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# Proceedings

## **The 4th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership**

Theme : Education Innovation in Indonesia Context Focused  
on Disruptive Technology of Industrial Revolution 4.0.

23 - 24 September 2019  
Garuda Plaza Hotel - Jln. Sisingamangaraja No. 18  
Medan, North Sumatra - Indonesia



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**Rundown of The 4<sup>th</sup> 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	<b>Opening Ceremony</b> 1. MC Speech 2. Traditional Welcome Dance 3. Indonesian National Anthem 4. Pray 5. Chairperson Report 6. <b>MoU signing between Unimed and PSU - Thailand</b> 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: <b>Prof. Dr. Syawal Gultom, M.Pd</b> (State University of Medan– Indonesia)	Moderator Section
09.40 – 10.25	Plenari Lecture 2 <b>Prof. W. L. Quint Oga-Baldwin</b> (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 <b>Prof. Dr. Wu-Yuin Hwang</b> (Graduate Institute of Network Learning Technology National Central University, NCU - Taiwan)	
11.15 – 12.00	Plenari Lecture 4 <b>Prof. Dr. Ekkarin Sungtong</b> (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD (Panel)
12.00 – 12.45	Plenari Lecture 5 <b>Asst. Prof. Patcharin Panjaburee, Ph.D.</b> (Mahidol University – Thailand)	
<b>12.45 – 13.30</b>	<b>Lunch Break/</b> Poster Sessions 2	Section Poster 2
<b>13.30 – 15.30</b>	<b>Parallel Session 1</b>	
15.30 – 16.00	Break/ Poster Sessions 3	Section Poster 3

15.50 – 18.00	<b>Parallel Session 2</b>	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 4<sup>th</sup> Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019)**

### **Preface**

The 4<sup>th</sup> 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 4<sup>th</sup> 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**

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# 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

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**Abstract**— This study aims to find out, the learning outcomes of entrepreneurship between learners had taught with the Contextual Teaching and Learning strategy and the expository strategy type, the learning outcomes of entrepreneurship learners with high achievement motivation and learners with low achievement motivation, and the interaction between learning strategies and achievement motivation towards learning outcomes. Type of research method used quasi experimental 2x2 factorial design and followed by Scheffe-Test. The results of this study concluded: The entrepreneurship learning outcomes of the learners who were taught by Contextual Teaching and Learning strategies were higher than the expository learning strategies, the entrepreneurship learning outcomes of learners with high achievement motivation were higher than low achievement motivation and there was an interaction between the learning strategies and achievement motivation towards the learning outcomes. This means that Contextual Teaching and Learning strategies better teach learners with high achievement motivation and the learners with low achievement motivation are better taught by the expository strategies.

**Keywords**—Learning Strategies, Achievement Motivation, Learning Outcomes.

## I. INTRODUCTION

Scout Special unit is a supporting organization for the Scout Movement as a platform for education and coaching to distribute interests, develop talents, and enhance the experience of Scouts in various fields of science, technology and Skills. The Scouts Special Unit Ministry of Education and Culture in school equipped learning of entrepreneurship. So they have entrepreneurship skills, after graduating from high school. Learning activities prepare them to face the challenges of life in the community. Students who have trained in entrepreneurship learning are expected to be able to apply it in the city.

Learning strategy applied to the entrepreneurship activities in the Scout special unit not adequate, where the learning strategy used is still classical and not yet able to improve entrepreneurship learning outcomes. Instructor in giving learning currency is still conventional, more with lectures, this strategy is challenging to develop learners' socialization skills. Where the success of this strategy depends on the capabilities of the instructor, in addition to the communication style on this strategy one-way so the chance of controlling student learning ability is limited, and in group learners, not all learners are inactive.

Based on the observation of entrepreneurship activities such as those carried out at SMA Negeri 14 Medan and SMA Negeri 5 Medan found that the outcome of entrepreneurship learning is still low. Learners have difficulty in understanding the whole lesson, and they are still struggling in receiving knowledge given with an expository strategy that is considered less appealing, teaching and learning activities are more dominated by Instructor. The Experience is generally only the submission of theory through lectures, exercises, but the involvement of participants is still less maximum, the potential is less empowered, and learners have not been able to grasp the relationship between real live and school learning experiences. To obtain learning outcomes that are suitable for learning purposes, one of the things that need to be applied is adapt the chosen learning strategy according to the relevant methods, media and learning resources in guiding learners to be fullest involved to obtain the expected results.

