

Proceedings

The 5th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership

Theme : Education Innovation in Globalization Practice

22 September 2020
Postgraduate School - Universitas Negeri Medan



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Schedule of The 5th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2020
Postgraduate School, Universitas Negeri Medan

22 September 2020

(Indonesian time)	Activities	PIC/Moderator
07.00 – 08.30 (am)	Preliminaries	committee
08.30 - 08.45 (am)	Opening Ceremony 1. MC Speech 2. Indonesian National Anthem 3. Pray 4. Chairperson Report 5. Welcoming speech of Director of Postgraduate School 6. Welcoming speech and official opening of Rector of Universitas Negeri Medan 7. Photo session	MC (Dr. Anni Holila Pulungan, M.Hum & Sofianto Gultom, S.Pd)
08.45 – 09.25 (am)	Keynote Speech 1: Prof. Dr. Syawal Gultom, M.Pd (Universitas Negeri Medan– Indonesia)	Dr. Rahmad Husein, M.Ed
09.25 – 10.05 (am)	Keynote Speech 2 Prof. Emmanuel Manalo (Graduate School of Education, Kyoto University, Japan)	Prof. Amrin Saragih, PhD
10.05 – 10.45 (am)	Keynote Speech 3 Dr. Susan Ledger (Head of Education, Murdoch University - Australia)	
10.45 – 11.25 (am)	Keynote Speech 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD
11.25 – 12.05 (am)	Keynote Speech 5 Assoc. Prof. Yuri Uesaka (The University of Tokyo - Japan)	
12.05 – 13.30	Break	
13.30 – 15.30 (pm)	Parallel Session 1 (divided to 19 parallel rooms)	Moderator/Operator
15.30 – 15.35 (pm)	Break	
15.35 – 17.00 (pm)	Parallel Session 2 (divide to 19 parallel rooms)	Moderator/Operator
17.00 – 17.10 (pm)	Cloosing	committee

**Proceedings of the 5th Annual International Seminar on Transformative Education
and Educational Leadership (AISTEEL 2020)**

Preface

The fifth Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) was held by virtual seminar on 22 September 2020. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Educational Innovation in Globalization Practice”.

The fifth AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan - Indonesia, Kyoto University - Japan, Murdoch University – Australia, Prince of Songkla University – Thailand and from The University of Tokyo - Japan. In addition, presenters of parallel sessions come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination. The plenary speakers have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

There are 180 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 104 of them were accepted for published by Atlantis Press indexed by International Indexation, while 54 papers are published by digital library indexed by google scholar.

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 5th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) for their outstanding contributions. Thanks also given to Atlantis Press for producing this volume.

The Editors

**Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk**

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An Analysis of Students' Scientific Attitude on the Topic of Bryophytes in State High Schools of the Langkat Regency

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Abstract—This study aims to analyze the students' scientific attitude. It was conducted for the tenth graders in State High Schools of the Langkat Regency with a population of 200 students. This study of quantitative descriptive used the questionnaire that have been tested in validity and reliability aspects. In the Scientific Attitude variable based on the school area, the average score of students in the villages is very high, while in the city it is only in the high category. Based on sex, the average score of male students was very high, while the female score was high, and based on the indicators that all average scores were high with a score of 4.05.

Keywords— *Scientific attitude, Location, Gender, Indicator*

I. INTRODUCTION

Learning is basically an effort to direct students into the learning process so that they can obtain learning goals in accordance with their expectations. Learning should pay attention to the condition of individual students because they will learn. Students have different characteristics from each other, each has a uniqueness that is not the same as other people. Therefore, learning should focus on the individual differences of these students, so learning can really change the condition of students from those who don't know at all until they really know, from those who don't understand at all until they really understand and from those who behave poorly to be good ones.

