



The Effect of Instructional Strategy and Style Ofthinking Secuential on Students Outcome MAN Medan

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The Effect of Instructional Strategy and Style Ofthinking Secuential on Students Outcome

MAN Medan

Siti Aisyah Hanim, Tiur asih siburian, Darwin
Doctoral Program Of education Management
State University Of Medan
Medan, Indonesia
sitiaisyahhanim123@gmail.com

Abstract- The objectives of this research were to find out: (1) the difference between students learning of outcome in Indonesian taught with Accelerated Learning – strategy and expository learning strategy, (2) the difference of Indonesian learning of outcome between students Indonesian with concret thinking style and abstract thinking style and (3) to find out whether there was any interaction effect between learning strategy with thinking style secuential on the students outcome of Indonesian. The population of this research was the students XI MAN 1 Medan, involving 280 students, these sample were taken by using cluster random sampling, method the sample of this research was 80. the instrument that used the measure the outcome was test multiple choice with 5 option with 35 questions. To get data thinking style concret and abstract style used questionnaire valid according, for accord validity questionnaire was 35 students done, from 45 questions were taken 35 questions valid. To get of data the outcome in Indonesian used point biserial correlations formula and for thinking style secuensial was product moment formula. The research method used quasi experiment with factorial design 2x2. The data analysis technique was analysis of variance (ANOVA). The finding of the research showed that: (1) the students outcome in Indonesian that taught by Accelerated Learning instructional strategy had a higher than outcome the students outcome that taught by expository instructional strategy, (2) the students outcome in Indonesian that taught by high thinking concret style is higher than abstract thinking style and (3) be found interaction between learning strategy with thinking style secuential on the students outcome of Indonesian.

Keywords: *instructional strategy, Accelerated Learning, expository learning, thinking style secuential abstract and concret*

I. INTRODUCTION

2 Language has a central role in the intellectual, social, and
2 notional development of students, language learning is
2 pected to help students know themselves, their culture, and
2 the culture of others, express ideas and feelings, participate in a
2 ciety that using the language, and find and using the
2 analytical and imaginative abilities that are in them.

The low quality of education was reflected in the students' communication skills which one of the benchmarks was the learning outcomes of Indonesian language subjects tested nationally (National Final Exam).

By looking at these conditions, it had taken an active role and more serious attention by various stakeholders to be able

to improve the results of Indonesian language learning as expected. In this case the teacher has a very heavy task to overcome this problem, in that the teacher has a very strategic role in teaching and learning activities. The teacher unable fully put the cause of this problem on the student, in that actually the teacher was very instrumental in creating the quality of student learning. Indeed, there was no single form of approach or method that was most suitable for a learning material. Each method has advantages and disadvantages of each. The teacher could be combining the methods that would be used according to the needs of the teaching and learning process. Using the right method would result in effective, efficient and attractive learning for students. (Miarso, 2004).

The use of each learning strategy must be an effort to deliver students to achieve learning goals in the right way therefore to provide convenience to students in learning. To overcome this problem requires learning strategies that was able to overcome problems and were relevant to the condition of students. Learning strategies must be designed in such a way as to suit students' characteristics and learning conditions. There were many strategies that could be used to improve learning activities that were expected to improve student learning achievement. In this study used Accelerated Learning learning strategies and Expository learning strategies.

In addition to learning strategies, the style of thinking as one of the characteristics of students in learning Indonesian language also needs to be considered, in that thinking style was one of the supporting factors in the success of students' language learning. Often encountered students who have different styles of thinking but were treated equally in learning would showed different learning outcomes. The style of thinking was the way a person views something (perception) and how to organize information in his mind. With the style of thinking that was owned then all the information obtained could be arranged and organized into the human brain. Therefore, in that learning objectives could be achieved well, effectively and efficiently, the students' thinking style needs to be considered in determining the learning strategies that would be used in that it will affect the learning outcomes of Indonesian students.

Further stated by Tarigan (1997) language skills have four components that are closely related, namely listening, speaking, reading and writing. It could be understood that the

nature of learning Indonesian is to communicate both verbally and in writing.

From some of the opinions above it could be concluded that Indonesian language learning is learning by involving all aspects of listening, speaking, reading and writing skills.

Dick & Carey (2005) argued that learning strategies are a set of materials and learning procedures that are used together to achieve student learning outcomes. Nggermanto (2001) Accelerated Learning could be defined as empowering students to learn faster, more effectively and more enjoyable. Accelerated Learning is also called the Fast Learning Way (CBC) which is an effort to improve the quality of student education in order to learn faster, remember more and think more creatively (Rose and Nicholl, 2002: 8).

Meier (2003: 26) also revealed that "Accelerated Learning is the most advanced learning approach used today, and has many benefits. Accelerated Learning based learning strategies are based on cutting-edge research on the brain and learning that can use various methods and media. Expository learning is more often done by teachers in that it is very simple. Expository learning strategy is a strategy to inform or explain.