One of the learning strategies used is well-used Contextual Teaching and Learning (CTL) strategy. This strategy has an advantage among them; the first learning becomes more meaningful and real, meaning that students are required to be able to capture the relationship between learning experience in school with real life. Both learnings are more productive and able to foster concept strengthening learners because the CTL learning method adheres to the Constructivism flow, which

considers learners to find and build their knowledge. According to Johnson, Contextual Teaching and Learning is a learning system that advised on the philosophy that a student will be able to absorb the subject matter if they can capture the meaning of the lesson. The CTL study essentially helps teachers to associate lesson materials with their lives [1].

One of the characteristics of learners who can influence the outcome of entrepreneurship learning is achievement motivation. According to McClelland, that achievement motivation is one of the main factors affecting behavior. It further suggested that achievement motivation is a power in the human mind to perform an activity previously implemented. Outstanding motivation plays a significant role in learning and applying every basic competence available. [2] The purpose of this research is generally to get an overview of the influence learning strategies and achievement motivation towards the outcome of learner' entrepreneurship. While it is specifically intended to: (1) to know about the results of entrepreneurship learning among learners who are taught with the CTL learning strategy with the learners who are teaching with the expository strategy (2) to know the results of entrepreneurship learning who have high achievers and low achiever 's motivation (3) to know the interaction between learning strategies and achievement motivation towards entrepreneurship learning outcomes of learners.

## II. METHOD

The research conducted at SMA Negeri 14 Medan and SMA Negeri 5 Medan with the target of Students Scouts. Treatment of research adapted to the activities of the Scout special unit education and culture. The population of this study was 450 scout participants from the state Senior High School in Medan. Sampling set with the Purposive Sampling technique. The experimental class using the CTL learning strategy is SMA Negeri 14 Medan, which amounted 30 learners and the control class with expository treatment amounted 30 learners from SMA Negeri 5 Medan. This research is done with quasi experimental research design of 2x2 factorial by comparing the CTL learning strategy with expository learning strategies, high-achievement motivation with low-achievement motivation, to the entrepreneurship learning outcomes of learners.

TABLE 1. RESEARCH DESIGN

Learning Strategies (A) Achievement Motivation (B)	Contextual Teaching and Learning (A <sub>1</sub> )	Ekspository (A <sub>2</sub> )
High-achievement motivation (B <sub>1</sub> )	A <sub>1</sub> B <sub>1</sub>	A <sub>2</sub> B <sub>1</sub>
Low-achievement motivation (B <sub>2</sub> )	A <sub>1</sub> B <sub>2</sub>	A <sub>2</sub> B <sub>2</sub>

Information:

- A<sub>1</sub> : CTL strategy
- A<sub>2</sub> : Expository learning strategy
- B<sub>1</sub> : High-achievement motivation
- B<sub>2</sub> : Low-achievement motivation
- A<sub>1</sub>B<sub>1</sub> : learners who are taught with CTL strategy and have high achievement motivation
- A<sub>1</sub>B<sub>2</sub> : learners who are taught with CTL strategy and have low achievement motivation
- A<sub>2</sub>B<sub>1</sub> : learners who are taught with expository learning strategies and have high achievement motivation
- A<sub>2</sub>B<sub>2</sub> : learners who are taught with expository learning strategies and have low achievement motivation

The data analysis techniques in this study are descriptive statistical for describing data, among others: mean, median, mode, and standard deviation. The inferential statistical technique was used to examine the research hypothesis, with two- ways variance analysis 2 x 2 factorial design with a significant level of 0.05. The normality requirements using test Lilliefors, while for testing the requirements of homogeneity using the Fisher test and Barlett test. Further tests have conducted with the Scheffe test.

