PROCEEDINGS
AISTEEL 2017
THE 2ND ANNUAL INTERNATIONAL SEMINAR ON TRANSFORMATIVE EDUCATION AND EDUCATIONAL LEADERSHIP

Educational Research to Endorse Productive and Innovative Generation in the 21st Century

16-17 October 2017
Ball Room Grand Mercure Hotel, Medan - Indonesia

Organized by:
Post Graduate School
State University of Medan
North Sumatera, Indonesia

Supported and Coordinated by: Indexing By:
Proceedings of The 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2017)

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

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

Editorial Board

Editorial-in-Chief
Dr. Juniastel Rajagukguk, M.Si (State University of Medan, Unimed)

Deputy Editor
Dr. Saronom Silaban, M.Pd (State University of Medan, Unimed)

International Advisory Board / Scientific Committee
Prof. Dr. Kala Saravanamuthu (University of Newcastle, Australia)
Prof. Arjen EJ Wals (University of Gothenburg, Sweden)
Prof. Dr. Bornok Sinaga, M.Pd (Unimed, Indonesia)
Prof. Dr. Aytekin Isman (Sakarya University, Turkey)
Prof. Peter Charles Taylor, Ph.D., Med., B.Sc., Dip.Ed (Murdoch University, Australia)
Prof. Dr. Mukhlas Samani, Ph.D (Indonesia)
Prof. Dr. Jailani bin Md. Yunos (University Tun Hussein on Malaysia)
Prof. Dr. Nurahimah Mohd. Yusuf (UTM, Malaysia)
Assoc. Prof. Dr Pedro Isaias (University of Queensland, Australia)
Assoc. Prof. Elisabeth Taylor, Ph.D (Murdoch University, Australia)
Dr. Bambang Sumintono, M.Ed (Universiti Malaya, Malaysia)
Dr. Isma Widyaty, M.Pd (UPI, Indonesia)
Prof. Dr. Syahrul R, M.Pd (UNP, Indonesia)
Prof. Amrin Saragih, MA., Ph.D (Unimed, Indonesia)
Assoc. Prof. Ade Gafar Abdullah, M.Si (Universitas Pendidikan Indonesia)
Eng. Asep Bayu Dani Nandiyanto (Universitas Pendidikan Indonesia)
Prof. Dr. Hartono, M.Pd (Universitas Negeri Semarang)

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

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

2nd AISTEEL is the annual international seminar with main aim is to discuss of recent research special for Transformative Education and Education Leadership. Several topics like: Teachers Education Model, Research Global Issue in Education, Mathematics and Science Education, Social, Language Education, Vocational Education, Curriculum, Economic, History and Management Education have been discussed at the 2nd AISTEEL 2017. 2nd AISTEEL international seminar provided experts’ view on transformative education and educational leadership as well as curriculum article presentation. There were five keynote speakers have been came Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, and Dr. Yulia Rahmawaty. The organizer had been use online submission system to receive all abstract, full paper and also communication with authors. All of information include with comment of reviewer can be 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 exels the first one related to the administration by online and the publication index by either Thomson Reuters or Google Schoolar. By the new policy on student’s publication, postgraduate program really matches the system, particularly for the students who will sit in the oral defence examination. Through the seminar, the postgraduate students improve their article journal writing and it is proved by many articles are submitted by the students.

The plenary speakers coming from 15 provinces in Indonesia will present topics covering multi disciplines. They will contribute a lot of inspiring inputs and new knowledge on current trending educational research topics all over the world. The expectation is that all potential lecturers will share their research findings to educational scientists and researchers as well for improving their teaching process and quality. Thus, this will contribute to the next young generation researchers to produce innovative research findings in education and educational leadership contexts. This second seminar continues the promotion of the first sequel ‘Developing Future Teachers’ Education Model. Therefore, the propose of this second seminar on the transformative education and educational leadership research will trigger the young professional lecturers and educators to compete in the invention of innovative educational teaching and learning strategies, techniques and leadership.

I hope that the scientific attitude and skills through research will promote Unimed to be a well-known university which persists to be developed and excelled in the future.

