

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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Analysis of Chemical Practicum Guides for Learning Evaluation Based on the National Education Standards

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Abstract— This study aims to analyze the outstanding practicum guides so as to know the feasibility of practicum guidance books that are suitable for grade XI students of odd semester high school. This research is also part of the study of the development of STEM-DL integrated practicum guides to improve student learning outcomes. The samples in this study are two chemistry lab guides of XI Senior High School (SMA) that have been spreading. There are three aspects to the assessment of this book, namely the appropriateness of content, the appropriateness of language, and the appropriateness of presentation using a Likert scale. The analysis used is descriptive analysis which is done by calculating the percentage value of content, language and presentation. The results of the feasibility analysis of chemical practicum guides that are spread based on national education agency standards. 1) the feasibility of the contents of book A 2.04 and book B 2.41, 2) the feasibility of book A language 2.60 and book B 3.00 and 3) the feasibility of presenting book A 2, 14 and book B 2.57.

Keywords— Analysis, Chemical Practicum Guides, Content Feasibility, Language Feasibility, Presentation Feasibility

I. INTRODUCTION

Learning to teach is a multifaceted process [1], One of the efforts to improve the quality of education can be done through the procurement of quality subject matter [2]. Chemistry in general has an abstract architecture, so the teacher's ability to write more concretely is needed by doing the practicum method for the incoming material. chemistry is a science that needs to prove experiments that have two things that are very

related and inseparable, namely chemistry as a product (chemical knowledge in the form of facts, concepts, theories and principles) and the process (scientific work) [4]. Practicum was an activity learning aims so that students got the opportunity to test and apply theory using laboratory facilities and outside the laboratory [3].

Practical integrated chemistry learning is very suitable for educational goals to develop knowledge, instill a scientific attitude, and train skills, because students have the opportunity to do it themselves, follow the process, observe objects, analyze, prove and conclude an object, state, or process, so that they can directly develop all the skills he has [5].

In the learning process in the laboratory, a guidebook is needed in conducting experiments. At this time, the existence of practicum guides has not been optimal in increasing student interest in learning [6]. The less than optimal use of the laboratory is due to the incomplete tools and chemicals in the laboratory and the unavailability of chemistry lab manuals according to student needs. An appropriate practicum guide can also help students understand deeper learning. According to [7-9] of chemistry in the learning process in the form of manual of chemistry practicum is very necessary, and the need of science-based learning process based science process to improve students' scientific skills. The practicum guide aims to guide students in doing the lab and to help the teacher in achieving the learning objectives. The practicum guide was compiled and written by a group of teaching staff who handled the practicum and followed the rules of scientific writing [10].

The development of a practicum guide needs to be done because it is a guideline and evaluation tool in practicum implementation. The practicum guide needs to be designed as attractive as possible so that laboratory activities are attractive to students. This development is expected to be a trigger for student enthusiasm to learn so as to improve student learning outcomes. Innovation in developing teaching materials is very necessary so that the teaching materials become more qualified. Learning innovations can be outlined in teaching materials so that the impression of learning is longer remembered by students. [6]

The purpose of this study was to determine the feasibility of the material, language, presentation, and layout of the three books different publisher. . This research is also part of the study of the development of STEM-DL integrated practicum guides to improve student learning outcomes.

II. METHOD

Analysis of teaching materials in learning evaluation for performance assessment using research design used is Research and Development (R & D) model of Borg and Gall. This research is only done in the early stages of the evaluation practicum guides. The types of data obtained in this evaluation practicum guides analysis are qualitative and quantitative data. Qualitative data are comments, suggestions or criticisms of the evaluation practicum guides analyzed. While the quantitative data in the form of numbers obtained based on the validation sheet of the study practicum guides using the Likert scale (4,3,2,1) [9] The data collection instrument used in this research is a validation sheet of evaluation practicum guides A and B based on BSNP. The data analysis technique used to analyze the validation result data of evaluation practicum guides is the average calculation technique. The range of validation criteria to the complete calculation results can be observed in TABLE 1.

TABLE I. CRITERIA FOR VALIDATION EVALUATION PRACTICUM GUIDES

Average	Variable of Criteria
3,26-4,00	very valid and can be used
2,51-3,25	valid and can be used
1,76-2,50	less valid and revision
1,00-1,75	not valid and total revision

III. RESULT AND DISCUSSION

Researchers conducted an analysis of the learning evaluation practicum guide from two different book publishers. The learning evaluation practicum guide for performance assessment in the analysis consist of four parts of the feasibility of content, the feasibility of language, the feasibility of presentation and feasibility of graphic. Based on the validation results it is found that the practical guidebook A and B can be said to be valid and can be used. Validation results on the practicum guide A and B can be seen in Fig. 1.