Science education has an important role in preparing students to enter the world of their lives. Science is a product and process. Science products include facts, concepts,

principles, theories and laws. While the science process includes ways to obtain, develop and apply knowledge that includes how to work, how to think, how to solve problems, and how to behave. Therefore, science is formulated systematically, mainly based on experimental observations and induction.

One of the values in developing character education is curiosity and creativity. Curiosity is one aspect of scientific attitude. Scientific attitude is as an establishment of a certain stimulus that is always oriented to science and scientific methods (Sujanem & Adiarta, 2001). That attitude develops through support and can be done by building a scientific attitude that consists of aspects of curiosity, aspects of the effect on facts or evidence, the willingness to change views, and the critical way of thinking that a person has. According to Slameto (2010) that attitude is considered as one of the factors that influence learning outcomes. A student is expected to have a positive attitude towards learning. This attitude will underlie a number of actions that encourage to study hard.

Scientific attitude is as an establishment of a certain stimulus which is always oriented to science and scientific methods, (Sujanem and Adiarta, 2001). That attitude develops through support and can be done by building a scientific attitude that consists of aspects of curiosity, aspects of the effect on facts and evidence, the willingness to change views, and the critical way of thinking that a person has.

II. METHOD

This type of study is a quantitative descriptive research. This study was carried out in State High Schools of the Langkat Regency. The sample was 200 students, there were 36 respondents (18.00%) from SMA Negeri 1 Binjai, 35 respondents (17.50%) from SMA Negeri 1 Gebang, 34 respondents (17.00%) from SMA Negeri 1 Selesai, 33 respondents (16.50%) from SMA Negeri 1 Stabat, 32 respondents (16.00%) from SMA Negeri 1 Tanjung Pura, and 30 respondents (15.00%) from SMA Negeri 1 Wampu.

III. RESULT AND DISCUSSION

From the calculation data obtained the results of the validity of scientific attitude variables are as follows:

A. Descriptive Analysis

After conducting research with 200 respondents of class X MIA of State Senior High Schools in Langkat Regency, they were SMA 1 Wampu, SMA Negeri 1 Stabat, SMA Negeri 1 Binjai, SMA Negeri 1 Selesai, SMA Negeri 1 Tanjung Pura and SMA Negeri 1 Gebang. Results are then averaged. The scoring of the scientific attitude questionnaire uses a Likert scale with the number 5 as a very high number and 1 as a very low number.

B. Descriptive Analysis of Variable Scientific Attitudes Based on School Locations

TABLE 1. DESCRIPTIVE ANALYSIS OF SCIENTIFIC ATTITUDE VARIABLES BASED ON SCHOOL LOCATION

No	Name of School	School Locations	Total Score	Mean	Standard Deviation	Category
1	SMA N 1 Wampu	Suburban	2269	75,60	8,56	Good
2	SMA N 1 Stabat	Urban	2234	77,30	7,26	Good
3	SMA N 1 Binjai	Suburban	2587	86,20	6,29	Very good
4	SMA N 1 Selesai	Urban	2432	81,00	10,14	Very good
5	SMA N 1 Pura	Urban	2406	80,20	8,75	Good
6	SMA N 1 Gebang	Suburban	2948	84,20	4,98	Very good
Total Average		Suburban	2601,33	82,00	6,61	Very good
		Urban	2357,33	79,50	8,71	Good

Based on the data Table 1 above shows From the results of the calculation of 200 students of class X MIA State High School in Langkat Regency for the scientific attitude variable based on the location of the school, that schools located in villages such as SMA Negeri 1 Binjai and SMA Negeri 1 Gebang have an average value of variables with the category

is very good, and SMA Negeri 1 Wampu has an average value of the good variable categories, while schools located in cities such as SMA Negeri 1 Stabat and SMA Negeri 1 Tanjung Pura have average values of variables with good categories, and SMA Negeri 1 Done has the average value of the variable with a very good category. So it was concluded that the scientific attitude variable was higher for students whose schools were located in villages compared to students whose schools were located in cities. This is because schools located in villages have a very strategic place to support the Teaching and Learning process, especially on Bryophyta material.

