

PROCEEDING

INTERNATIONAL MULTIDISCIPLINARY
CONFERENCE AND CALL
FOR PAPERS

ADRI⁷_{th}

OPPORTUNITIES AND CHALLENGES TOWARDS ASEAN INTEGRATION

(Workshop As An Organization Profession,
International Conference, MoU Multicampus,
OJS Training, Risipro Commercial Of LPDP)

February 4-5, 2017,
Padang, Indonesia



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PREFACE

I would like to express our deepest gratitude to Allah the Almighty God for all the grace and guidance that has been given to all of us. This is the 5th time the ADRI International Conference is being held. I extend a warm welcome to all members of ADRI, invited speakers and guests. I sincerely hope you will find the programme that has been put together satisfactory and the presentations useful to you. I urge you to make use of the opportunity here provided to establish useful networks.

We have chosen to focus on “Opportunities and Challenge Towards ASEAN Integration” as the theme of the conference. There will be MoU Multi Campus and OJS (Open Journal Systems) Training. The Abstract book ADRI 2017 contains 180 selected articles from 208 participants. The participants come from academia such as lecturers, teachers and researchers.

This conference is the series of the International Conference organized by P-ADRI (Perkumpulan Ahli dan Dosen Republik Indonesia). The first was held in Lombok, Mataram; The second was held in Denpasar, Bali, on October 15 to 17, 2016; The third was held in Surabaya, East Java, on November 10, 2016; the fourth was held in Pontianak, West Kalimantan on November 6 to 7, 2016, and The fifth was held in Padang, West Sumatera, on February 4 to 5, 2017. The fifth International Conference in Padang's speakers come from 5 countries; United Kingdom, Japan, Malaysia, Brunei Darussalam, and Indonesia. Call papers participated in an International conference in Padang as much as 180 papers come from Sumatera, Java, and Kalimantan province.

The International conference has been made to be held as the realization of cooperation between ADRI, and Universiti Sains Malaysia, and all the universities participating in the MoU/MoA multicampus

On this occasion, let us give awards and gratitude to:

- Dra. Khofifah Indar Parawansa (MENSOS RI)
- Dr. Paristiyati (Direktur Pembelajaran Kemenristek Dikti RI)
- Prof. Dr. H. Irwan Prayitno, S.Pi, M.Sc (Gubernur Sumatera Barat)
- Prof. Hywel Coleman, OBE, M.A. Ph.D (University of Leeds, United Kingdom)
- Yudi Fernando Ph.D (University Science Malaysia)
- Dr. H. Asri Lubis (UTHM Malaysia)
- Dr. Anton Muhibbudin (Core to core Japan)

In special award and we thanks to :

- Dr. H. Achmad Fathoni Rodli (General Chairman DPPP-ADRI)
- Prof. Dr. Atmazaki, M. Pd (Chairman of the Council ADRI Sumbar)
- The board of trustees and Governing ADRI DPD Sumbar
- Rector and Leadership College participants MoU Multicampus
- Board of Editor, Executive Editors, and Organizing Committee in ADRI Multidisciplinary International Conference and Call for Papers in Padang
- The sending of papers and parallel scientific conference speaker.

In addition, to the International conference, at the same time as a multi-campus realization cooperation activities, as well as activities carried out:

1. Inauguration of ADRI West Sumatera.

2. Training Open Journal System (OJS), as we know that from 2017 Kemenristek Dikti already requires all scientific journal should be based online by implementing OJS and scientific work

for the maintenance of mandatory functional academic journals published in the OJS.

Proceeding books are published after the conference, and distributed to participants in the form of compact disk (full papers).

www.p-adri.co.id

Hopefully, these abstract books may give benefit to all of us for the development of science, technology, education, art, and culture. In addition, it is also expected to be a reference for the nation and state-building efforts so that science and technology becomes a strong pillar in the face of the ASEAN Economic Community.

Lastly, we would like to acknowledge our hard-working friends from the committees who have been so enthusiastic in ensuring the detail of the conference. We do appreciate the whole lot you have worked on and look forward to the successful conference.