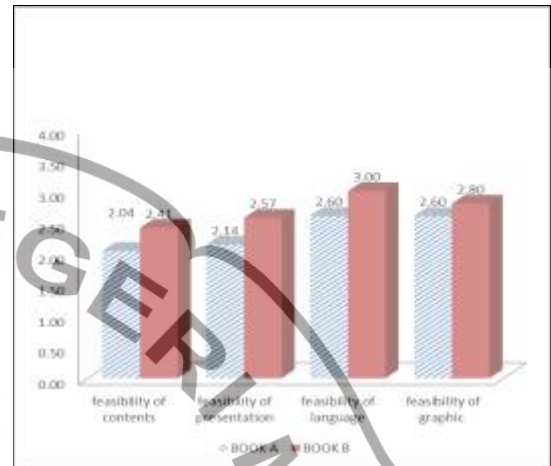


Fig. 1. Result of Validation Based on BSNP

The results of the analysis of the content feasibility state of practicum guides that has been analyzed less valid and revision. There are still some that must be on the content feasibility of which is the depth of the material needs to be readjusted with teaching materials, sub-material conformity in the practical guide with the concept and the addition of learning objectives in each practical activity. Validation of content feasibility can be seen in Fig. 2.

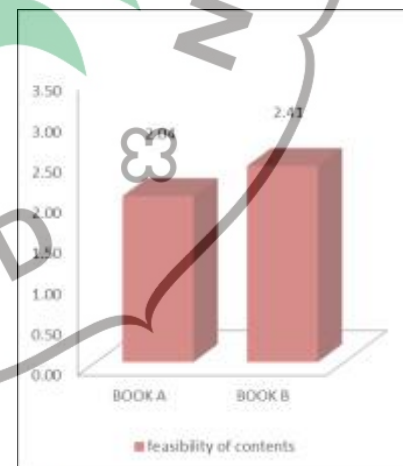


Fig. 2. Result of Validation Feasibility of practicum guide A and B.

The results of the analysis of the language feasibility stated that book A was less valid and revision but book B was valid and usable. However, by adjusting the sentence that accompanies an image or illustration to make it look more clear. Validation feasibility of language can be seen in Fig. 3.

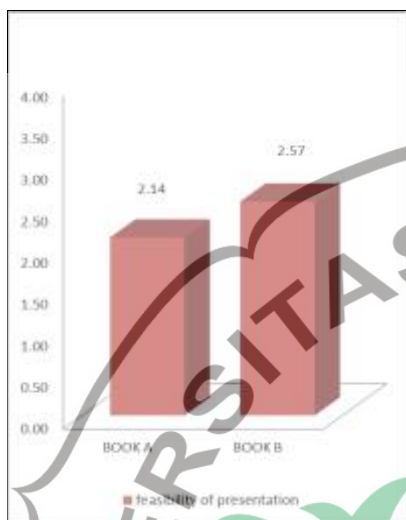


Fig. 3. Result the language feasibility of practicum guide A and B.

The results of the analysis on the feasibility of of practicum guides that was analyzed was valid and could be used. However, by improving the cover design and the overall design of the practicum guide to attracting students' interest. Validation of presentation feasibility can be seen in Fig. 4.

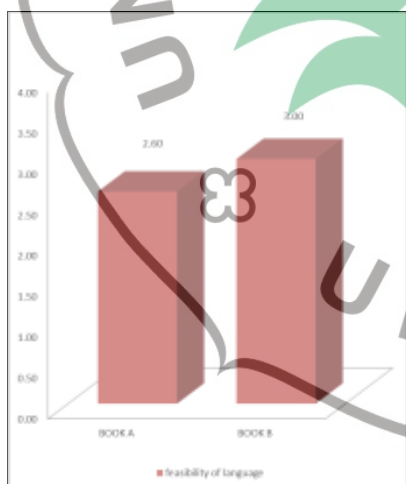


Fig. 4. Result Validation Feasibility of Presentation of practicum guide A and B.

The results of the analysis on the feasibility of practicum guides has been analyzed has been valid and can be used. However, by improving the size of the book to comply with ISO standards. Validation of the feasibility of graphics can be seen in Fig. 5.

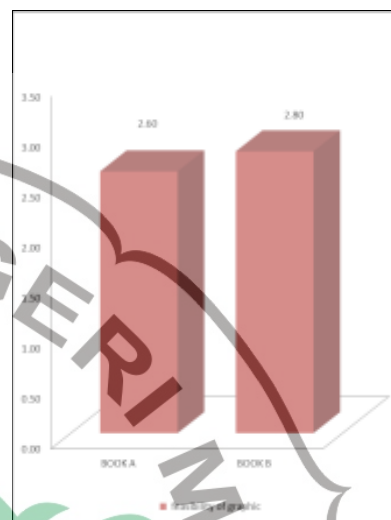


Fig. 5. Result of Validation Feasibility of Graphic practicum guides A and B.

After obtaining the results of learning evaluation for performance assessment textbooks then further can be done to the development of innovative guidebook in accordance with National Education Standards Board (BSNP). The comparison of the components contained in the innovation guidebook chemistry guide according to the National Education Standards Board (BSNP) analyzed can be seen in Table II.

TABLE II. DEVELOPMENT PLAN FOR AN INNOVATIVE LEARNING EVALUATION PRACTICUM GUIDE A AND B.

