

Lombok, 3<sup>rd</sup> - 4<sup>th</sup> November 2018



# 4<sup>th</sup> HICE

## PROCEEDING

### THE 4<sup>th</sup> HAMZANWADI INTERNATIONAL CONFERENCE ON EDUCATION 2018

*"Elevating Human Resources through Education,  
Language, and Culture"*

**ISBN 978-602-53294-0-1**

Partner



**UTM**  
UNIVERSITI TEKNOLOGI MALAYSIA

Windesheim 

**4<sup>th</sup> HICE**

**THE 4<sup>th</sup> HAMZANWADI INTERNATIONAL CONFERENCE ON EDUCATION 2018**  
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**Publisher**  
**Hamzanwadi Press**

ISBN 978-602-53294-0-1



9 786025 329401

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## THE 4<sup>TH</sup> HAMZANWADI INTERNATIONAL CONFERENCE ON EDUCATION

**Theme :**

“Elevating Human Resources through Education, Language, and Culture”

**Lombok Raya Hotel, November 3<sup>rd</sup> – 4<sup>th</sup>, 2018**

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Prof. Muhammad Sukri Bin Saud (Dean of Education, Universiti Teknologi Malaysia)

Prof. Dr. Joko Nurkamto, M.Pd. (President of TEFLIN, Indonesia)

Gerard Marchesseau (Associate Professor of Naruto University of Education)

Ravinesh Rohit Prasad (Ministry of Education, Fiji)

**HAMZANWADI UNIVERSITY**

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# THE 4<sup>TH</sup> HAMZANWADI INTERNATIONAL CONFERENCE ON EDUCATION

*“Elevating Human Resources through Education, Language, and Culture”*

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**ISBN 978-602-53294-0-1**

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## FOREWORD

November 01, 2018

Praise and gratitude to *Allah Subahanahu Wa Taala*, the Almighty God who pours us with His grace and gifts. In His willpower, The 4th Hamzanwadi International Conference on Education with the theme "**Elevating Human Resources through Education, Language, and Culture**", can be accomplished well and this Proceedings can be published.

The theme is chosen to give more attention to the academic field dealing with the importance of developing and strengthening the role of educators and practitioners in education, language, culture, and human resources. This is to prepare each element to face the dynamic of global development of the competence of educators, teachers, lecturers, practitioners, language users and culture observers.

The most serious problem in education today is the professionalism of educators. This shall not be ignored. Efforts are endeavored to deal with this problem and to improve educators' capability in order to produce better quality graduates. Therefore, this conference is conducted to instill and upgrade educators' competence by presenting the results of their research, observation, and innovation in the fields of education, language and culture.

This conference is annually held by Hamzanwadi University as a form of real contribution to improve educators' competence and to offer new concepts and innovations to education in Indonesia, especially Lombok.

Some experts are invited for this conference. Those include Prof. Dr. Joko Nurkamto, M.Pd. (Indonesian TEFLIN Chairperson), Prof. Gerard Marchesseau, Ph. D. from Japan, Prof. Keith Robert John Wood, PhD. from Berunai Darussalam, Prof. Ravinesh Rohit Prasad, Ph.D. from Fiji, and Prof. Moh.Sukri Bin Saud, Ph.D. from Malaysia.

Finally, our gratitude goes to the Rector of Hamzanwadi University, Keynote Speakers, Presenters, Participants, and Committees who have done the best to bring this conference into success. May *Allah Subahanahu Wa Taala*, the Almighty God bless all our good efforts. Thank you.

**Dr. Khirjan Nahdi, M.Hum.**  
The Academic-Vice Rector  
Universitas Hamzanwadi

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## Development of Economic Based Teaching Material Model of Mind Mapping Learning Model to Improve Student Learning Outcomes of Class X Senior High School 2 Aikmel

