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Medan, North Sumatra - Indonesia



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Rundown of The 4th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2019
Garuda Plaza Hotel, Medan, 23 – 24 September 2019

1st day (Monday, September 23, 2019)

Time	Activities	PIC
15.00 – 20.00	Registration in Garuda Plaza Hotel	committee

2nd day (Tuesday, September 24, 2019)

Time	Activities	PIC/Moderator
07.00 – 08.30	Poster Sessions 1	Section Poster 1
08.30 - 09.00	Opening Ceremony 1. MC Speech 2. Traditional Welcome Dance 3. Indonesian National Anthem 4. Pray 5. Chairperson Report 6. MoU signing between Unimed and PSU - Thailand 7. Welcoming speech of Director of Postgraduate School 8. Welcoming speech and official opening of Rector of State University of Medan	MC
09.00 – 09.40	Plenary Lecture 1: Prof. Dr. Syawal Gultom, M.Pd (State University of Medan– Indonesia)	Moderator Section
09.40 – 10.25	Plenari Lecture 2 Prof. W. L. Quint Oga-Baldwin (Department of Education, Faculty of education and Integrated Art and Sciences, Waseda University - Japan)	Prof. Amrin Saragih, PhD (Panel)
10.30 – 11.15	Plenari Lecture 3 Prof. Dr. Wu-Yuin Hwang (Graduate Institute of Network Learning Technology National Central University, NCU - Taiwan)	
11.15 – 12.00	Plenari Lecture 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD (Panel)
12.00 – 12.45	Plenari Lecture 5 Asst. Prof. Patcharin Panjaburee, Ph.D. (Mahidol University – Thailand)	
12.45 – 13.30	Lunch Break/ Poster Sessions 2	Section Poster 2
13.30 – 15.30	Parallel Session 1	
15.30 – 16.00	Break/ Poster Sessions 3	Section Poster 3

15.50 – 18.00	Parallel Session 2	Moderator/Operator
18.00 – 19.00	Break/ Prayer	
19.00 – End	Banquet (Gala Dinner) - Announce of Best Presenter - Announce of Best Poster	Consumption Section

Proceedings of the 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019)

Preface

The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) was held in Garuda Plaza Hotel, Medan City-Indonesia on 23-24 September 2019. 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 “Education, Learning and Leadership Innovation.”

The plenary speakers coming from various provinces in Indonesia 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.

The fourth AISTEEL presents a keynote speaker and 4 distinguished invited speakers from Indonesia, Japan, Taiwan, and Thailand. In addition, presenters 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.

There are 310 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 172 of them were accepted for published by Atlantis Press indexed by International Indexation and 96 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 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) for their outstanding contributions. Thanks also given to publisher for producing this volume.

The Editors

Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk

Table of Content

Title And Authors	Page
Learning Media Development of Foklore Text Which is Based on Digital in the 10th Grade of Vocational High School PAB 1 Helvetia <i>Yogi Andriyan Zunaeidy</i>	1-3
Translation Shift in the English Version of Musabaqah Tafsir Quran <i>Muhajirah Binti Jamaluddin</i>	4-8
Types of Lexical Creation in Iis Dahlia's Slang Words in Mamaku Hits <i>Filzah Farhana Hasibuan</i>	9-12
The Effect of Learning Strategies and Achievement Motivation on Entrepreneurship Learning Outcomes of Scout Special Unit Education and Culture Program BP-PAUD and DIKMAS Sumatera Utara <i>Johanes Pasaribu</i>	13-16
Analysis of Student's Science Process Skill on Respiration System Topic in Langsa City- Aceh <i>Ajeng Lola Prianti</i>	17-20
Meaning Equivalence in Abdullah Yusuf Ali's Translation of Surah al waqiah from English into Indonesian <i>Wirdatul Mardhiah</i>	21-22
Developing an Authentic Assessment Instrument of Exposition Text Based on Higher Order Thinking Skills (HOTS) in Class X Students of Senior High School <i>Yuli Novita Sari</i>	23-26
Sentence Acquired by Children of 2 – 2.6 Years Old in Bilingual Environment <i>Laura Agustina Simamora</i>	27-29
Development of Study Peripheral Base on the Realistic Approaches to Increase Ability of Mathematical Reasoning of Student Junior High School State 6 Medan <i>Melisa</i>	30-35
Effectiveness of Ecology and Environment Textbook Based on Science Literacy and North Sumatra's Local Potency to Improve High School Student Science Literacy <i>Ivandi Sitompul</i>	36-39
Deposit Determinant Analysis in Bank Sumut <i>Mangaradot Saur A Sinaga</i>	40-47
Development of Teaching Materials Based on Guided Discovery Learning Methods to Increase Mathematical Problem Solving Ability <i>Rianta Ananta Sitepu</i>	48-55
Development of Mathematical Learning Devices Based on Model Problem Based Learning (PBL) to Improve Mathematical Communication Skills of School IT Jabal Noor Students Class VII	56-65