Thank you the Rector of Unimed who always supports us in organizing the seminar. Thank you all guest and plenary speakers. Special thanks to both steering and organizing committee who have well-coordinated and colaborated in actualizing the seminar.

Director of Postgraduate Unimed

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

<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 Semiring, 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>Nurmalu, Maria Ulfah Handayani, Denny Khairani, Desi Prawita</td>
<td></td>
</tr>
<tr>
<td>The Influence of Work Motivation on Teacher’s Job Performance of Vocational High School in Medan</td>
<td>24</td>
</tr>
<tr>
<td>Darmawati, Sri Melfayetti, Selamat Triono Ahmad</td>
<td></td>
</tr>
<tr>
<td>Error Analysis by Using Tenses of Senior High School</td>
<td>28</td>
</tr>
<tr>
<td>Hariyanto</td>
<td></td>
</tr>
<tr>
<td>The Traditional Custom and Ceremonial Tradition in Suku Anak Dalam Language</td>
<td>32</td>
</tr>
<tr>
<td>Putri Ayu Lestari</td>
<td></td>
</tr>
<tr>
<td>The Impact of Internet Marketing on Success of Women Micro, Small and Medium Enterprises Innovation as Intervening Variable</td>
<td>36</td>
</tr>
<tr>
<td>Fivi Rahmatus Sofiyah, Ami Dilham</td>
<td></td>
</tr>
<tr>
<td>The Effect of Cooperative Integrated Reading and Composition (CIRC) Technique on Students Reading Comprehension</td>
<td>40</td>
</tr>
<tr>
<td>Linda Efrina Nasution</td>
<td></td>
</tr>
<tr>
<td>Translation Shifts in Translating Didong from Gayonese in to Bahasa Indonesia</td>
<td>44</td>
</tr>
<tr>
<td>Wike Yurida</td>
<td></td>
</tr>
<tr>
<td>The Effect of Team Assisted Individualization (TAI) Strategy on Student’s Reading Comprehension</td>
<td>48</td>
</tr>
<tr>
<td>Khairuni Syafitri</td>
<td></td>
</tr>
<tr>
<td>The Effect of Organizational Culture on Working Disciplines of Madrasah Ibtidaiyah Head Master in Deliserdang</td>
<td>53</td>
</tr>
<tr>
<td>Muhammad 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 Hutasabarat</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 Grahmayunari</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 Leadershhip</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>
</tbody>
</table>
The Implementation of Curriculum 2013 in Vocational High School 4 Takengon
Zainal Arifin, Herbert C.B. Manalu, Rini Deliana, Fitri Ariyanti

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

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

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

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

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
Suci Amalia, Asih Menanti

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

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

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

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

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

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

The Maintenance of Hokkien Among Chinese Speakers in Stabat
Widya Ningsih

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

EFL Student’s Uses of Um as Fillers in Speaking
Eka Riana
The Influence of Role Playing Method and Self Concept of Social Skills of 5-6 Years Old Child
Rabiah Hanum Hasibuan, Anita Yoo, Yusniadi
172

The Effect of Learning Approach and Personality Type Towards Learning Outcomes
Dwoy Dinda Sari, Julaga Situmorang, Busmin Gurning
178

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

The Effect of Suggestopedic Method on Student’s Achievement in Vocabulary
Heppy Yersin Dita Purba
188

Application of Active Learning Strategy Type Everyone is A Teacher Here (ETH) to Increase Student Activity and Learning Outcomes in Chemistry on Salt Hydrolysis
Wilta Fajrinna, Darra Utari Ningsih, Sri Adeilla Sari, Habibati
193

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

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

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

The Development of Flash Program as a Media of Chemistry Learning on Chemical Equilibrium
Lenni Khoitmah Harahap, Albinus Silalahi, Ibs Siti Jahro
210

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

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

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

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

A Critical Discourse Analysis Wardah Halal Beauty Advertisements
Ayu Lestari Siregar, Mei Lastri E.F. Butar-Butar
229

Influence of Creative Problem Solving (CPS) Mathematics Learning Model to Mathematical Problem Solving and Self Efficacy Students of SMA Negeri 3 Binjai
Nurcahayah Hutaisot, Martua Manullang, Ani Minarni
232

