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

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October 16-17, 2017

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Preface

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

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

Director of Postgraduate Unimed

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Effect of Using Collaborative Learning Strategy on The Student’s Achievement in Writing Descriptive Text</td>
<td>1</td>
</tr>
<tr>
<td>Nursyah Handayani</td>
<td></td>
</tr>
<tr>
<td>The Development of Multicultural Based Teaching Materials on the Observation Report Text for Senior High School Student</td>
<td>5</td>
</tr>
<tr>
<td>Nurhasanah Permata Sari Sembiring, Khairil Ansari, Mutsyuhto Solin</td>
<td></td>
</tr>
<tr>
<td>The Power Behind Advertisement</td>
<td>10</td>
</tr>
<tr>
<td>Endang Larasati</td>
<td></td>
</tr>
<tr>
<td>The Effect of Using Audio Visual Media on Student’s Vocabulary Mastery</td>
<td>13</td>
</tr>
<tr>
<td>Resti Citra Dewi</td>
<td></td>
</tr>
<tr>
<td>Ideational Taxonomic Relation of Hata Pangupa in Tapanuli Selatan Wedding Ceremony</td>
<td>17</td>
</tr>
<tr>
<td>Mutia Nasution</td>
<td></td>
</tr>
<tr>
<td>Pal’s Leadership Style and Teacher’s Performance of Islamic Junior High State School (MTsN) Hamparan Perak Deliserdang Distric</td>
<td>21</td>
</tr>
<tr>
<td>Nurmala, Maria Ulfah Handayani, Denny Khairani, Desti Prawita</td>
<td></td>
</tr>
<tr>
<td>The Influence of Work Motivation on Teacher’s Job Performance of Vocational High School in Medan</td>
<td>24</td>
</tr>
<tr>
<td>Darmawati, Sri Melfayetti, Selamat Triono Ahmad</td>
<td></td>
</tr>
<tr>
<td>Error Analysis by Using Tenses of Senior High School</td>
<td>28</td>
</tr>
<tr>
<td>Hariyanto</td>
<td></td>
</tr>
<tr>
<td>The Traditional Custom and Ceremonial Tradition in Suku Anak Dalam Language</td>
<td>32</td>
</tr>
<tr>
<td>Putri Ayu Lestari</td>
<td></td>
</tr>
<tr>
<td>The Impact of Internet Marketing on Success of Women Micro, Small and Medium Enterprises Innovation as Intervening Variable</td>
<td>36</td>
</tr>
<tr>
<td>Fivi Rahmatus Sofiyah, Ami Dilham</td>
<td></td>
</tr>
<tr>
<td>The Effect of Cooperative Integrated Reading and Composition (CIRC) Technique on Students Reading Comprehension</td>
<td>40</td>
</tr>
<tr>
<td>Linda Efrina Nasution</td>
<td></td>
</tr>
<tr>
<td>Translation Shifts in Translating Didong from Gayonese in to Bahasa Indonesia</td>
<td>44</td>
</tr>
<tr>
<td>Wike Yurida</td>
<td></td>
</tr>
<tr>
<td>The Effect of Team Assisted Individualization (TAI) Strategy on Student’s Reading Comprehension</td>
<td>48</td>
</tr>
<tr>
<td>Khairuni Syafitri</td>
<td></td>
</tr>
<tr>
<td>The Effect of Organizational Culture on Working Disciplines of Madrasah Ibtidaiyah Head Master in Deliserdang</td>
<td>53</td>
</tr>
<tr>
<td>Muhammad 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>Epragma 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 Grahamuyanari</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 Novriana Rambe</td>
<td></td>
</tr>
</tbody>
</table>
The Implementation of Curriculum 2013 in Vocational High School 4 Takengon ................................................................. 80
Zainal Arifin, Herbert C.B. Manalu, Rini Deliana, Fitri Ariyanti

The Difference of Mathematical Problem Solving Ability by Using Student Teams Achievement Division (STAD) and Direct Instruction on System Linear Equation Two Variable in Grade VIII SMP Negeri 11 Medan ................................................................. 84
Faradilla Bafaqih, Cecep Nandar