Rizka Putri Rahayu

Development of Thematic Teaching Materials Based on Local Culture at The Fourth Grade of Primary Schools in North Padang Lawas District 66-69

Rahimul Harahap

The Maintenance of Mandailing Language Kecamatan in Torgamba

Putri Nurul Rahmadani Siregar 70-76

Enhancing Students Mathematical Conceptual Understanding by Applying Guided Discovery Learning and Direct Learning Model 77-82

Sri Rahwany Marbun

Development of Learning Devices Based on Realistic Mathematic Education to Improve Mathematical Communication of Students at Senior High School 83-86

Karina Hajar Hutasuhut

The Developing of Interactive Learning Media in Improving The Learning Creativity of 4-6 Year-Old Playgroup Students in PAUD Kenanga Raya Medan 87-89

Romi

The Influence of Learning Approaches and Interest in Learning Against the Results of Learning English in Class VIII Medan SPK Middle School T.A 2018/2019

Juni Triana Sitompul 90-94

Determinant Analysis of Sharia Banking Efficiency in Indonesia

Rahmat Putra Ahmad Hasibuan 95-99

The Development of Interactive Instructional Media Based on Behavioral Perspective to Improve the German Skills of Senior High School Students Grade X 100-102

Hadijah Handayani Sibuea

Development of Guided Inquiry Green Chemistry Practicum Guides 103-106

Ekin Dwi Arif Kurniawan

The Development of Adobe Flash Media Integrated Problem Based Learning on Salt Hydrolysis 107-110

Indriati Aulia

The Effect of Learning Strategy and Interpersonal Communication on the Students Achievement Reading Comprehension English Language at SMP Negeri 1 Selesai Kabupaten Langkat Tahun Ajaran 2018 / 2019 111-115

Husna Lubis

Cognitive Consideration in Persuading Readers in Argumentative Writing 116-119

Betharia br. Sembiring Pandia

The Role of the Single Mother of Parenting in Informal Education in Javanese Ethnic Families in Kualuh Hulu District Labuhanbatu Utara Regency 120-122

Suriyanti Siagian

Understanding of Female Prisoners Character Education Through Formal 123-125

Socialization at Labuhan Ruku Penitentiary

Dian Puspita Sari Sirait

Local Wisdom-Based Education Marsialapari Salak Farmers Sibangkua Angkola Barat Tapanuli Selatan 126-128

Desy Andarini

Rituals at the Tomb of Datuk Darah Putih as a Media for Nonformal Education to Respect Ancestors (Case Study Chinese Ethnic in Aur Village Medan Maimun District Medan City) 129-131

Gadis Anastasia

Interactive Multimedia-Based Learning Materials Innovation for Teaching Basic Techniques in Analysis 132-134

Yuni Chairani

The Effect Model of Learning and Learning Interest Against the Results of Learning the Knowledge of Nature Primary School (SD) in Medan T.A 2019/2020 135-139

Mida Lishanata

Development of Interactive Media in Arabic on the Material Read Class VIII of MTs Darul Hikmah T.A 2019/2020 140-143

Nurul Amri

The Influence of Leadership Behavior, Work Motivation, Job Stress, and Job Satisfaction on Lecturers' Performance 144-146

Hanafiah

Developing Big Book as Reading Materials Based on Thematic Approach for Fourth Grade Students at SD Negeri 028068 Binjai East Binjai Regency Langkat 147-149

Utari

The Development of Textbook Based on Research About the Insect Pollinator on Chili Paper (*Capsicum annum L.*) 150-154

Fitriatul Aspahani

Gratitude Expressions and Responses used by the Characters in the Vow Movie 155-158

Sabrina Octavia Pandingan

Subtitling Strategies Used in The Meg Movie Texts 159-164

Devi Sucina Nirwana

Lexical Metaphor in Novel and Film Critical Eleven 165-167

Indah Christiani Silitonga

The Types of Modality in Teaching Learning Process 168-169

Harnida Tanjung

The Effect of Teaching Strategies and Students Motivation on Reading Comprehension Achievement 170-173