Expository learning strategies were often associated with lack of training in learning, using books in monotone, rigidity of emphasis on fact-based learning and memorization, using lecture methods and others. Sanjaya (2008: 180)

Therefore to find out which learning strategies were appropriate, it was necessary to do research, namely the influence of Accelerated Learning and expository learning strategies and thinking style on the learning outcomes of Indonesian students of Madrasah Aliyah Medan.

II. METHOD

The populations of this research were 4 class students of Madrasah Aliyah Negeri 1 Medan as many as 4 classes with a total of 140 people and a class of XI Madrasah Aliyah Negeri 2 Medan with 4 classes with 140 people. The sampling technique was carried out by cluster random sampling. The samples of this research were consisted of 70 people. Measurement instruments to measure learning outcomes were used in multiple choice tests with 5 answer choices consisting of 45 items. To capture data on students' Sequential Thinking Style was through a questionnaire that has been tested for validity, a questionnaire trial was conducted on 35 students, from the questionnaire item addressed there were 15 questionnaires stated valid and used in the research. To analyze the test of Indonesian learning outcomes, biserial point correlation was used, while the Sequential Thinking Style questionnaire analysis was used by the product moment. The research of strategy used a quasi-experimental strategy with 2x2 factorial research design, while the data analysis technique used two-way ANOVA at a significance level $\alpha = 0.05$. The ANOVA requirement was that data must be normally distributed with Liliefors and the data must have a homogeneous population variance with the Bartlett test and Fisher's test.

III. DISCUSSION

Information obtained from research results:

1. Indonesian Language Learning Outcomes Students who were Taught with Accelerated Learning Based Learning Strategies Are Higher than Student Learning Outcomes Taught by Expository Learning Strategies Based on the previous description, it was known that the average Indonesian learning outcomes of Madrasah Aliyah Negeri 1 Medan students who were taught with Accelerated Learning (= 29.00) based learning strategies were better than the average Indonesian language learning outcomes of students of Madrasah Aliyah Negeri 2 Medan learned by expository strategies (= 27.27). This showed that Accelerated Learning based learning strategies have proven to be effective in improving overall Indonesian language learning outcomes both for concrete sequential thinking groups and abstract sequential thinking styles. Thus the first hypothesis proposed was that Indonesian students' learning outcomes that were taught with Accelerated Learning based learning strategies were higher than student learning outcomes taught by expository learning strategies could be accepted.
2. Indonesian Learning Outcomes Students who have Concrete Sequential Thinking Styles higher than Indonesian Language Learning Outcomes Students Who Have Abstract Sequential Thinking Styles. Indonesian learning outcomes of students who were taught with Accelerated Learning based learning strategies and concrete sequential thinking styles (= 31.21) were better than student learning outcomes with abstract sequential thinking style (= 25.78). When compared with the expository strategy, the average Indonesian learning outcomes of students with concrete sequential thinking style (= 25.73) abstract sequential thinking style (= 28.72) was better used for students' Indonesian learning outcomes. This showed that the sequential thinking style was significant to differentiate the Indonesian learning outcomes of students, whose Indonesian language learning outcomes with concrete sequential thinking styles were better taught with Accelerated Learning based learning strategies. Testing the second hypothesis showed that Indonesian learning outcomes from students who have a concrete sequential thinking style were higher than Indonesian learning outcomes from students who have abstract sequential thinking styles. These results prove that concrete sequential thinking was significant to distinguish between Indonesian language learning outcomes. Sequential thinking style in this study was distinguished on concrete sequential thinking style and abstract sequential thinking style. From the results of the overall data analysis obtained the average student learning outcomes with concrete sequential thinking style was higher than student learning outcomes with abstract sequential thinking style. This indicates that students who have concrete sequential thinking on average have higher

Indonesian learning outcomes than students with abstract sequential thinking styles.

3. There were Interactions between Learning Strategies and Sequential Thinking Styles in Influencing Students' Indonesian Learning Outcomes. It means that for groups of students with abstract sequential thinking style it was better to use expository learning strategies compared to accelerated learning based learning strategies, although the difference was not too significant. Thus it could be concluded that the learning strategy and sequential thinking style were quite significant in influencing the results of learning Indonesian students. All research hypotheses were: (1) students' learning outcomes in Indonesia that were taught with Accelerated Learning based learning strategies were higher than student learning outcomes that were taught by expository learning strategies, (2) student learning outcomes with concrete sequential thinking styles were higher than students' learning outcomes with abstract and sequential thinking styles (3) there was an interaction between learning strategies and students' sequential thinking styles in influencing students' Indonesian learning outcomes, all three of which were acceptable.

IV. CONCLUSION

Based on data processing and discussion of the results of the research stated earlier, in this study it can be concluded that:

1. The Indonesian language learning outcomes of students who are taught using Accelerated Learning based learning strategies are higher than the Indonesian learning outcomes of students who are taught by using an expository learning strategy.
2. Indonesian learning outcomes students who have a concrete sequential thinking style were higher than Indonesian learning outcomes students who have abstract sequential thinking style.
3. There was an interaction between the used of learning strategies and sequential thinking styles in influencing the learning outcomes of Indonesian students.

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