The Influence of Problem-Based Learning and Every One is A Teacher Here Models on Higher Order Thinking Skills in Environmental Pollution Topics ................................................................................................................................. 89
Kurnia Putra, Hasruddin, Ahmad Rafiqi Tantawi

The Effect of Applying Task Based Learning (TBL) Approach on The Student’s Ability in Writing Descriptive Paragraph ................................................................................................................................. 94
Vijay Khana

Teacher’s Language Style in English Course Class ................................................................................................................................. 98
Dyan Yosephin Hutagalung

Differences Between Students Mark Taught With Co-Operative Learning Model Type TGT With Guess The Words Media Compared With Students Mark Taught With Co-Operative Learning Models With Words Square Media in Hydrocarbon Subject ................................................................................................................................. 101
Hariani Siregar, Gulmah Sugiharti

Language Used by Male and Female of Darul Ilmi Murni ................................................................................................................................. 107
Syakri Hidayati

The Use of Journal Writing in Improving Student’s Writing Skill of Recount Text ................................................................................................................................. 110
Muhammad Ilham Adha

Teacher and Student Perceptions Toward Practical Implementation Obstacles at Learning Chemistry ................................. 114
Sepra Pajar, Ramlan Silaban, Zainuddin Muchtar

The Analysis of the Implementation and Problems of Lab Work on Chemistry Learning ................................................................................................................................. 120
Elvira Lastri, Iis Siti Jahro, Marham Sitorus

The Implementation of Using Library Card and ICT Based Library Service System in Increasing Reading Interest of Primary School Students at Tanjung Gading of Batu Bara Regency ................................................................................................................................. 125
Suci Amalia, Asih Menanti

Project Based Learning Tools Development on Alcohol and Ether Materials at Natural Science Faculty State University of Medan ................................................................................................................................. 132
Nadia Armina Ramad, Jamalum Purba

The Development of Teaching Material to Write Explanation Text Based on Mind Map ................................................................................................................................. 138
Pienti Mala Ningsih Manalu, Biner Ambarita, Rosmawaty Harahap

Improvement of Student Learning Outcome Using Model of Collaborative Based Lesson Study with Student’s Worksheet on Materials Hydrolisis ................................................................................................................................. 141
Agus Muliaman, Laila Majnun Hutagaol

The Application of Comic Learning Media to Improve Student’s Achievement on Reduction and Oxidation Reaction Topic ................................................................................................................................. 146
Anggi Desviana Siregar, Rini, Herdini

The Application of Cooperative Learning Round Robin to Improves Student Learning Achievement on the Subject of Electrolyte-Nonelectrolyte and Redoxin Class X SMAN 1 Seberida ................................................................................................................................. 150
Nora Santi, Betty Holiwarni, Johni Azmi

The Effect of Combination Cooperative Learning Models Toward Learning Result ................................................................................................................................. 154
Sapnita Idamarna Daulay

The Maintenance of Hokkien Among Chinese Speakers in Stabat ................................................................................................................................. 159
Widya Ningsih

Effect of Blended Learning Model and Learning Style to Civic Education Learning Results in Class VII in Junior High School Panca Budi Medan ................................................................................................................................. 164
Madina Qudsia Labis, Reh Bungana Br.Perangin-angin, Mursid

EFL Student’s Uses of Um as Fillers in Speaking ................................................................................................................................. 169
Eka Riana
The Influence of Role Playing Method and Self Concept of Social Skills of 5-6 Years Old Child
Rabiah Hanum Hasibuan, Anita Yoe, Yusnadi

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

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

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

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

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

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
Riswan Sianturi, Abdul Muin Sibuea, Edward Purba

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

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

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

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

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

A Critical Discourse Analysis Wardah Halal Beauty Advertisements
Ayu Lestari 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
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
Abdul Halim, Edy Surya

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

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

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

Developing of Learning Material Based on Problem Based Learning to Increase Student’s Mathematical Reasoning Ability and Self-Efficacy in Grade X SMA Negeri 1 Medan
Anggi Paramita Daulay, Dian Armanto, Waminton R
Efforts to in Crease A Motivation to Learning Math Using “Program” Learning Model
Linda Sari, Edi Syahputra