Zulkarnain Batu Bara

The Types of Flouting Maxim by Governor Candidates of North Sumatera in Election Debate 2018	174-176
<i>Tri Wita Indah Sari</i>	
The Effect of Teaching Strategies and Students' Interest on Reading Comprehension of Recount Text of Eighth Grade Students of MTs Qur'an Kisaran	177-179
<i>Ahmad Fauzi</i>	
Flouting Maxims in the Courtroom of Administrative Court	180-182
<i>Aminah Ari Fadhila</i>	
Development of Adobe Flash Learning Media Based on Cooperative Learning to Improve Student's Spatial Ability at Chandra Kumala Secondary School	183-188
<i>Fajar Sukma Harsa</i>	
Improving Results in Learning Bahasa for Poetry Readings with the Implementation of a Direct Learning Model for Fifth Grade Elementary School	189-192
<i>Dr. Mayske Rinny Liando, S.Pd., M.Pd</i>	
Development of Learning Materials Based on Problem Based Learning to Improve Students Problem Solving Ability	193-197
<i>Poppy Amalia</i>	
Analysis Of The Economic Bilateral Relationship Indonesia – China On Balance Of Payments In Indonesia	198-201
<i>Sri Wulandari</i>	
Community Participation in Preservation of City Park The Case of Binjai City, Indonesia	202-204
<i>Widya Afriani Wiliskar</i>	
The Types of Gender Arguments in Instagram (A Case Study of Donald Trump's Political Status)	205-207
<i>Putri Permata Sari Samosir</i>	
The Analysis of Monetary Policy Transmission Mechanism by Exchange Rate Channel in Influencing The Inflation in Indonesia	
<i>Putry Sari Rahmadyah Pulungan</i>	208-214
Translation Technique Applied in Translating the First Call from Heaven Novel	215-222
<i>Sudariyani</i>	
Education Cultural in Bona Pasogit (Ethnographic Study of Education Cultural Inheritance in the Toba Batak Society Marga Panjaitan in Pematangsiantar)	223-225
<i>Tripresar Jhon Tuan Panjaitan</i>	
Evaluation Of Tiered In Order To Increase PAUD Teacher Competence In Medan City	226-230
<i>Rehmenda Christy</i>	
Women Politeness Strategies of Bargaining "Media Credit Store" in Tanjung	231-233

Morawa

Nahdyah Sari Daulay

Toba Batak Language Shift in Rantau Selatan

Helfi Vinawari S

234-236

Development of Interactive Multimedia Digital Storytelling in English Subjects

237-239

Juanda

The Effect of PLAN (Plan, Locate, Add and Note) Strategies on Students' Achievement in Reading Comprehension

240-244

Neneng Nurhamidah

Unggah-Ungguh Code Switching in Kartini Movie

Yutika Sari

245-247

Metaphors in Umpasa of the Toba Batak Wedding Ceremony

248-250

Sactica Oktavyani Sagala

The Effect of Model learning and Gender Against Piano playing Skills for class V SMK Negeri 11 Medan T.A 2019/2020

251-255

Gufran Nurman

The Effect of Cooperative Learning Model Based on Aceh Culture to Improve the Generic Science Skills of Student

256-260

Safitri Raufa

Gender Conversation in Workplace Context

Aisyah Fitriani Dasopang

261-265

Management and Development Quality of Teacher Performance Through Teacher Competence in the First Middle School in Banda Aceh

266-268

Faisal Anwar

Modality used in Beauty Product Advertisements on Instagram Caption

269-272

Indah Eka Sari

Attitudinal Appraisal in Ahok's Speech

Firdha Sabrina

273-276

Appraisal Attitudes by the Judges on Indonesian Idol "Grand Final" Session

Mieta Setieya

277-280

The Development of Virtual Laboratory-Based Learning Media of Biology on The Topic of Bacterial for High School Students

281-284

Lailatussyifa

Analysis of Economic Opening on Rupiah Exchange Rate on United States Dollars (2008-2018)

285-289

Sri Wahyuni

The Manners of Cognitive Process in Translating English Phrasal Verbs Into

290-293

Indonesian

Fitri Ervina Tarigan

Javanese Addressing Terms Maintenance by the Teenager Speakers in Bukit Malintang 294-298

Sudarti Rahayu Ningsih

Appraisal in Students' Argumentative Writing 299-302

Ika Vanesia Siagian

Speech Pauses Used by Male and Female Students in English Oral Examination 303-305