C. Descriptive Analysis of Variable Scientific Attitudes based on gender

TABLE II. DESCRIPTIVE ANALYSIS OF SCIENTIFIC ATTITUDE VARIABLES BASED ON GENDER

Name of School	Amount of Students		Total Score		Means		Standar Deviation		Category	
	L	P	L	P	L	P	L	P	L	P
SMA N 1 Wampu	11	19	842	1426	76,5	75,1	10,7	7,2	Good	Go od
SMA N 1 Stabat	8	25	615	1937	76,9	77,4	5,8	7,7	Good	Go od
SMA N 1 Binjai	12	24	1061	2042	88,4	85,1	6,1	5,9	Very good	Ve ry good
SMA N 1 Selesai	11	23	888	1884	80,7	81,9	12,2	8,7	Good	ry go od
SMA N 1 Tj. Pura	12	20	971	1574	80,9	78,7	7,7	9,8	Good	Go od
SMA N 1 Gebang	18	17	1537	1410	85,4	82,9	5,1	4,6	Very good	ry go od
Total Average	72	128	5914	10273	81,4	80,18	7,9	7,3	Very good	Go od

Based on the data in Table 2 above shows from the results of the calculation of 200 class X MIA high school students in Langkat Regency for scientific attitude variables based on gender, that male students have an average value of very good categorical variables, while female students have an average value good categorical variables. So it was concluded that the scientific attitude of male students is better than female students. This is due to the fact that male students tend to be more active in curiosity about Bryophyta when it blends with nature when the teacher invites students to the Bryophyta learning process in the school environment.

D. Descriptive Analysis of Scientific Attitude Variables Based Indicators

TABLE 3. DESCRIPTIVE ANALYSIS OF VARIABLE SCIENTIFIC ATTITUDES BASED ON INDICATORS

No	Dimensi	Indikator	Jlh Nilai	Rata-rata	Simpangan Baku	Kategori
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1	Sikap Spiritual	1.1. Berdoa sebelum dan sesudah melakukan sesuatu 1.2. Memberi salam pada saat awal dan akhir kegiatan/presentasi sesuai agama yang dianut	1625	4,21	0,95	High
2	Sikap ingin tahu	2.1. Antusias mencari jawaban 2.2. Perhatian pada objek yang diamati 2.3. Antusias dan senang pada proses sains 2.4. Menanyakan setiap langkah kegiatan	6464	4,02	0,91	High
3	Sikap respek terhadap data/fakta serta percaya diri	3.1. Obyektif / Jujur 3.2. Mengambil keputusan sesuai fakta 3.3. Tidak mencampur fakta dengan pendapat	4180	4,18	0,82	High
4	Sikap berpikir kritis	4.1. Meragukan temuan teman	1682	4,21	0,85	High
5	Sikap penemuan dan kreativitas	5.1. Menunjukkan laporan berbeda dengan teman kelas 5.2. Menyarankan percobaan-percobaan baru	4028	4,03	0,88	High
6	Sikap berpikiran terbuka/oleransi dan kerjasama serta tanggung jawab	6.1. Menghargai pendapat/temuan orang lain 6.2. Mau merubah pendapat jika data kurang 6.3. menerima saran dari teman 6.4. Berpartisipasi aktif dalam kelompok 6.5. Melaksanakan tugas individu dengan baik	4702	3,92	1,01	High
7	Sikap ketekunan / disiplin serta santun	7.1. Melanjutkan meneliti sesudah kebaruannya hilang 7.2. mengulangi percobaan meskipun berakibat kegagalan 7.3. Selalu bekerja keras 7.4. datang tepat waktu 7.5. Menggunakan kata yang santun dalam pembelajaran	4908	4,09	0,94	High
8	Sikap peka terhadap lingkungan sekitar	8.1. perhatian terhadap peristiwa sekitar 8.2. Menjaga kebersihan lingkungan sekolah	1581	3,95	1,03	High
Average			3646,25	4,07	0,92	High