Sincerely yours,
Padang, January 29, 2017
Chief Executive,

Ir.Rudi Kusuma, MP, Ph.D.
Chairman Committee ADRI Sumbar

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Effectiveness Inquiry Learning Model and Jigsaw Cooperative Learning Model to Improve Higher Order Thinking Students Banks and Financial Institutions Course

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Abstrak. This study aimed to analyze the effect of implementation of inquiry learning model through the learning styles of the ability of higher order thinking, the effect of the implementation of jigsaw cooperative learning model through the learning style of the ability of higher order thinking, the effect of the implementation of conventional learning model through the learning styles of the ability of higher order thinking, and differences in the ability of higher order thinking among students who use conventional learning models, inquiry and jigsaw cooperative learning model through the learning styles of students Faculty of Economics, University of Padang. Data was analyzed using univariate statistical analysis of variance (ANOVA) two lanes. The results showed there is had effect of learning model implementation inquiry through the learning styles to improve the ability of higher order thinking, there is had the effect of the implementation of Jigsaw cooperative learning model through the learning style to improve the ability of higher order thinking, there is the effect of the implementation of learning models Conventional through the learning styles to improve the ability of higher order thinking, and there are differences in the ability of higher order thinking among students who use conventional learning models, Inquiry, and jigsaw cooperative learning model through the learning styles of students Bank and financial institutions course in FE UNP.

Keywords: Inquiry Learning Model, Jigsaw Cooperative Learning Model, Learning Style, High Order Thinking

I. INTRODUCTION

Lecturer is one important component of the success learning in college. In achieving the goal of learning one of the competencies required of faculty is the ability to select and implement learning model. Selection and application of learning models used by lecturers should be fun, creative, innovative, and facilitate student learning. Learning is fun indeed be the first step to achieve quality learning outcomes. [1] says that "learning will be more meaningful if the student have an experience for themselves what he learned." Selection and application of learning models should also pay attention to the learning styles of students. Each student has a different learning styles so as to receive, process and remember information obtained also vary. During this time lecturers are less aware of these things so that when the lecture takes place lecturer does not consider the type of learning style that is possessed by students. There are three types of learning styles according to [2], namely (1) a visual learning style; (2) auditory learning styles; and (3)

kinesthetic learning style. Students with a visual learning style learn through what they see, auditory students learn through what they hear and kinesthetic students learn through movement and touch. By knowing the learning styles of students, teachers can help students learn according to the learning style that has so student achievement can be grown successfully through learning according to the learning style.

To accommodate all three learning styles of students are auditory, visual and kinesthetic learning, the lecturer in providing learning can use different learning models are not only using convential model but also can using a inquiry learning model, cooperative learning etc, because the students can carry out exploration in learning style that is most comfortable for themselves.

Students learn according to their learning style and supported by appropriate learning models can receive lessons quickly and is expected to develop higher thinking skills in learning. Their higher order thinking abilities (HOT) will make students able to look at things more closely so as

to determine the attitude towards these events so that decisions will be taken based on a thorough consideration. Thus it can be said that the ability HOT consisting of analysis, evaluation and creativity is a mental process that is well organized and play a role in the decision to solve the problem by analyzing and interpreting the data in scientific research activities.

This research was conducted in the Economic Education Program, Faculty of Economics, University of Padang, due consideration investigators that Economic Education Program, Padang State University is one of the best university that create an educators candidates in West Sumatra and has a pretty good quality of learning. In addition, the learning system using the measurement of learning outcomes of students who are concerned with higher order thinking students reflected on each test item that includes C4, C5 and C6. Besides that implementation of the course also directs teachers to always pay attention to the learning styles of students in applying learning strategy. For this reason the researchers wanted to see if the learning style that possessed by students of economic faculties Padang State University can be accommodated properly or not, and whether the learning strategies that will be applied researchers have noticed the learning styles of students or not, where these can help students to further improve learning results.

II. METHODS

This study was designed using a quasi-experimental research designs. This study used three class groups in the sample, two experimental class and one as the control class. The design of this study treatment using pre-test and post-test with a control group was not randomized. Quasi-experimental design in this study using factorial experimental design 3 x 3. The variables experiments in this study a free variable that learning model, the experimental class using inquiry guided learning model application and jigsaw and control class using conventional learning model, the dependent variable is higher order thinking abilities of students, and the moderator variable is students' learning styles (VAK).

This research was conducted at the Faculty of Economics UNP population is all students of the Faculty of Economics UNP who take Subjects Banks and Financial Institutions. Grading samples was done in a way determined by the researchers based on results of learning styles test and abilities of students. The sample class is a class that has a balanced amount of learning styles and has the ability to start the same (purposive sampling). The sample in this study is three classes: two classes as experimental class and one class as a control group. In the learning process, the experimental class implementation of inquiry learning model and Jigsaw through learning styles. While the application of the control class conventional learning models through learning styles.