Lamia Deareni

The Development of Guidance and Integrated Science Practicum Kit Integrated Guided Inquiry Model bases Science Process Skills for Class VII Semester I 306-309

Fretty Nafartilova Hutahaeen

Analysis of Biomolecular Practicum Guides According to KKNi Curriculum 310-313

Nurul Indah Pratiwi

The Cognitive Process of Different Gender in Writing Argumentative Text 314-318

Surya Teriadi Tarigan

The Development of Chemistry Lab Guide Book for High School Based on Guided Inquiry to Measure Scientific Attitudes and Science Process Skill 319-325

Gorat Victor Sibuea

The Unnaturalness of the Translatio of Indonesian Tourist Resorts Signs Into English in Parapat and Bukit Lawang 326-328

Iis Aprianti

Grammatical Error of Speech by Students in Bilingual Program of Ma'had Al Jami'ah UIN North Sumatra 329-332

Riyah Shibha Nasution

Speech Functions Used by Male and Female Tour Guides in Their Touring Interaction with Tourists in Bukit Lawang 333-336

Widya Ningsih

Analysis of the Influence of Economic Openness to Indonesia Growth 337-340

Zando Silaban

Design Development and Standard Operational Procedure for Training Model Management of 3 Diploma Mechanical Engineering University of Medan 341-345

Mindo Judica Pangaribuan

The Euphemism in "Sambah Manyambah" Tradition of Minangnese Wedding Ceremony 346-348

Muhammad Fauzi

Analysis of Factors That Influence the Interdiction of District/City in the Province 349-354

North Sumatra

Muhammad Yulhelmy Isra

Development of Interactive Learning Media Based on Adobe Flash CS 6 in Geographic Lessons 355-360

Mardimpu Sihombing

The Comparison between Predict Observe Explain (POE) and Think Pair Share (TPS) Learning Model on Students Learning Achievement, Activity, and Critical Thinking Skill on Human Circulatory System 361-367

Remli Nelmian Simarmata

Metaphor Translation in English and Indonesian Version of Surah Ali Imran 368-371

Uswatun Hasanah

Analysis of Biomolecular Practicum Guides According to KKNi Curriculum

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Abstract— Practicum guides are one of the important teaching materials. The provision of appropriate practicum guides and in accordance with existing needs is needed, in order to support the learning process of students. This study aims to analyze biomolecular practicum guides used by students of the chemical education program at Universitas Negeri Medan. The method in this research is descriptive analysis, using a practicum guidance analysis questionnaire given to three expert lecturers. The average analysis results obtained are 2.7; 2.81; 2.5. Based on the results of the analysis it was found that biomolecular practicum guides used by students of the chemical education program Universitas Negeri Medan were still not in accordance with the KKNi curriculum, for that in further research it was necessary to develop biomolecular practicum guides that were in line with KKNi curriculum.

Keywords— *Practicum Guides; Biomolecular; KKNi Curriculum*

I. INTRODUCTION

Education is a conscious effort made by the family, community, and government through the activities of guidance, teaching, and or training to realize the learning process so that students actively develop their potential [1]. Given the importance of chemistry in daily life as well as in various sciences, it is necessary to improve the quality of learning chemistry in higher education. The thing to note is how to create learning that is appropriate, interesting, and can make students active according to the KKNi curriculum.

One of the efforts to improve the quality of education is through the provision of quality subject matter. Procurement of quality subject matter can be done through the preparation of quality teaching material [2]. Quality teaching materials must be able to present teaching materials in accordance with curriculum demands, follow the development of science and

technology and be able to bridge learning so that the established competency can be achieved [3].

Implementation of practicum activities in the laboratory requires guidance to make it easier to determine the steps in the practicum. From the results of observations that have been made found several problems in the implementation of practicum [4]. One of them is, practicum guides that are available are not in accordance with the National Standards of Higher Education (SNPT), which basically practicum activities must be able to develop students' scientific learning abilities. Secondly, the approach in practicum has not used a scientific approach or more to the conventional approach, which is giving problems, a list of tools and materials, and work procedures to students [5].

II. LITERATURE REVIEW

The laboratory is usually defined as: (1) a place equipped for experimental studies in science or for testing and analysis; places provide opportunities to experiment, observe, or practice in the field of study, or (2) the academic period is set aside for laboratory work [6]. Chemical laboratories which include Basic Chemistry, Inorganic Chemistry, Organic Chemistry, and Biomolecular Laboratories are important facilities for education, research, services (services) and quality control. With these four functions, it is clear that the existence of a Chemistry Laboratory in Higher Education is very vital, especially for Universities that have exact Faculty. This is to support the implementation of the Tri Dharma of Higher Education which includes education, research, and community service [7].