The Efod of Improving Mathematics Learning Outcome on Quadrilateral and Triangle Matter by Using Gradually Exersise 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 Siuhaan

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 Subtitle
Julika Rahma Siagian, Dede Ruslan, Arwansyah

The Implementation of Problem Based Learning Models to Improve Mathematical Problem Solving Ability of Students on Arithmetic Materials in Class VII Junior High School
Elidar Tanjung, Izwita Dewi, Mulyono

The Effect of Learning Strategies to Trial By Jury in Participaintion 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
Diaih Ari Sapatri, Syafarri

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

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

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

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 Riizka, Fauziyah Harahap, Syahmi Edi

Development of Learning Device Based on Realistic Approach to Improve Problem Solving Ability Mathematic of Student at Junior High School
Susanna Romaria Harahap
Efforts to Improve Understanding and Use Concept of Additive Fractions and Reduction Using Media Comics on Model Cooperative Learning Type Student Team Achievement Division (STAD)......
Ratu Natalia Perangin-angin, Sahat Siahaan

The Effect of Cooperative Learning Type Games Teams Tournament (TGT) of Mathematics Learning Outcomes in the Fractions Matter..............................................................................................................
Ansori Habisuan, 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.........................................................
Kartika Sari, Asmin, Bornok Sinaga

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

Dialect of Batakinese Language Used by Senior High School Students’.................................................................
Rafika Nur Rahman

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

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

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

Noun Phrase of Culture Articles in The Jakarta Post........................................................................................................
Misdiana

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

Implementation Model of School Policy in Constructing Behavior of Troubled Students........................................
Khairtati Purnama Nasution, H. Syaiful Sagala

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

The Influence of Physical Education in Establishment of Self Esteem............................................................
Yustinus Tarigan, Tarsyat 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........................................................................................................
Siti Maryam

Innovation of Media Video Compact Disc Instructional Pencak Silat for High School........................................
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........................................
Muhammad Supriadni Siregar, Nurhayati Simatupang, Albadi Siningtinga

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

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

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

Inquiry-Based Video Learning Media For Overcoming Student Learning Difficulty (Case Study at State Junior High School 3 Lubuk Pakam Deliserdang District)....................................................................
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 Effect of Cooperative Learning Type Games Teams Tournament (TGT) of Mathematics Learning Outcomes in the Fractions Matter

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Asmin Panjaitan, Asrin Lubis
Post Graduate Program School in Mathematics Education, State University of Medan, Indonesia

Abstract-The aims of this study is to know whether there is a significant effect between cooperative type teams games tournament the subject matter of mathematics learning outcomes in the fractions in the class VII of SMP Negeri 1 Barumun (Junior High School). The population is 238 students and the sample is 48 took by random sampling. To collect the data about cooperative type teams games tournament the subject is using the instrument by questionnaire and test for the mathematics learning outcomes in the fractions. Then the data will be analyzed by two step. For the first step is by descriptive analysis and the second step is inferential analysis to examine the hypotesis with using the formula “r” product moment by person. And to know wether there is significant between two variabels is using by t-test. The result of research got average of variabel X is 3.24 with “Very good” category and variabel Y is 72.75 with “good” category. Though the calculation that has done the t_count is 10.71 and t_table is 1.68. So the t_count is higher that t_table (10.71>1.68). It means that the hypotesis is accepted.

Keywords: cooperative type teams games tournament, Result mathematics fractions.

I. INTRODUCTION

Mathematics is a branch of science that plays an important role in the development of science and technology as a tool, mindset formers, and attitude formers. Mathematics also builds human character, creates human beings who can think logically, practically, meticulously, principally, and are able to decide the problem quickly and precisely. The magnitude of the role makes mathematics as one of science that must be studied in every level of education. Therefore, learning needs to be oriented on active, creative, effective and fun learning that will lead to improvements in student learning outcomes.

To achieve this, the Curriculum 2013 emphasizes the active involvement of teachers and students in the teaching and learning process. As stated in the standard process for core activities (Regulation of the Minister of National Education of the Republic of Indonesia Number 41 of 2007) it has been mentioned that the implementation of core activities is a learning process to achieve KD conducted interactively, inspiration, fun, challenging, motivating participants Educate to participate actively, and provide sufficient space for initiative, creativity, and independence in accordance with the talents, interests and physical and psychological development of learners. However, it is less apparent in the implementation of mathematics learning in SMP Negeri 1 Barumun. This is seen when the authors make observations in class VII SMP Negeri 1 Barumun.

