the steps given can not measure the ability of mathematical problem solving.

LKS is a sheet that contains the tasks that must be done by the students. Teachers must be careful and have the skills in
preparing the LKS, so that students’ activities meet the criteria of competence that wanted to be achieved. However, according to the field observations of researcher in Junior High School, found that the existing LKS has been compiled by the teachers as Mrs. Marianti said, but according to the researcher, that LKS was still apply conventional tasks, such as the application of formulas, which less allowing the students to explore the problem solutions.

In the realistic framework of Mathematics Education, (Freudenthal) stated that "mathematics is human activity", therefore mathematical learning is advised depart from human activity. "A realistic problem is not necessarily a real-world problem and can be found in the student's daily life. A problem is called "realistic" if the problem is imaginable or real in the mind of the student. However, most educators only provide learning based on a non-interactive handbooks and do not support the enhancement of problem-solving skills. To support the research that will be conducted, [6] stated that there is an impact of Realistic Mathematics (PMR) in improving the mathematics problem solving ability. Further [7] concluded “This is a further evidence that pupils taught an RME based curriculum are more able to make sense of their mathematics, both in achieving answers and in reasoning why they feel are correct”. The Realistic Approach also influences the character of the students. [8] stating that: Quality of students’ character who were treated by realistic mathematics education is better then students’ character who were treated by conventional mathematics education.

Based on above descriptions, the researcher concludes that need a research to find out of, how effectiveness of learning device based on realistic approach developed? How to improve students' mathematical problem solving skills taught through learning tools Realistic Approach? and how to process the student answers.

II. METHODS

The type of this research is developmental research. The developmental model which applied is the Thiagarajan 4-D model.

1. Population and samples.

The population of this research was all students on VII grade of Junior High School Medan. Sampling is done by using purposive sampling, so that the student of class VII-5 and VII-7 were selected as the samples.

2. The development of learning tools

Development of learning tools includes: Teacher Handbook, Student Book, Lesson Plan, Student Worksheet, and as the research instrument was mathematical problem solving ability test. Learning device development is done by [9]

3. Instruments and techniques of data analysis.

Instruments or data collection tools in this research are tests, and questionnaires. The test was used to measure the ability of mathematical problem solving and questionnaires used to retrieve student response data. Furthermore, to see the effectiveness of instructional tool and the effectiveness of this research is seen from: (1) classical student learning mastery, that is minimum 85% student who follow lesson able to follow learning able to reach minimum 75; (2) achievement of learning objectives 75%; and (3) the time allocation in the study is the same or less than the usual learning time, (4) the positive student response.

The achievement of the learning objectives for each item of the test was analyzed using the formula:

\[ T = \frac{\text{number of students score for item}}{\text{total maximum score for item}} \times 100 \%

A positive student response in learning, was analyzed by quantitative descriptive, that calculated by using the formula [10]:

\[ \text{number of students respond to certain aspects} \times 100\% \]

To determine the achievement of learning objectives based on student response, if the number of students who giving a positive response is greater or equal to 80% from the quantity of subjects that studied for each trial. Furthermore, to process student answers seen from the suitability of students ‘answers with indicators of students’ mathematical problem solving abilities.

III. RESULTS AND DISCUSSION

1. The Development Stage description of Learning Tool Based on Realistic Approach.

Learning device development was done by using 4-D model which consists of four development stages, as follows:

a. Define Stage

1) Final-preliminary analysis

The facts indicated that the teacher does not yet have a good learning tool. As, the Lesson Plan that used is not a description of the learning process that being implemented, and is still known as the copy-paste material from another teacher. LKS which used is not synchronized with lesson plan, and the LKS still use the conventional questions.

4) Students’ Analysis

The results of the characteristics study of Junior High School 27 Medan students’ on VII grade in average 13-14 years old, If associated with the stage of cognitive development according to Piaget (Trianto, 2011), then VII grade students are at the stage of formal operational development. Based on the interview with Mrs. Marianti, S.Pd as the VII grade mathematics teacher at Junior High School 27 Medan, it was found that students in VII grade class are heterogeneous students that seen from students' cognitive ability.

5) Concept Analysis

The results of the comparative material concept analysis refer to the 2013 curriculum, which covering the definition of comparison, comparison of value and the reversed ratio values.

4) Task Analysis
The result of task analysis is to understand the concept of comparative comprehension, understanding the concepts of comparative worth and able to solve daily problems that related to the concept of comparative worth and also can comprehend the concept of comparison turns value, thus able to solve daily problems which associated with the concept of comparison turns value.

5) The Formulation of learning objectives

The results of the learning objectives formulation were adapted to the core competencies and basic competencies of the 2013 curriculum.

b. Design Stage

1) Test Preparation

The test which used was a test of mathematical problem solving abilities in the form of a description.