The statistic hypothesis formulated follows:

- a. First hypothesis: Ho:  $\mu A_1 \leq \mu A_2$   
Ha:  $\mu A_1 > \mu A_2$
- b. Second hypothesis: Ho:  $\mu B_1 \leq \mu B_2$   
Ha:  $\mu B_1 > \mu B_2$
- c. Third hypothesis: Ho:  $A > B = 0$   
Ha:  $A > B \neq 0$

TABLE 2. THE ANALYSIS VARIANS TEST RESULTS SUMMARY

Sumber Varians	JK	dK	RJK	Fh	Ft ( $\alpha = 0,05$ ) (1,56)
A	686,81	1	686,81	55,97	4,00
B	51	1	51	4,02	4,00
Interaction	687,35	1	687,35	56,12	4,00
Galat	304877,4	56	12,27		4,00
Total		59			

Description:

- A : Learning strategy
- B : Achievement motivation

Dk : Degree of freedom  
JK : Sum Squares  
RJK : Everage of sum squares

### Interaction

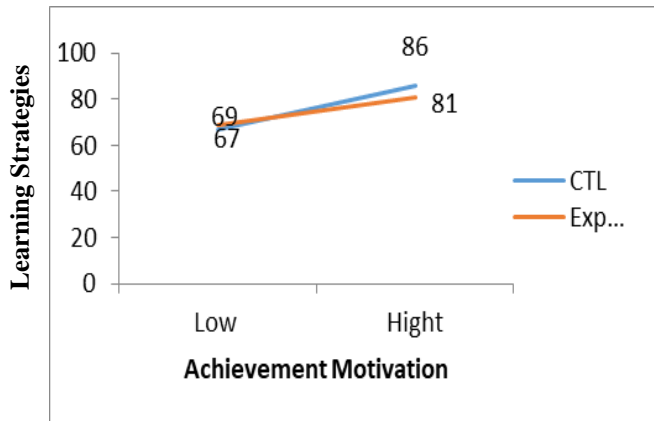


Figure 1. The interaction of learning strategies and achievement motivation on entrepreneurship learning outcomes

### III. RESULT AND DISCUSSION

1. The entrepreneurship learning outcomes of learners with the CTL strategy were higher than those were taught with expository learning strategies. From the data processing obtained learning outcomes of learners with the CTL strategy is higher than by expository approach, where the learning strategy of CTL is better at increasing understanding learners compared to expository strategy. The results of this study are still under the Johnson stated, that Contextual Teaching and Learning is a learning system suggested to the philosophy that a student will be able to absorb the lesson material if they can to capture the meaning of the lesson [1]. The CTL study essentially helps teachers to associate lesson materials with their lives. Saragih, Hanum, and Badiran in his research concluded that the contextual learning strategy was more appropriate to use in improving the learning outcomes of Pancasila and student citizenship, for students who have High self-reliance [3]. In line with the results of research conducted by Siagian and Situmorang concluded that the primary learning outcomes of students' electrical installations taught with contextual learning strategies are higher than those of learning outcomes Learners with expository learning strategies [4].
2. The entrepreneurship learning outcomes of learners who have a high achievement motivation, which learned with the CTL learning strategy is higher than the participants who taught with the expository approach. It is also still in line with the results of Zaluku which states that the

outcomes of students who have high-performance motives are better than those of student learning which have low achievers [5]. The research is also in line with Munthe and Panjaitan which finds that the results of learning English for high motivation students are higher than the learning outcomes of the low-achievers, and there are interactions between an accomplished motivational learning strategy in influencing student learning outcomes [6].

3. There is an interaction between learning strategies and achievement motivation towards entrepreneurship learning outcomes. The results show learners with high achievers motivated by the CTL strategy to achieve higher learning outcomes compared to participants who have taught with the expository approach. Likewise, learners with low-motivated by the expository strategy have higher learning outcomes compared to learners who have shown by the CTL strategy. Mursid states there is an interaction between learning strategies and an accomplished motive for influencing student learning outcomes [7]. Lubis and Muhktar in his research found a significant difference between the results of mathematics learning students who have the high-and low-performance motivation, and there is an interaction between a learning strategy and motivation towards students' mathematical learning outcomes [8]. Thus the research conducted is still relevant to previous research.

### IV. CONCLUSION

The conclusion could drawn from the research results is as follows:

1. There is a difference in entrepreneurship learning outcomes, where the average entrepreneurship learning results of learner that taught with the CTL strategy are higher than the Expository strategy.
2. There is a difference in entrepreneurship learning outcomes of learners with high achievement motivation, and low achievers motivation, which is the average of the entrepreneurship learning outcomes of learners with high achievement motivation is higher than low- achievement motivation.
3. There is an interaction between learning strategies and achievement motivation towards learning outcomes of entrepreneurship. learners with high-achievement motivation more effectively using CTL strategies, and learners with low motivated, the expository strategies are more effectively used to improve learning outcomes of entrepreneurship.



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