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

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

Utilization of ICT Learning in Senior High School Teladan Medan
Tengku Salwa Miranti
244

The Effect of Cooperative Learning Model Based Interactive Media and Interpersonal Communication on Student’s Achievement
Catur Ayu Wailandari, Efendi Napitupulu, Keysar Panjaitan
248

Developing of Learning Material Based on Problem Based Learning to Increase Student’s Mathematical Reasoning Ability and Self-Efficacy in Grade X SMA Negeri 1 Medan
Anggi Paramita Daulay, Dian Armando, Waminton R
253
Efforts to Increase A Motivation to Learning Math Using “Program” Learning Model

Linda Sari, Edi Syahputra

257

The Effor of Improving Mathematics Learning Outcome on Quadrilateral and Triangle Matter by Using Gradually Exercise Strategy with The Assistance of Image Media

Ady Putra, KMS. Muhammad Amin Fauzi, Yulita Moliq

261

The Difference on Students’ Mathematical Creative Thinking Ability Between Realistic Approach with Conventional in The State Madrasah Tsanawiyah 2 of Medan

Siska Lestari, Zal Amry, Hasratuddin

264

Developing Learning Materials Using Realistic Mathematics Education to Increase Junior High School Students’ Mathematical Disposition and Connection Ability

Syu’aida Hazar Nasution, Izwita Dewi, E. Elvis Napitupulu

269

Developing Learning Materials Using Problem Based Learning to Increase Senior High School Student’s Mathematical Disposition and Representation Ability

Dewi Khairani, Mulyono, Izwita Dewi

275

The Effect of Question Students Have Strategy on The Result of Students Learning in Mathematics

Yuliani Aruan, Edi Syahputra

281

Analysis of Academic Supervision Competence and Managerial Supervision in Improving the Performance of Vocational High School Supervisors in Langsa City

Muhammad Hendra, Saut Purba, Mian Siahaan

284

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

Jeni Putria Efij, Ani Minami, Pardomuan Sitompul

289

Improving the Ability to Learn Math by Using Rubu’-al-Mujayyab Media

Muhammad Hidayat, Edi Syahputra, E. Elvis Napitupulu

293

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

297

Subtitle

Julika Rahma Siagian, Dede Ruslan, Arwansyah

The Implementation of Problem Based Learning Models to Improve Mathematical Problem Solving Ability of Students on Arithmetical Materials in Class VII Junior High School

Elidar Tanjung, Izwita Dewi, Mulyono

301

The Effect of Learning Strategies to Trial By Jury in Participationt Mathematics Learning Student of Junior High School

Rizka Putri Rahayu, Ani Minami, Zul Amry

305

The Differences Between The Effect of Realistic Mathematics Learning Approach to Conventional Learning with The Students Mathematics Learning Outcomes in Junior High School of 38 Medan Grade VII

Diah Ari Saputra, Syafari

309

The Effect of Value National Exam Standards at Learning Achievement of Students at Senior High School

Nurdiana Fahmi, Bornok Sinaga, W. Rajagukguk

312

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

315

Zulaili, Indra Maipita

The Application of Cooperative Learning of Think-Pair-Share (TPS) Type to Increase the Students’ Ability of Problem-Solving

Madiqiah Fadhilah Sirerag, Zal Amry, Syafari

320

The Relationship Between Metacognitive With the Results of Learning Outcomes on the Fungi Topic

Elizabeth, Herbert Sipahutar, Syahmi Edi

324

Comparison of DNA Isolation Methods from Economically Valuable Plants in Indonesia

Chairiyani Rizka, Fauziyah Harahap, Syahmi Edi

327

Development of Learning Device Based on Realistic Approach to Improve Problem Solving Ability Mathematic of Student at Junior High School