Based on the observation of student activities when the teacher delivered the material found some students listen, pay attention to the material given by the teacher. Others, however, are busy doing unexpected activities, such as talking about things that are not related to learning, asking for permission to leave the classroom, and many other activities that show students less seriously in learning.

Students do not dare to ask or express opinions if they do not understand the material taught by the teacher. This can be seen when students are asked to the front of the class to solve a problem, students are hesitant to move forward because they fear wrong or fear laughed at by their friends. And when the teacher asked directly to students, he can solve the problem. Similarly, when the teacher asks students to express their opinions about a material, no students dare to express their opinions. In the execution of training some students there are capable, but there are still not understand in doing it and there are also just waiting for answers from friends without trying to do it yourself, resulting in low student learning outcomes. This is seen from the results of the daily test of mathematics of Class VII students where the average value of the class is 65, while the minimum Criterion of Minimum Score (KKM) that has been set is 70. This means that the value of students is still less than KKM (minimal score of student).

Based on the results of interviews conducted with some students SMPN 1 Barumun, it is known that math is the most difficult lessons and feels boring. In response to this, educators should be able to design interesting learning, involve students actively and invite students to think creatively. One effort that can be done is to teach students with cooperative learning. Cooperative learning can make students take advantage of potential and existing capabilities.

Abstract-The aims of this study is to know whether there is a significant effect between cooperative type teams games tournament the subject matter of mathematics learning outcomes in the fractions in the class VII of SMP Negeri 1 Barumun (Junior High School). The population is 238 students and the sample is 48 took by random sampling. To collect the data about cooperative type teams games tournament the subject is using the instrument by questionnaire and test for the mathematics learning outcomes in the fractions. Then the data will be analyzed by two step. For the first step is by descriptive analysis and the second step is inferential analysis to examine the hypotesis with using the formula “r” product moment by person. And to know wether there is significant between two variabels is using by t-test. The result of research got average of variabel X is 3.24 with “Very good” category and variabel Y is 72.75 with “good” category. Though the calculation that has done the t_count is 10.71 and t_table is 1.68. So the t_count is higher that t_table (10.71>1.68). It means that the hypotesis is accepted.

Keywords: cooperative type teams games tournament, Result mathematics fractions.
In addition, it provides an opportunity for them to understand the concept of matter and solve problems through social interaction. One type of cooperative learning that is expected to provide more enjoyable learning for students, facilitating the students' need for discussion and collaboration is by using the Team Games Tournament (TGT) type.

Team Games Tournament can facilitate students in discussing and expressing opinions. The opportunity they ask for explanations from friends about the concept that is less understood and deepen the material wide open. Each member of the group must succeed in getting the correct concept before entering the tournament because the individual score affects the team score.

TGT is expected to avoid students from boredom because there is a tournament in learning. In addition, it can be used as a means to repeat the subject matter at home. Each student will be challenged in improving his team's score because the best group from each meeting will be rewarded in front of the class. Awards are a form of positive reinforcement that can make students more passionate about learning.

II. REVIEW OF THEORY

1. Mathematics Learning Outcomes of Fractional Materials

Learning outcomes are the abilities that students have after receiving their learning experiences. According to Hamalik (2002) "Learning outcomes are patterns of actions, values, insights, attitudes, appreciations, abilities, and skills". Sanjaya (2008) says that "Learning outcomes relate to achievement in gaining capabilities in accordance with the specific objectives planned".

In relation to mathematics learning, Nikson in Muliyardi (2002) states that "Mathematics learning is an effort to help students to construct mathematical concepts or principles with their own ability through internalization process so that the concept or principle is rebuilt". According to Russetfendi in Heruman (2010) "Mathematics is a language of symbols; A deductive science that does not accept inductive proof; The science of order patterns, and organized structures, ranging from elements not defined to definable elements".