Based on the data in Table IV above, it shows from the results of the calculation of 200 class X MIA high school students in Langkat Regency for the scientific attitude variable based on indicators, that all the average values of the variables are in the high category. Therefore there is no significant difference in scientific attitude on each indicators

D. Discussion

The data in this study were obtained by giving questionnaires to high school grade X students in Langkat Regency. This study aims to analyze the scientific attitude of class X high school students in Langkat District.

Students' Scientific Attitudes on Bryophyta Material in State High Schools in Langkat District Based on School Locations

The scientific attitude of students in Langkat Regency based on the location of schools located in urban areas, namely SMA Negeri 1 Stabat, SMA Negeri 1 Done, and SMA Negeri 1 Tanjung Pura from 99 Students, are classified as good (79.50). Whereas the location of schools in the village area, namely SMA Negeri 1 Binjai, SMA Negeri 1 Gebang, and SMA Negeri 1 Wampu from 101 students, were classified as very good as well (82.00). Based on these values it was found that the scientific attitude of students was higher in the location of schools located in villages compared to school locations in cities. This is caused by the lack of enthusiasm of students who are in city schools in experimenting.

The factors that constrain students who attend school in city locations are ineffective system of student acceptance made by the government based on zoning. Therefore students whose schools are located in the city only accept students who are in the area of the city, so students who live far from the city cannot attend school in schools located in the city. This is an uneven level of students who are in the school, so that the experience of students in schools in the city is more or less experienced in knowing the types of Bryophyta plants.

According to Ebouh (2011) school learning located in villages is more varied than in cities due to supporting natural facilities and more experience in the introduction of various kinds of Bryophyta plants, therefore Bryophyta material will not be sufficiently understood if the school environment is less supportive as a real learning medium and very easy for students to understand and understand, they are added by using learning models that are in accordance with the students' characters. In schools located in the city, most students are less familiar with the types of mosses, although there are some who really understand the material, but students who go to a village location easily recognize the kinds of mosses with school environment facilities that support the learning process. especially in Bryophyta material.

The difference in scientific attitude is due to differences in student input which includes knowledge, intelligence, social, economic, and cultural background and differences in the quality of schools including facilities and teacher

competencies between Public, Private, Regency and City schools. Trends in attitudes that students have towards biology can affect learning outcomes. Students who have a positive attitude towards biology lessons such as liking and being interested in biology tend to be more enthusiastic and diligent in learning so that they will get optimal learning results, conversely students who behave negatively towards biology lessons tend to be lazy and bored in learning so learning outcomes are obtained less than the maximum (Ebouh, 2011)

Students' Scientific Attitudes on Bryophyta Material in State High Schools in Langkat Regency Based on Gender

Based on the results of the study note that the scientific attitude of students in class X high school throughout Langkat Regency based on gender in men from 72 students obtained an average value of (81.46) which is classified in the very good category. Whereas for the women of 128 students an average grade of (80.18) was classified as good. From this value, it was obtained that the scientific attitude of students was higher in male compared to female students. This is because the learning process on Bryophyta material when done in the school environment male students tend to be very enthusiastic compared to female students, with a good spirit of adventure male students tend to get very good grades compared to female students [8-9].