Susanna Romaria Harahap

333
Efforts to Improve Understanding and Use Concept of Additive Fractions and Reduction Using Media Comics on Model Cooperative Learning Type Student Team Achievement Division (STAD)................................................................. 339
Ratu Natalia Perangin-angin, Sahat Siahaan
The Effect of Cooperative Learning Type Games Teams Tournament (TGT) of Mathematics Learning Outcomes in the Fractions Matter................................................................................................................................. 342
Ansori Hasibuan, Asmin Panjaitan, Asrin Lubis
Development of Authentic Mathematics Assessment in Application of Problem Based Learning Model to Improve Problem Solving Ability and Understanding of Student Mathematics Concept at Namorambe Secondary Private Middle School Junior High................................................................................................................................. 347
Kurtika 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 Batakense Language Used by Senior High School Students’................................................................................................................................. 358
Rafika Nur Rahman
The Effectiveness of Tandur Method of Improving Students’ Learning Ability in Junior High School................................................................. 362
Rahimatul Islam Elmujahidah, Mulyono, H. Banjarnahor
The Effect of Reciprocal Teaching Approach to Student Achievement on Ecosystem Topic in Junior High School................................................................................................................................. 365
Nilawati, Nurrika Dewi
Improvement of Student Learning Result by Using Cooperative Learning Model of Teams Games Tournament Type on Algebra Fuction Limit................................................................................................................................. 367
Rismalyah Manalu, E. Elvis Napitupulu, Martua Manullang
Noun Phrase of Culture Articles in The Jakarta Post................................................................................................................................. 371
Misidiana
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, Tarzay Nuragra
The Improvement of Dance Art Learning Achievement for Deaf Students Through Total Communication Application (Gesture/Signal) in Sekolah Luar Biasa (SLB) - E Negeri Pembina Tingkat Provinsi Sumatera Utara................................................................................................................................. 390
Siti Maryam
Innovation of Media Video Compact Disc Instructional Pencak Silat for High School................................................................................................................................. 393
Marli Perangin-angin, Imran Akhmad, Agung Sunarno
Achievement Strategy of the Indonesian National Qualification Framework Based Curriculum Generic Description of Sport Education Postgraduate Program Universitas Negeri Medan................................................................................................................................. 397
Muhammad Supriadi Siregar, Nurhayati Simatupang, Albadi Sininggga
The Effect of Teaching Styles and Motor Ability as The Result of Study Dribbling Football................................................................................................................................. 401
Muhammad Fajar Doli Siregar
Semantic Analysis of English Loan Words in Indonesian Electronic Paper (Analisa)................................................................................................................................. 404
Putri Nurul Rahmadani Siregar
Analysis of Empowerment of Competence Sinergity on Optimization of Education System................................................................................................................................. 408
Rameyanti Tampubolon
Inquiry-Based Video Learning Media For Overcoming Student Learning Difficulty (Case Study at State Junior High School 3 Lubuk Pakam Deliserdang District)................................................................................................................................. 412
Megawati
The Development of Mathematics learning Tool Oriented on Problem Based Learning to Enhance Mathematics Problem Solving Ability and Self Efficacy
Solawati Nainggolan, Mulyono, Hasratuddin

The Effectiveness of Contextual Inquiry-Based Worksheet on the Matter of Fungi on Food Towards Students’ Higher-Order Thinking and Science Process Skills of Biology Education
Nurjamiah Siregar, Hasruddin, Syahmi Edi

The Function of Limits Mastery on Mathematics Learning Achievement in Derivative Subject at the Eleventh Grade of Madrasah Aliyah Yayasan Pendidikan Karya Setia Padangsidimpuan
Hasna Dewi Ritonga

Effect of Education Level, Income, Inflation on Community Consumption Pattern in North Sumatera Province
Nelly Hutajulu, Fitrawaty, M.Fitri Rahmadana

Application of Problem Based Learning Model Assisted by Cabri Software to Improve Problem Solving Ability of Mathematics Students
Ahmad Darmawan, Edi Syahputra, Kms. M. Amin Fauzi

Optimization of Academic Supervision Competence of High School Supervisor in Karo Regency with Critical Events Model (CEM)
Karyawan Keliat, Yasaratodo Wau, Irsan

The Concept of Physics Learning Media Based Computer Animation
Ratna Tanjung, Mukhtar, Efendi Napitupulu

Cultivating Children’s Critical Attitude with Educational Philosophy
Daulat Saragi
Cultivating Children’s Critical Attitude with Educational Philosophy