The result of learning mathematics that want to be measured by writer is result of learning fraction. Nuharini (2008) says that "Fractional number is a number which can be expressed as p / q, with p, q integers and q ≠ 0. Number p is called the numerator and the number q is called denominator." Along with it Khalimi (2007) states that "Fractional number is a number which is the result of dividing between two numbers that is the number divided is called the numerator while the dividing number is called the denominator". Sudirman (2007) states that "Fraction is a number that describes a part of a whole, a part of an area, a part of an object, or part of a set". Discussion of the fractional material to be described is a). Determine simple fractions, b). Compare and sort the fractions, c). Change the mixed shards.

On fractional materials, determine simple fractions. Sudirman (2007) says that "The value of a fractional number remains the same if the numerator and its denominator are multiplied or divided by the same number, provided that the divisor or multiplier is not zero".

Comparing fractions is the same as determining the relationship between two fractions. Sudirman (2007) says that "To compare fractions, the denominator must be equated first". Nuharini (2008) states that in order to determine the relationship of two fractions, compare the numerator if the denominator of both fractions is equal. As for the denominator of the two different denominations, to compare the fraction, equate the denominator of both fractions (by specifying the KPK of the denominator of the two fractions), then compare the numerator.

Fractional mixture means fractions consisting of integers and fractions. This is in accordance with the one described by Wintarti (2008) that "Mixed numbers are combinations of integers and fractional fractions". In parallel with it Wagiyo (2008) explains that "Fractions The mixture is a fraction consisting of a rounded and pure fractional part ". While Sudirman (2007) says that "A fractional number of mixtures can be stated in ordinary fractional numbers". From the above description it can be concluded that the fractional mixture is a combination of integers and ordinary fractions. The fractional mixture can be converted to the usual fractional form, otherwise the ordinary fractions can be converted to a mixed shrapnel.

Based on the above definition it can be concluded that the fractional learning result is the ability of the students after studying the fractions, ie determining the simple fractions, comparing and sorting the fractions, and changing the mixed fractions.

2. Cooperative Learning Type TGT

Learning model is all the procedures and facilities used by teachers before, during and after as guidelines and supporting learning to achieve learning objectives. Suprijono (2010) reveals that "Learning model is a pattern used as a guide in planning learning in the classroom or tutorial. Ambarjaya (2012) says that "Cooperative learning model is a series of learning activities undertaken by students in certain groups to achieve the learning objectives that have been formulated". While Suprijono (2010) says that "Cooperative learning is a broader concept covering all types of groups including more teacher-led or teacher-directed forms". Based on the opinion, it can be concluded that cooperative learning model is a learning activity procedure in the form of groups facilitated by teachers to achieve the defined learning objectives. Team Games Tournament (TGT) is one type of cooperative learning that emphasizes the existence of learning activities with the game so as to enable students to learn more relaxed as well as foster responsibility, cooperation, healthy competition and learning involvement. As Ahmadi (2011) explains that "Cooperative learning type TGT is one of the cooperative learning model that is easy to apply, involving all students activity without any difference of status, involving student role as peer tutor and containing element of game or
reinforcement”. Furthermore Rusman (2008) says that "Cooperative learning type TGT is one type of cooperative that puts students in groups of study consisting of 5-6 students who have different abilities, gender, ethnicity or race”. Slavin (2005), there are five components in the implementation of TGT namely a). Presentation in class, b). Team, c). Game, d). Tournaments and e). Team recognition.

The material in TGT was first introduced in the presentation in the classroom. At this stage the material is explained by the teacher. Maufur (2009) explains that “The presentation of the class is the beginning of the lesson, the teacher delivering the material in the class presentation is usually done by direct instruction or by a lecture or discussion submitted by the teacher”.

To further explore the material then the teachers form a team. Hamdani (2005) explains that "The group is a team consisting of usually 4-5 students whose members are heterogeneous in terms of academic, gender, race, or ethnic achievement”. Furthermore Ahmadi (2011) explains that "Groups are some people usually consist of 4-5 students whose members are heterogeneous seen from academic, gender, race, or ethnic achievement”.

Games consist of questions whose content is relevant to the material that has been learned that is useful for testing the students' knowledge gained from class presentation and group learning. According to Ahmadi (2011) explains that “Games are questions designed to test the knowledge gained by students from class presentation and group learning”.