The instrument used in this study consisted of learning style questionnaire, instrument for measuring learning

outcomes/HOT, observation sheets, interviews, and documentation. To determine the feasibility test instrument before it is used to do the test instruments include: content validity. Validity of the content in this research through the consideration of 4 validator (assessor) is 3 Padang State University economics professor. On the validity of the content of major concern in the form of lesson plans, case study task, Problem cognitive tests to measure cognitive abilities and affective student (final test) as well as the use of the language used on the instrument.

Data were analyzed to give a description of the data and hypothesis testing. Description of the data was analyzed with descriptive statistics and univariate statistical analysis of variance (ANOVA) design 3 x 3 [3]. Description of variable data-dependent variable (HOT) performed on the data pre and post test according to the independent variable dimensions guided inquiry learning model, conventional learning and jigsaw as well as interaction in the treatment of the dependent variable.

Testing the hypothesis of this research data using univariate analysis of variance design 3x3. Tests performed on the null hypothesis significance level of 5% ($\alpha =$ of 0.05%). All statistical analysis using SPSS 17 for windows. Tests carried out in two stages, the first and second assumption test hypothesis testing. Tests carried out to test the assumption of normality of the data distribution and homogeneity of variance data from the dependent variable. Normality test statistical distribution of data using the Kolmogorov-Sminorv [3], while the homogeneity of variance between groups using Levene's Test of Equality of Error Variances..

III. RESULT AND DISCUSSION

Description Type of Student Learning Styles Identify the learning styles of the students used to learn how to learn every student. By knowing the learning styles, students can learn according to their learning style so learning outcomes can be improved. Owned student learning styles Subjects Banks and Financial Institutions can be seen in Figure below:



Fig. 1 Student Learning Style In Inquiry Class



Fig. 2 Student Learning Style In Jigsaw Class



Fig. 3 Student Learning Style In Conventional Class

Figure 1,2, 3 above shows that in both experimental class students' learning styles Visual dominant. In the control class student's learning style balanced between Visual and Kinesthetic.

Description ability Higher Order Thinking (HOT) students Higher Order Thinking Ability in this study are accomod

ated in a matter of test criteria C4-C6 (analysis, evaluation and creativity). Below is given a data value of learning outcomes (HOT) experimental class and control class, which are divided into groups based on learning styles of each student, as shown in Table 1 below:

TABLE I
AVERAGE RESULTS STUDY (HOT) CLASS EXPERIMENT AND CONTROL

| Class | Average of Result Test | | |
|--------------|------------------------|----------|-------------|
| | Visual | Auditory | Kinesthetic |
| Inquiry | 69.44 | 69.67 | 68.75 |
| Jigsaw | 67.46 | 67.00 | 68.00 |
| Conventional | 71.43 | 66.00 | 61.14 |
| Average | 69.03 | 68.00 | 67.73 |

Table I. The above results show that the highest average value is the control class with a visual learning style,

also the lowest in the control group with kinesthetic learning style. The average value of students at all learning styles are not much different. Before testing the hypothesis first tested the prerequisite analysis covering the normality test and homogeneity test. Normality test results can be seen in Table II below:

TABLE III
TEST RESULTS WITH THE KOLMOGOROV-SMIRNOV NORMALITY TEST IN EVERY CLASSROOM

| No. | Class | Verification | A.Sign | Result | Summary |
|-----|--------------|--------------|--------|--------|---------|
| 1 | Inquiry | Pretest | 0,05 | 0,101 | Normal |
| | | Posttest | 0,05 | 0,120 | Normal |
| 2 | Jigsaw | Pretest | 0,05 | 0,265 | Normal |
| | | Posttest | 0,05 | 0,296 | Normal |
| 3 | Conventional | Pretest | 0,05 | 0,336 | Normal |
| | | Posttest | 0,05 | 0,646 | Normal |

Based on Table II above shows that the data in each class to pretest and posttest normally distributed. Homogeneity test results can be seen in Table III below:

TABLE IIIII
TEST RESULTS HOMOGENEITY

Levene's Test of Equality of Error Variances^a

Dependent Variable: HOT

| F | df1 | df2 | Sig. |
|-------|-----|-----|------|
| 1.505 | 8 | 47 | .181 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + GB + MP + GB * MP

The test results levene test shows that the value of F test of 1505 and not significant at 0.05 ($p > 0.05$), which means it can not reject the null hypothesis that the same variance. Hypothesis testing is analyzed using ANOVA analysis of two paths. Summary results of hypothesis testing can be seen in Table IV below:

TABLE IVV
SUMMARY OF HYPOTHESIS TESTING

| No. | Hypothesis | A.Sign | Result | Summary |
|-----|--------------|--------|---|-------------|
| 1 | Hypothesis 1 | 0,05 | T Value 8.408 With Significance Probability 0.000 (two tail). | H0 Rejected |
| 2 | Hypothesis 2 | 0,05 | t Value 7.907 With Significance Probability 0.000 (two tail). | H0 Rejected |
| 3 | Hypothesis 3 | 0,05 | T Value 5.078 With Significance Probability 0.000 (two tail). | H0 Rejected |
| 4 | Hypothesis 4 | 0,05 | <ul style="list-style-type: none"> Learning models Give F value 13.920 With Significance Probability 0.000 Learning Style Give F value 1.293 With Significance Probability 0.293 Interaction between learning models with learning style give F value 10.747 With Significance Probability 0.000 | H0 Rejected |

Based on Table IV. The above means that: 1) There is the effect of the implementation of inquiry learning model through learning styles mahamahasiswa against mahamahasiswa higher order thinking on the subjects of banks and financial institutions. This is evident from the results of learning mahamahasiswa (HOT) increased after the implementation of inquiry learning model. In this case the research hypothesis is accepted in accordance with the test results analysis. Where H_0 on analysis test was rejected, which means that there is influence between learning model application through the learning styles on HOT as a result of testing hypothesis analysis; 2) There is the effect of the application of cooperative learning model jigsaw through the learning style of the higher order thinking mahamahasiswa mahamahasiswa on the subjects of banks and financial institutions. This is evident from the results of learning mahamahasiswa (HOT) increased after the implementation of cooperative learning model jigsaw. In this case the research hypothesis is accepted in accordance with the test results analysis. Where H_0 on analysis test was rejected, which means that there is influence between learning model application through the learning styles on HOT as a result of testing hypothesis analysis; 3) There is the effect of the application of conventional learning models through learning styles mahamahasiswa against mahamahasiswa higher order thinking on the subjects of banks and financial institutions. This is evident from the results of learning mahamahasiswa (HOT) increased after the application of conventional learning models. In this case the research hypothesis is accepted in accordance with the test results analysis. Where H_0 on analysis test, which means there is no influence declined, which means there is influence between learning model application through the learning styles on HOT as a result of testing hypothesis analysis; and 4) There are differences in higher order thinking abilities among mahamahasiswa that use conventional learning models, inquiry and cooperative learning model jigsaw through mahamahasiswa learning styles. This is evident from the results of the posttest and gain score obtained by each of the different learning models. Inquiry learning model through the learning style has the highest gain score of -17.21, followed Jigsaw learning model through the learning styles that has gain score of -12.2, and the last application of conventional learning models that have the gain score of -11.65.

IV. CONCLUSIONS

The research concludes that first there was the influence of the implementation of inquiry learning model through the learning style of the student higher order thinking abilities FE UNP. From the analysis proved the effect of increasing the value of higher order thinking abilities as a result of the implementation of inquiry learning model through learning styles, as indicated by the results of different test analysis t-test shown in the tables independent sample test result value the higher end of the initial value. Secondly, there is the effect of the application of conventional learning model through the learning style of the student higher order thinking abilities FE UNP. From the analysis of different test t-test shown in the table paired samples test can be concluded that the average value of

pretest and posttest learning value jigsaw have significant differences. The results show the value of the final result Gain Score higher than the initial value. Means that the student results on the Jigsaw model through learning style better than at the beginning of student learning outcomes and other words learning model Jigsaw influence on learning outcomes (HOT) students. Thirdly, there is the effect of the application of cooperative learning model Jigsaw through the learning style of the student higher order thinking abilities FE UNP. From the analysis of different test t-test shown in the table paired samples test can be concluded that the average value of pretest and posttest values in conventional learning have significant differences. The results show the value of the final result Gain Score higher than the initial value. Nevertheless student results on Conventional models through learning style better than at the beginning of student learning outcomes and other words Conventional learning model can also provide a fairly small effect on learning outcomes (HOT) students. Fourth, there are differences in the ability of higher order thinking among students who use conventional learning models, Inquiry, and cooperative learning model jigsaw through the learning styles of students FE UNP. It is shown from the result of interaction between the learning model and learning styles (MP * GB) significant. This means that there are significant joint or joint effect of different anatara each learning model for learning outcomes (HOT). The results of this study revealed that the acquisition of learning outcomes (HOT) students taught by inquiry learning model and cooperative learning model jigsaw better.

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