Daulat Saragi
Universitas Negeri Medan
Medan, Sumatra Utara
saragios@yahoo.co.id

Abstract: In essence children are natural philosophers, they have the desire to ask. Children have a kind of philosophical intuition that already exists naturally within him, he tends to doubt an adult's answer so that an answer is not received simply but it will be tried or felt like groping, putting it into the mouth and or imitating it in the form of movement. Often children invite an adult or philosophical dialogue teacher, but the teacher is not ready to answer according to the child's ratio. This paper is an engineering bid idea that educators should start with philosophical thinking that is comprehensive or comprehensive. This paper would like to describe the efforts of a teacher to develop a child's critical attitude through philosophical education, taught to question everything; the child's critical attitude will arise. It's time the child is not only told about everything that is real, even the non-real also the child needs to be told to start thinking. It is no longer the child is called smart if able to memorize the lesson but without ever criticizing what he read. In parallel, teachers should also prepare themselves to answer critical child questions that are appropriate to the child's reason. Teachers must be able to cultivate a child's critical attitude by always responding to the curiosity of the child. Each answer is a possibility so the child builds his idea to grasp the meaning of the teacher's answer.

Keywords: Critical attitude of children, education philosophy

I. INTRODUCTION

The development of the world is unrelenting and always in the process of becoming. Nature with all its contents always change with various series of events continuously and directed toward a new form. What is said now is only one time will be said obsolete when it has been found a replacement. Both theory, policy, law and technology are constantly changing. Herakleitos (540-473 BC) calls it panta rhei, kai uden meinel - all flowing nothing is fixed-, because everything "becomes" or "changes". Everything that exists moves continuously, moving eternally. Human inevitably has to adjust to change and have a role in the change. Nature with all its contents is constantly changing with a series of events continuously in the form of directional and integrated change (Amril, M. in Muhmidayeli, 2013: v). Education is an attempt to change, from not knowing something to know something, from childhood to adulthood. From the realm of mythic thinking to be logical, so that not everything true is accepted as it is, but always doubtful and questioned again about the truth of something. Instinctively man is a creature who always asks, ask anything until there is a questionable answer. The answer was not satisfactory so he began to doubt and doubt the answer to his question, then began the man to conduct an investigation to answer his doubt. he substance of the Curriculum 2013 (K-13) teaches children critical thinking with a process that supports creativity with a scientific and contextual approach. Creativity capabilities obtained by the child through observing (mengamati), questioning (bertanya), associating (menalar), experimenting (mencoba) and networking (membentuk jaringan). The 2013 curriculum includes building effective and creative thinking and effective and creative acts in the abstract and concrete realm. Similarly, in the assessment process is no longer based on the results but the process. The answer of the child is no longer a single answer, but the child's answer must be appreciated by the teacher.

The creativity of the child supports an old conception of power that can complement the human mind with the universal abstract idea to be the sole source of true knowledge called nous and noesis, which in Latin is called in t e le c tu r s an intellige ntia or in the intellectual English and intelligence (Saragi, 2016: 50).

Substantially, the 2013 curriculum contains philosophical content, it teaches the child critical thinking, and values the creativity of the child's answers, the outcome is not the end but rather the process of why the answer is and not the other. On the one hand, the KTSP switching to K-13 contains the pros and cons, when it is time for the child to be taught philosophy so that the child can think critically, to ask everything what he knows and thinking, so that the child will reason with the logic of his thinking and finally do the experiment and set up a network to find out more.

II. PROBLEMS

The problem in this paper is, why the development of education in Indonesia is always left behind when compared with neighboring countries. Is there a lagging influence of educational achievement in Indonesia with less critical of Indonesian children? What are the factors that make the students hesitate to ask let alone criticize something someone's opinion let alone doubt the truth. Are there cultural factors that affect the mindset of students. How do the efforts of teachers and parents to develop a critical attitude of children in school so that later children have the intelligence of thinkers and solve problems.
III. OBJECTIVES

This article would like to introduce philosophy and philosophical thinking to primary school children. Growing a critical attitude to the students, with a critical attitude that children have to increase their intelligence so that children no longer hesitate to ask and not quickly satisfied with an answer. Grow the child's attitude to not accept existence. Changing the mindset of a child from a culture of accepting what it is to be brave to criticize and provide input to a statement. Educating children starting from a culture of reading and criticizing cultures in the hope after a child is born a critical attitude of the child who is followed up with a fond of researching.