2) The selection of media and tools

The media and support tools that used were including the Lesson plan, Teacher Handbook (BG), Student textbook, Student Worksheet (LKS).

3) Format Selection

The format of Lesson plan that used was adjusted to the characteristics of Realistic Approach in order to become a unity for the expected implementation of the impact on improving students problem solving skills in SMP N 27 Medan.

4) Initial Design

At this stage the initial draft of the lesson plan (RPP) was planned for 3 meetings, teacher manual for each meeting, student book and LKS for each meeting, problem-solving test, scoring guide, and answer key. All results at this design stage are called Draft-I.

c. Developmental stage

The results of draft-I were tested the validity of the expert review and field trials.

1) Expert validation result

After being validated by five experts, found out that the result of a small revision. Furthermore, the research instrument is a test of students' mathematical problem solving skills, first tested in the class outside the sample, then the validity and reliability test were conducted.

2) Trial 1

Once the learning device developed has met the valid criteria. Then the next learning device in the form of draft II is tested in place of research that is test I conducted in class VII-5. The result of analysis of trial data I is the learning tool has not been effective, because there are still some indicators of effectivenes that have not been achieved. The result of completion in the classical ability of the mathematical student problem solving ability on trial I can be seen in table 1.

Tabel 1 Completion Level Classical Mathematical Problem Solving Abilities in Trial I

<table>
<thead>
<tr>
<th>Categories</th>
<th>Mathematical Problem Solving Abilities</th>
<th>Number of Students’</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete</td>
<td></td>
<td>32</td>
<td>80%</td>
</tr>
<tr>
<td>Not complete</td>
<td></td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to table 1, it can be seen that the students' completion of learning classically based from the result of problem solving ability, found out that the number of complete mastery students are 32 people from 40 students (80%) and the number of not complete mastery students is 8 people from 40 students (20%). In addition, the achievement of learning objectives in the first trial has been achieved. While the learning time used has been in accordance with the criteria of learning achievement.

Based on the results of analysis and test I, it is necessary to revise some learning device components developed in the hope that the learning tools based on realistic approach can improve students problem solving abilities.

3). Trial II

After conducting trial I in draft II, further improvements are made to produce instructional tools that meet effectiveness. The result of revision in trial I produced draft III which will be tested on the students of class VII-8. Trial II is conducted as many as three meetings in accordance with the RPP that has been developed. Test II was conducted to measure the effectiveness of learning tools (draft III) developed based on a realistic approach aimed at improving students' mathematical problem solving abilities. Overall, the classical completeness level of students' mathematical problem solving abilities in trial II can be seen in table 2.

Tabel 2 Completion Level Classical Mathematical Problem Solving Abilities in Trial II

<table>
<thead>
<tr>
<th>Categories</th>
<th>Mathematical Problem Solving Abilities</th>
<th>Number of students’</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete</td>
<td></td>
<td>36</td>
<td>90%</td>
</tr>
<tr>
<td>Not compete</td>
<td></td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to table 2, it can be seen that the students' completion of learning classically based from the result of problem solving ability, found out that the number of complete mastery students are 36 people from 40 students (90%) and the number of not complete mastery students is 4 people from 40 students (10%). In addition, the achievement of learning objectives in trial II has been achieved. While the learning time used has been in accordance with the criteria of learning achievement. Thus it can be concluded that the learning tools based on realistic approach to trial II which is a revision of trial I have met the quality of effective learning tools.
1. Improvement of Student Mathematical Problem Solving Ability by Using Learning Tool Based on Realistic Approach.

Based on the results of the analysis of students' mathematical problem solving abilities in trials I and II showed that the average of students' mathematical problem solving abilities on the post test results in the trial was 79.25 increased to 82.06 in trial II. Thus, there was an increase in the average scores of students' mathematical problem solving ability of 2.81. Furthermore, the improvement of each indicator of students' mathematical problem solving abilities increased on the average of students' mathematical problem solving abilities as much as 0.02, as much as 0.09 on the understanding indicator problem, as much as 0.08 on the completion plan indicator, and re-examining by 0.09. This showed that the solution students' mathematical problems using learning tools developed based on realistic approach has significantly increased.

2. Student's Response to Development of Learning Tool Based on Realistic Approach in Improving Student Mathematical Problem Solving Ability.

Based on the results of students responses data analysis on trial I and II which given at the end of learning, it was found out that students feel helpful and happy with learning tools with realistic approach developed in overall, in other words the response given after students were learning by using this learning tool is very positive. If observed from the percentage of students' responses to the learning device components developed, using a realistic approach always satisfies the positive criteria, when the percentage of student responses to each aspect is greater than 80%. So it is concluded that the components of learning tools that have been developed contribute positively to the students learning activities.