Chemistry practicum serves practicum activities and supports students' thesis / final research activities. Complete and adequate equipment especially basic chemical laboratory equipment such as fume hoods, glassware, analytical scales, magnetic stirers, digital ovens, calorimeters and other practicum equipment. It is also equipped with a storage room for equipment and chemicals [8].

The aims of chemical practicum include: (1) As an illustration of the principles in theory; (2) As forming scientific attitude; (3) As a skill development, i.e. so that the practitioner is able and skilled to operate the equipment, handle chemicals, teach experiments and measure chemistry; (4) To gain practical experience in chemistry as a basis for further research in accordance with their respective background expertise [9]. Aside from being a place for conducting student chemistry practicum, chemistry laboratories in universities also function as a place for conducting research, both student research (Final Project) and lecturer research and public service facilities, namely for the general public outside the university itself, both for education and for purposes quality test and others [10].

Practicum guide is a book that is compiled to assist the implementation of practicum which contains the experiment title, objectives, basic theory, tools and materials, and questions that lead to the goal by following the rules of scientific writing [11]. Practicum guides are intended to facilitate and provide information assistance or learning material as a guide for students in conducting practical activities [12].

The function of the practical guide is teaching material that can minimize the role of lecturers, make students more active and gain meaningful knowledge, student gain active thinking and hands-on skills, making it easier for educators to carry out teaching in the laboratory [12]. The structure of the practical guide book is in general the title, objectives, tools and materials, tasks and work steps, supporting information and assessment. Written teaching materials must pay attention to the following: (1) The composition of the display, which involves: easy sequence, short title, clear cognitive structure. Easy language, involves: the flow of vocabulary, the clarity of sentences, the clear relationship of sentences, sentences that are not too long; (2) Test understanding, which involves: assessing through people, check list for understanding; (3) Stimulants, which involve: pleasant or not seen, writing encourages readers to think, test stimulants; (4) Readability, which involves: friendliness to the eyes (the letters used are not too small and easy to read), structured text sequence, easy to read; (5) Instructional material, which involves: the selection of texts, study materials, work sheets [14].

Furthermore, according to Bloom, learning outcomes can be broadly classified into three domains [15]. The three domains are: (1) Cognitive domains regarding intellectual learning outcomes include knowledge, understanding,

application, synthesis and evaluation; (2) effective domain regarding attitudes including acceptance, answers, judgment, organization and internalization; (3) psychomotor domains regarding learning outcomes of skills and ability to act include relaxed movements, basic skills, perception, accuracy and interactive.

The existence of KKNi is expected to change the way of looking at one's competence, no longer merely a diploma but by looking at a qualification framework that is agreed upon nationally as a basis for acknowledging the results of a broad (formal, non-formal, or informal) education that is accountable and transparent. KKNi has been carried out through eight stages, namely the determination of graduation profiles, formulating learning outcomes for study materials, packaging courses, developing curriculum frameworks, preparing lecture plans.

Provision of standard teaching materials can realize a complete learning approach and is expected to master competencies in full, in accordance with the pace of learning. Teaching materials should be arranged so that students are more active in learning activities to achieve competence. Teaching materials developed meet valid, effective, practical criteria and can improve critical thinking skills. The teaching material can be recommended to be reproduced and used in the actual learning process [16].

III. METHODS

This research was conducted at the Chemical Education Study Program, Department of Chemical Education, Universitas Negeri Medan, Medan City, north Sumatera. The study was conducted with a span of research from May to June 2019.

The population in the study is the lecturer population, where the lecturer population consists of all lecturers who are majoring in chemistry. Furthermore, the sample is part of the population that is the source of actual data in a study [17]. The sampling technique is done by purposive sampling. The sample used to determine the feasibility analysis of the Biomolecular practicum guides in accordance with the KKNi curriculum was 3 chemistry lecturers at Universitas Negeri Medan.

Data to be obtained from this study is the form of initial responses and analysis from experts on practicum guides used by students. Data collection was obtained through a practicum guidance analysis questionnaire using the SNPT standard in accordance with the KKNi curriculum.

Data obtained based on the questionnaire analysis guide practicum refers to the SNPT standard. Score analysis uses average calculation that is by dividing the amount of data values by many data (Sudjana, 2005).

$$X = \frac{\sum X}{n}$$

With; \bar{X} = average value; x = Number of validator assessment answers; n = number of validators.