IV. BENEFITS

By having a critical attitude, the child is able to express his ideas or arguments against a statement or a problem. Introduce philosophical thinking to children, by starting to think critically from an early age, so that children love to read and criticize what he read. By teaching philosophy to children, the exam in school is no longer a memorization, but the result of argumentation and providing solutions.

V. THEORETICAL STUDY

1. Understanding Philosophy

Philosophy comes from the Greek "philein" (to love, love) and "sophia" (wisdom) (Hunnex, 2004: 2). Therefore, philosophy is a human effort to fulfill his desire for his love of wisdom, or love of wisdom. Philosophy is a careful analysis of the reasoning of a problem, and the deliberate and systematic arrangement of an angle of view on which action is based (Kattsoff, 1992: 4). Furthermore, Kattsoff wrote philosophizing trying to doubt everything, asking questions, connecting one idea to another, asking "why" to find a better answer compared to the answer available at first sight.

Three things make people philosophize, which is always asking, doubting or doubting the truth of something and being aware of its own limitations. These three things make people into the world of philosophy. Asking is not just a casual question, but comes to the nature of everything being asked. Why did he die? This is a common question, but when people ask, where are humans after death? This is a philosophical question.

The object of philosophy is that everything that exists, is real, is in possibility, and is in the mind. All statements or theories must be questioned and questioned. Without doubting something of truth then the development of science stagnated. Precisely when the truth of science is always questioned again, it will appear critical thinking to investigate the truth again from different angles of science so that science can develop.

2. Critical Thinking Attitude

The process of thinking and critical thinking are two inseparable parts. In psychology studies, thinking is a mental process so that one is able to explore various experiences maps that are a skill to act by utilizing intelligence as a resource of reasoning in a person (Surya, 2015: 117). According to Surya, the process of thinking is passed directly through various "cognitive modes such as observation, memory, concept formation, responding, analyzing, comparing, imagining, and judging." Thinking processes that are supported with these capabilities will help a person to understand something, so that through that mode an individual person will do the thinking process perfectly.

Critical thinking is a strategy that can be used as a solution to more complex problems. Thinking is an activity that is done from a certain point of view, based on a certain assumption consciously and leads to an implementation step with the readiness to face certain consequences. Thinking is an activity that is carried out using various information and experiences and done by using estimates and considerations that are based on certain values, using good reasoning, healthy and objective and all the actions of thinking are done in an effort to get answers from a particular question (Surya, 2015: 117-118). The result of critical thinking is a statement or truth according to the point of view and the level of one's scientific thought. Therefore truth is not singular, but plural or multifarious, according to the flow of thought and the level of experience, understanding and education of a person knows something.

VI. BUILD INSTINCT LIKE-TO-ASK IN CHILDREN’S MIND

Rene Descartes (1596-1650) a father of philosophy of rationalism known by his famous spontaneity cogito ergo sum, "I think then I exist", this speaks human consciousness as a thinking creature. Only man has consciousness, so he can realize himself to move ahead of what he already knows.

Instinctively, humans are creatures who love to ask questions. The human questioning instinct should be built on children, the habits of asking and doubting any answer to the question will make the child critical. Similarly, for teachers to be able to hear the answers of children, whatever the child answered should be appreciated and given the strengthening to better able with a more critical answer again. In accordance with the age and level of the child's thinking, there is no wrong child's question and answer. This should be seen as an entrance to the world of philosophy. Every child's question and answer is a possibility, nothing is certain, and in philosophy it is possible to ask about everything that exists or is gone. There is nothing taboo to question, about the entrance to the world of philosophy. Every child's question and answer is a possibility, nothing is certain, and in philosophy it is possible to ask about everything that exists or is gone. There is nothing taboo to question, about the entrance to the world of philosophy. Every child's question and answer is a possibility, nothing is certain, and in philosophy it is possible to ask about everything that exists or is gone.
discover and float the talents of children. This is the essence of a teacher, and in front of the teacher no child is foolish, the child's ignorance is simply because they do not have the opportunity to teach teachers who have philosophical insight. Therefore learning is no longer focused on exam grades, but how the birth of the child's answers and critical responses to his own problems.