3. Answering process that made by Students in completing the tasks of Students Mathematical Problem Solving abilities.

(a). Task Item number 1

Item number 1 measures the four aspects of problem-solving abilities. In the aspect of understanding the problem, the students in the experiment class I and II were predominantly answered the problem well, but some students have not shown the right understanding and information, here is an example of one of the students’ answers on trial I and trial II.

Figure 1. The point of Student Error on task item 1 Understanding the Testing Problem Indicator of Trial I and II

In the aspect of understanding the problem on item 1, the student's answer error lies in the error of translating the problem, the students were not able to write down what is known completely on form of task language but instead wrote it down with their own language.

In the aspect of planning the completion, there were some students in the first and second trial test class that have the correctly answer, because the plan was clearly and leads to the right answer or settlement. However, a small number of students in the first and second trial classes still wrongly answer it. Hereby lies the errors of students’ answers on the for the completion indicators of trial I or trial II.

Figure 2. The point of Student Error on task item 1 Understanding the Testing Problem Indicator of Trial I and II.

In the aspect of planning the completion of item no 1, the student's answer errors were lies on incompleteness in planning the problem.

The third aspect was the solving problems / performing calculations. Here lies the error of student answers on the problem solving indicator in trial I or trial II.
of classical completion of problem solving ability is 90% and it has met the criteria of classical completion criteria.

The results above show that students’ learning completion in a classical meets the effectiveness criteria. This is because by applying the learning tools based on realistic approach, the students actively seek, arrange their own knowledge, and make CONCLUSIONs from the knowledge that found with guidance and instruction from the teacher in the form of the leading questions.

2. The learning objectives achievement

Based on the result of the achievement analysis of the learning objectives in the first trial and the second trial, the achievement of the learning objectives has been achieved for each item. This is because the realistic approach is deliberately designed so that students could find their own knowledge with the guidance of teachers in the form of questions, demonstrations or other media that needed in achieving the learning objectives.

3. Time allocation

Based on the time allocation achievement which conducted during the first and second experiments, the learning time using the learning tool based on realistic approach is the same as the usual duration of learning that has been done during, which is three meetings or 6 x 40 minutes, with the competence to understand the concept of comparison, comparison worth, value-turning ratio and use it in problem solving in daily basis. Thus, the time allocation that used in accordance to the learning achievement criteria is the same as the usual learning time conducted so far, so it is concluded that the achievement of teaching and learning time I and II has been achieved.

4. Student response towards the learning tools based on realistic approach

Based on the results of the student response data analysis on trial I and II which have been given at the end of the learning process, found out that in overall students feel helpful and happy with applied learning tools based on realistic approach, in other words the response that raised after the students are given learning using this learning device is very positive. The percentage of student response by the developed learning device component, using realistic approach always meet the criteria of student's response which said to be positive, if the percentage of student responses to each aspect is greater than 80%.

. Based on the overall acquisition results of the application of learning tools based on realistic approaches in experiments I and II, it was concluded that the effectiveness of learning tools based on realistic approach to improve students' mathematical problem solving ability has fulfilled the effectiveness limits that include the mastery of the classical, achievement in learning objectives, achievement in time allocation and positive student responses.
2. THE IMPROVEMENT OF STUDENTS’ MATHEMATICAL PROBLEM SOLVING ABILITIES

Based on the results of the student problem solving abilities analysis in trial I and II, showed that the average problem solving ability test I post test was 79.50 increased to 81.69 in trial II. Thus, there was a 2.19 increase point in the average score of student problem solving skills. Furthermore, the improvement of each problem solving indicator indicates that there is an average of problem solving ability of 0.02 points in problem understanding indicator, 0.09 points in completion plan indicator, 0.08 points on the problem solving indicator and 0.05 in the checking indicator. This shows the students’ mathematical problem solving by using developed learning tools based on realistic approach has increased from trial I to trial II.

3. STUDENTS’ ANSWERING PROCESS IN Completing THE STUDENTS’ MATHEMATICAL PROBLEM SOLVING TASKS.

The student answering process on trial I and II aims to see the ability of mathematical problem solving in maths task problems. The trial II completion process gives a more perfect result from trial I.

Thus it is known that the realistic approach encourages students to think for self-thinking, self-analyze so that they can find general principles based on material or data that provided by the teacher.

V. CONCLUSIONS

1. The effectiveness of learning tools based on realistic approach in improving the problem solving ability of mathematics has been effective to be applied in learning, which includes 1) the mastery learning in classical, 2) the achievement of learning objectives, 3) time allocation achievement and 4) students’ positive responses.

2. The improvement of students’ mathematical problem solving abilities after using learning tools based on realistic approach on comparative material is the average achievement of students problem solving abilities in trial I of 79.50 increased to 81.69 in trial II. In addition, the average of each problem solving indicator increases from trial I to trial II.

3. Student responses to the components of learning tools and learning activities are positive.

4. The student answering process on trial II is better than the answering process on trial I.

REFERENCES