Although there are psychological differences between men and women can cause differences in interests, talents, attention and intelligence between the two. This is in line with Ebouh (2011) the imbalance of attitudes between men and women due to several factors including indifferent character, cognitive ability, family, education

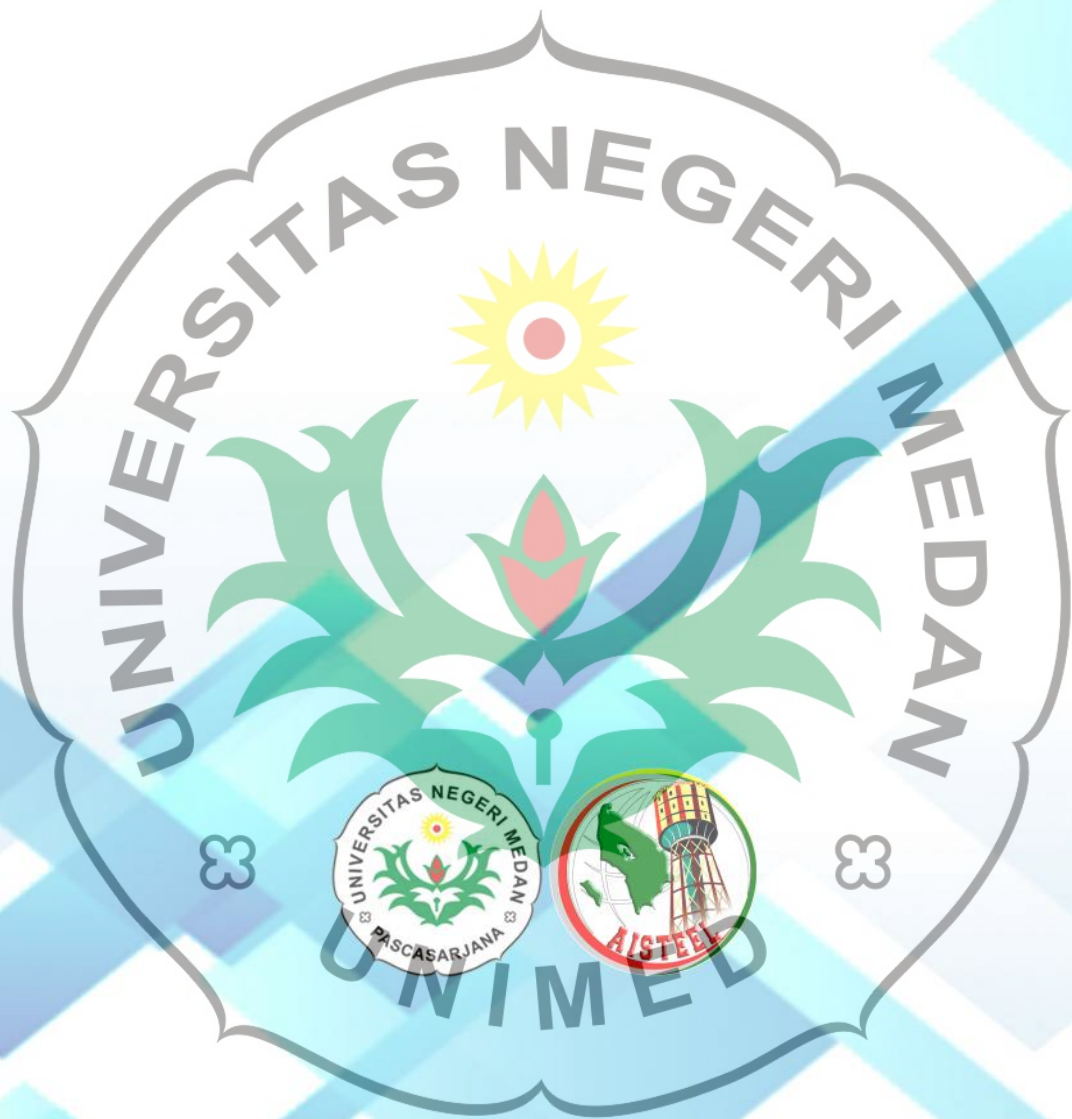
IV. CONCLUSION

The scientific attitude of students of Class X Natural Sciences in Langkat Regency based on the location of schools

in the city is in the good category and in the village very good, while based on the gender of the male is in the very good category and the female is in the good category, while based on the indicator is in the high category

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