Education begins with curiosity and with a sense of doubt. Philosophy is encouraged to know what has been known and what is not yet known. The characteristic of philosophical thinking is its overall nature and is not quick to accept what it is. A scientist is not satisfied only to know the science from the perspective of science itself, but want to see the essence of science in other constellations of knowledge.

Teachers must have patience to hear questions or answers of children because of their critical nature, so that children have the feeling that the questions are important and taken seriously. Thus with the child's answer is appreciated so that a culture of mutual thinking and the desire to ask more critical questions can be developed. There is no standard answer in philosophy, the answer is open to the possibility of right and possibly wrong. There is no absolute answer that cannot be contested; even the child's silly answer should be addressed, because there may be hidden ideas in the child. Attitude only recognizes a single answer to be removed, because the truth of science and the social sciences of humanities is not dogmatic.

Children's answers should not be imposed on dogmatic attitudes that provide the assurance of a standard and absolute answer. Children need to be taught a lot of truth, so that children dare to think critically and express opinions according to what he knows, even what he feels, we should not demand the child's answer as what we think, or what in the book.

VII. TESTING CHILD'S CRITICAL POWER

To promote education in this country, the need to build critical thinking of children. Education is no longer focused on test scores with numbers, let alone obtained by multiple choice or right-wrong problem. It is necessary to change the paradigm of the child when it comes to problems or cases. For example social science materials for grade 5 students, often only test the cognition of children with multiple choice questions (Choose the correct answer below: The capital of the State of Indonesia is: a. Medan, b. Bandung, c. Surabaya, d. Jakarta) if a problem like this child who cannot be true by cheating his friend. The paradigm shift of the matter is done like this, (Please express your opinion if the capital city of Indonesia Jakarta is moved to Medan). Of course the child will think critically, and answer with the argument. Through answers like these, teachers should be able to analyze to what extent the critical thinking of the child. The second example, (ASEAN stands for: of course with 4 choices), we change the question with the same material content (Please express your opinion if ASEAN is dissolved). Does not this trigger child's critical thinking ? The child no longer memorizes the extension of ASEAN, but the child will argue against the issue, so we can measure the child's criticism of a problem.

An educator must train the child to think, not memorize. Teachers have time to educate children to always ask. Children no longer served memorization problems, but must be problem-based problem so that children can argue. In order for children to consider good and bad, right and wrong wrong beautiful something.

Every child's question is legitimate, without any charge beyond his curiosity. In philosophy it does allow every question to be asked, even the most taboo to be questioned by adults. This is where the role of teachers must first learn philosophy for children to teach philosophy.

VIII. CONCLUSION

Man is a curious being, curious because he doubts what he already knows. It's time for children to be taught philosophy, to ask questions, to doubt any answers and dare to answer differently from friends of his age. The role of the teacher should be able to motivate the child to answer with the arguments that he built himself. Teachers must be patient with the child's answers, and any answer should be appreciated, because the answer is not absolute, and the truth of science is openly wrong.

Teaching philosophy to children aims to have the ability to think critically, and this must be owned for every citizen, especially learners. Because through this critical thinking ability a citizen will be able to understand, analyze, synthesize, evaluate even able to take decision from various problem of life experienced as well as in life of nation and state. If children are taught early in philosophy, then they will have critical thinking skills, tolerant wise and responsible. The ability to think critically will have an impact on the improvement of human and scientific quality, so that the children of the nation are able to participate in the public arena. It is not impossible that a period of education in Indonesia will be able to catch up from Singapore and even New Zealand.

Children should be educated philosophically, so that they understand the meaning of life, and that they live wisely. The students' critical thinking ability is a forerunner of education in this country. The substance of each educational curriculum emphasizes the development of critical thinking skills of students and teachers. Critical thinking skills can be trained and developed, so long as using the right learning strategy. Once the importance of critical thinking skills for learners so that every teacher should be able to make critical thinking skills become the first goal in learning. And importantly, the teacher must have a philosophical knowledge. In order for what he teaches is the seed to grow and develop the mindset of the child toward the critical and not accept what it is, but always ask why something is.
IX. REFERENCES