Tournaments are games performed on weekends or each unit by matching multiple teams to earn points. Slavin (2009) explains that “The tournament is a structure where the game takes place. It usually takes place at the end of the week or the end of the unit after the teacher gives a presentation in class and the team has performed group work on the activity sheet”.

The team's recognition is a group award. Teams earning a certain average score will be awarded. Slavin (2009) explains that "The team will get a certificate or other form of appreciation if their average score reaches certain criteria”.

Research method is a series of ways or activities of research implementation based on basic assumptions, philosophical and ideological views, questions and issues faced”. The research method is descriptive method. According Sudajana (2001) “Descriptive research is a study that attempted to describe a phenomenon, events, events that occur in the present moment”. Meanwhile, according to Nazir (2002) “Descriptive method is a systematic, factual, and accurate picture or painting of the facts, properties and the relationship between the phenomena being investigated”.

The population of the study is the whole subjects studied either in the form of humans, objects, events and symptoms that occur. Sugiyono (2009) said that "Population is a generalization region consisting of objects / subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions." The population in this study is all students of class VII in SMP N 1 Barumun consisting of 9 classes, amounting to 238 people.

The sample is a small group of the population to be studied. Arikunto (2010) says that "Sample is a partial or representative of the population studied.” When viewed from a relatively large population, the sampling in this study is "Random Sampling”. Arikunto (2006) states, "If the subject is less than 100, better taken all so that his research is a population study. But if the number of subjects is large, it can be taken between 10 -15% or 20-25% or more " . Thus the researchers took some members of the population into a sample of research. The sample in this study is 20% of the population that is 48 people.

Research instrument is a tool used to collect data about research variables, that is cooperative learning model TGT type (variable X) by using questionnaire and learning result of mathematics of fractional subject matter (Variable Y) by using test question.

In order for the data needed in this study can be analyzed, then the data collection techniques using instruments in the form of questionnaires and tes Arikunto (2010: 75) said that “Questionnaire is a list of questions given to others with the intention that the person who is given Willing to respond according to user request. "Questionnaire given directly to the respondent to answer the question posed with alternative answer choice: if the option” a "always, given a score of 4, if the choice of answers” b "often, given a score of 3, if the choice of answers” c "sometimes, given Score 2, if the answer option "d" is never, given a score of 1.

The test is a set of statements or exercises used to measure the skills of knowledge, intelligence, ability or talents possessed by individuals or groups. According to Trianto (2012), "The test of learning results is a test item used to determine student learning outcomes after attending teaching and learning activities”. According to Sudijono (2007) In general, there are two kinds of functions possessed by the test, that is as a measuring tool of learners and as a means of measuring the success of the teaching program.

In answering the problems that have been formulated, the authors process the data collected into two stages: descriptive
analysis is to describe the influence of cooperative learning type TGT in class VII SMP Negeri 1 Barumun based on average, median, mode, frequency distribution and histogram. And an inflation statistical analysis is used to test whether the proposed hypothesis is acceptable or rejected. Then, the data obtained is then used statistical analysis techniques with the formula correlation “r” product moment by pearson. Then to know whether there is influence between two variables, then used t-test.

IV. RESULT AND DISCUSSION

The result of the research on TGT type coefficient variable in class VII of SMP Negeri 1 Barumun obtained the mean value (mean) 3.24, median value 3.24 and the most common value (mode) 3.24. When assessed by assessment criteria, the value is in the "Very Good” category, while the lowest grade obtained is 2.6 and the highest score is 3.8 and the student's possible score is 1.0 - 4.0. This indicates that the use of cooperative learning strategy of TGT type needs to be improved again. If the average value is 3.24 compared with the theoretical value 2.5 it can be concluded that the average value of the use of cooperative learning strategy type TGT is above its theoretical value. To see the description of the following indicators is presented in Table 1.