In this study, the rating scale used is 1 to 4, where 1 is the lowest score and 4 is the highest score. Determination of the range can be known through the range of high scores minus the lowest score divided by the high score. Based on the determination of the range obtained 0.75 range. The questionnaire data obtained was analyzed with the following steps: (a) Data obtained in the form of a checklist that is summarized in the form of a table. The rating scale used is 1-4 with information; not good, not good enough, good, and very good; (b) Adjust the results of data analysis with the feasibility figures in the table; (c) Draw conclusions from the results of data analysis.

Table 3.2 Criteria for Practicum Guidance Validation

Average	Variable Criteria
3,26 – 4,00	Very valid
2,51 – 3,25	Valid
1,76 – 2,50	Less valid needs to be revised
1,00 – 1,75	valid needs to be revised totally

IV. RESULTS AND DISCUSSION

The research has been carried out and obtained research results in the form of a questionnaire data on the feasibility of a Biomolecular practical guide book using SNPT instruments in accordance with the KKNi curriculum. The analysis was carried out to determine the feasibility level of the practicum guide in terms of practicum coverage, systematic presentation, containing insight into productivity, stimulating curiosity, developing life skills, practicum guide design, and language used in the practicum guide.

The results of the Biomolecular practicum guidance from each expert lecturer are shown in the following figure.

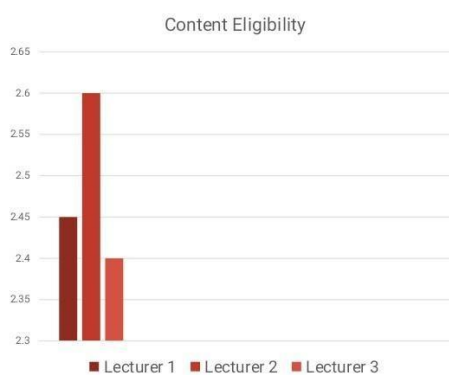


Figure 1 content eligibility

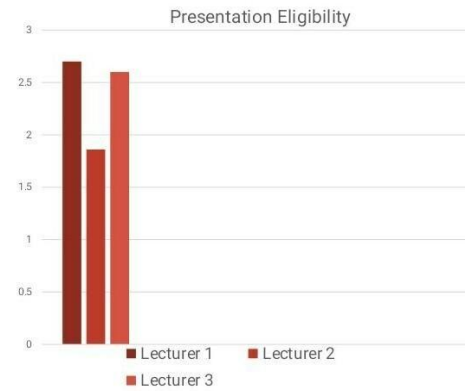


Figure 2 Presentation Feasibility

Observation Results

The results of the Biomolecular practical guide book analysis based on the feasibility questionnaire practicum guides include aspects of the feasibility of the content and the feasibility of the presentation. In the feasibility of the content shows that the average value obtained from each expert lecturer is equal to 2.45; 2.6; 2.4. Thus obtained the average value of the feasibility of the content that is equal to 2.48 which means that biomolecular practicum guides are appropriately unfit for use.

Then for the feasibility of the presentation, obtained data from each expert lecturer that is equal to 2.7; 1.86; 2.6 with an average value of the feasibility of the presentation that is equal to 2.38 shows that the practicum guides that are used are still not feasible to use.

As for some things that need to be improved in the aspects of the appropriateness of the contents of the guide are a) the practicum presented is not in accordance with the learning outcomes in the KKNi curriculum; b) the guide book does not present all practicum on every material in odd semester; c) the contents of the guide book do not present the characteristics that can appear in practical activities; d) the guidebook trial procedure is less accurate and can be carried out; e) there is no safety aspect in the book yet; f) publisher A's guidebook has not yet integrated one of the learning models in accordance with the KKNi curriculum; Whereas the feasibility aspects of the presentation that need to be improved are a) the identity of the picture used in the guide book and the source of the image used has not been stated; b) the tools and materials used are not yet clear, wherein the tool guide presented is only in the form of tool names without the number, pictures, and function of the tools used, while the material presented is only in the form of the material used without being followed by the specifications of the material.

V. CONCLUSIONS

Based on the results of data analysis and discussion, it can be concluded that the implementation is as follows: The results obtained show that the practical implementation have less good criteria are reviewed based on the questionnaire responses of teachers and students. Some aspects that show fairly low percentage is the availability of time, equipment and materials as well as practical guidance, in addition to the motivational aspect of the environment is less supportive practicum.

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