No	Component	Book innovation	Book A	Book B
1	The suitability of practicum with basic competences and core competencies	√	√	√
2	Suitability of practicum objectives with learning indicators	√	-	√
3	Laboratory work rules	√	-	-
4	Tool introduction, use, maintenance and tool drawing	√	√	√
5	Safety handling instructions	√	-	√
6	Assessment of report making and practicum performance activities	√	√	√
7	Contains productivity insights	√	-	-
8	Stimulates curiosity	√	√	√
9	Develop Life Skills	√	-	-
10	Presentation systematics	√	√	√

IV. CONCLUSION

Learning evaluation of practicum guides analyzed consisted of four parts namely the feasibility of content, the feasibility of language, the feasibility of presentation and feasibility of graphic. Based on the above discussion, the book that has been analyzed has been feasible to be used but there are still some things that must be developed considering the guidebook that is analyzed still explaining the material practicum guides briefly and not yet deeply. the results of this analysis used to develop practicum guides the study of the development of STEM-DL integrated to improve student learning outcomes

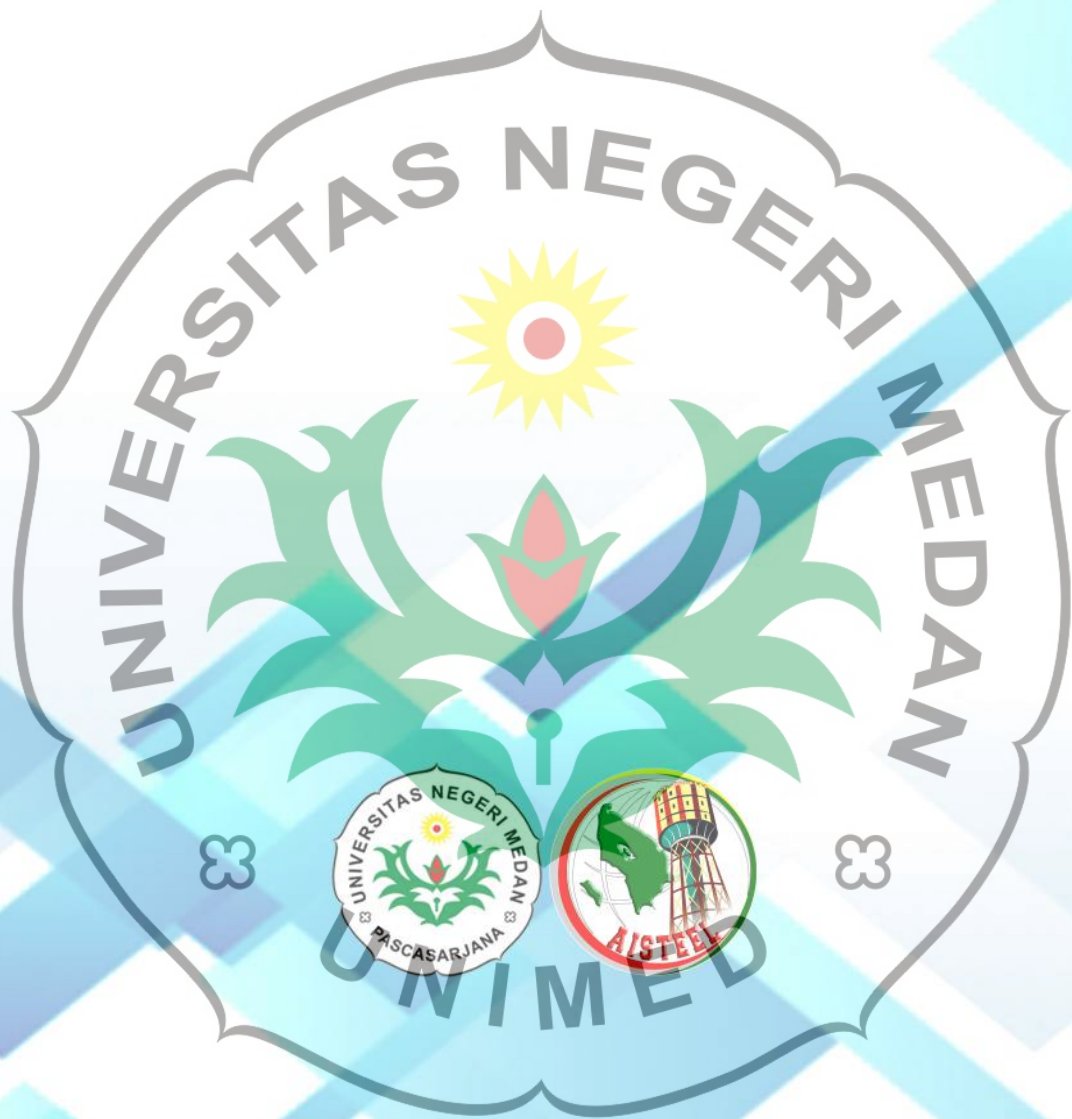
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