Table 1. Cooperative Learning Type TGT

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Average</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class presentation</td>
<td>3.13</td>
<td>Very Good</td>
</tr>
<tr>
<td>2</td>
<td>Team</td>
<td>3.29</td>
<td>Very Good</td>
</tr>
<tr>
<td>3</td>
<td>Game</td>
<td>3.09</td>
<td>Very Good</td>
</tr>
<tr>
<td>4</td>
<td>Tournament</td>
<td>3.08</td>
<td>Very Good</td>
</tr>
<tr>
<td>5</td>
<td>Team recognition</td>
<td>3.50</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

The result of the research on the variable of learning result of mathematics of subject matter in class VII of SMP Negeri 1 Barumun obtained the mean value (mean) 72.75, median value 72.18 and the most common value (mode) 71.05. If it is consulted with the criteria, the average rating is in the "Good" category. While the value obtained by the lowest students is 50 and the highest score 90 and the value that may be achieved by students is 0 - 100. This indicates that the results of learning mathematics subject matter in class VII SMP Negeri 1 Barumun needs to be improved again towards the better. If the average value of 72.75 compared with theoretical value 50 it can be concluded that the average value of mathematics learning result of the subject matter of fraction in class VII of Junior High School 1 Barumun is above its theoretical value. The following will be made in Table 2 of obtaining the average value of each indicator of the mathematics learning result of the fractional subject matter.

Table 2. Data of Mathematics Learning Result of Fractions Material

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Average</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determine the simple fractions</td>
<td>77.98</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Compare and sort the fractions</td>
<td>69.94</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Change mixed fractions</td>
<td>69.79</td>
<td>Good</td>
</tr>
</tbody>
</table>

Based on the calculation of hypothesis testing obtained $r_{xy}$ of 0.845 and to test the hypothesis that is enforced by using the $t_{count}$ test so that obtained $t_{count}$ of 10.71 while the $t_{table}$ obtained by 1.68. If the price of $t_{count}$ 10.71 compared with $t_{table}$ 1.68 can be known $t_{count}> t_{table}$, ie 10.71 > 1.68. This means that the enforced hypothesis can be accepted or approved of the truth. That is, there is a significant influence between cooperative learning strategies TGT type to the results of learning mathematics subject matter fractions in class VII SMP Negeri 1 Barumun.

The result of the research shows that the use of cooperative learning strategy of TGT type can improve the learning achievement of subject matter math in Grade VII of SMP Negeri 1 Barumun which has an average value of 72.75. If the average value is consulted on the classification of the assessment set out in Chapter III Table 5, it can be concluded that the result of the Mathematical Study of the Principal Material of Fractions in class VII of SMP Negeri 1 Barumun in the "Good" category.

Based on the calculations performed to test the hypothesis is obtained $t_{count} = 10.71$, when compared with $t_{table}$ obtained by using the equation of the straight line is $t_{table} = 1.68$. Thus, it can be concluded that $t_{count}$ is greater than $t_{table}$ (10.71 > 1.68). It means the hypothesis is accepted or approved by the truth. This means that there is a significant influence between the using Cooperative Learning Strategy Type Team Games Tournament (TGT) Against Learning Outcomes Mathematics Material Fractions in Class VII SMP Negeri 1 Barumun.

V. CONCLUSION

Based on the results of research and data analysis, the conclusion of this study as follows: The results of cooperative learning strategies TGT type in class VII SMP Negeri 1 Barumun obtained an average of 3.24 so as to enter the category of "Good". The results of learning mathematics subject matter Fractions in Class VII SMP Negeri 1 Barumun has an average value of 72.75 so that enter in the category of "Good". Alternative hypothesis accepted. That is, There is a significant influence between cooperative learning strategies TGT type to the results of learning mathematics subject matter fractions in class VII SMP Negeri 1 Barumun.

2. Research Implications

From the description above, this research has implication to the use of cooperative learning strategy of Team Games Tournament (TGT) type. Where the high low learning outcomes of students have several factors that play a role, among others: teachers, learning environment, framework or model of learning in accordance with the characteristics of students, learning methods and curriculum.

From the results of research conducted can be concluded that students on cooperative learning type TGT able to solve the material fractions. For that, teachers can use this learning model so that students more easily understand the basic concepts of Fractions. Teachers should also provide a
description of the problem more appropriate with the real data
Students.
In addition, if we want to achieve a more optimal learning
objectives teachers should be able to create a conducive
environment or learning climate in accordance with the ability
and characteristics of learning competence.

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