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**Abstract:** This development research aims to produce teaching materials of an economy based on mind mapping model to improve student learning result of class X in Senior High School 2 Aikmel in the form of teaching materials, syllabus, RPP to see the effectiveness of the preparation of economic resources. Thus, learning can be done effectively and efficiently and can optimize the achievement of learning objectives. The type of this research is Research Development by developing the materials of economic resources based on mind mapping model to improve the learning outcomes of grade X students in Senior High School 2 Aikmel existing in the school environment. This model consists of ten steps; however, in this research development the researcher uses only five research procedures, due to the limited time, effort, and cost of the researcher. The five steps are (1) Introduction, (2) Initial Product Development, (3) Initial product test, (4) Finalization of the final product, and (5) Final product Test. This research took place at Secondary School Senior High School 2 Aikmel where its population is X class student in a school which amount 35 students. Based on the results of research conducted The results of data analysis concluded that with the effective level. So there are differences in learning outcomes after using the teaching materials of class X economics (ten) that were developed based on mind mapping model. This means that learning outcomes before and after using teaching materials are not the same. So it can be said there is a significant difference between the learning outcomes of students before and after using materials of economic resources based on mind mapping model. Judging from the teacher's response has an average percentage of 94.28%, students' responses have an average percentage of 90.36%, and student learning outcomes using the package materials of economic resources based on mind mapping model is getting an average value of 86, 85 so it can be said to be effective in use in the learning process in Senior High School 2 Aikmel.

**Keywords:** Economic Based Teaching Material, mind mapping, learning outcomes

Education has a very important role in human life, because with the education ability and human personality can develop. Education concerns all aspects of human personality. Education concerns the conscience, values, feelings, knowledge, and skills. Through human education try to improve and develop and improve the values, conscience, feelings, knowledge, and skills (Munib, Budiyo, and Suryana 2012: 25).

Based on the results of preliminary observations in 2 Aikmel, East Lombok, the problems encountered in economic learning in Senior High School 2 Aikmel class X. Based on the observation and identification of teachers of class X Senior High School 2 Aikmel, Mr. Amhuri, SE, obtained information that learning is still centered in teachers or still using conventional models and less actively involved students. In addition, teachers rarely use learning media and have never used a student-centered learning model, so the learning atmosphere becomes boring. This results in low student learning outcomes. It is proven that student learning outcomes in SMAN 2 Aikmel mostly still have not reached the Minimum Exhaustiveness Criteria (KKM). KKM subjects Economics at Senior High School 2 Aikmel as determined that is 70. Based on the value of the final exam result of Semester 1 (one) obtained that in Senior High School 2 Aikmel 2017/2018 academic year shows the success of the students' learning achievement of 48% or 22 students from the amount all 35 students have not reached KKM. So the problems that exist in the learning process of economics can be summed up as follows;

Lack of interest in student learning so, the number of students who sleep during school hours.

1. The large dominant teacher uses one method of lecturing.
2. The method used by teachers in learning has not been varied.
3. The number of students who remedial because the student's males repeat lessons at home.
4. Low student learning outcomes

To overcome these problems, an effective learning model is needed, interesting, and can help develop a student's potential so that the learning outcomes can be optimal. By applying mind mapping learning model (mind mapping). The mind mapping learning model enables students to come up with ideas and record them creatively in the form of mind maps. The mind map is a diagram used to represent other words, ideas, and concepts arranged around the main idea Buzan (1974) in Wheeldon (2011: 510).

So the researcher is interested to conduct research entitled "Development of teaching materials based on mind mapping model to improve student learning outcomes in the subjects of economy class X in Senior High School 2 Aikmel Year Teaching 2017/2018. In addition, Based on the formulation of the problem, the purpose of this study are:

- a. To produce economic teachings based on mind mapping on economic subjects in class X Senior High School 2 Aikmel
- b. To know the effectiveness of economic resources by using mind mapping model on economic subjects in class X Senior High School 2 Aikmel
- c. To find out whether the development of teaching materials economic model mind mapping can improve student learning outcomes in Senior High School 2 Aikmel.

## Method

This research is a type of research and development (Research and Development). According to Sugiyono (2017), research and development (R & D) is a research method used to produce the product and test the effectiveness of the product. The development model used in this research is the Borg and Gall development model. The reason why Borg and Gall's research and development strategy is chosen is considered appropriate to develop a learning model whose goals do not merely find implementation profiles or learning practices. The development of Borg and Gall's learning model is also effective and easy to implement in accordance with real conditions and needs in schools. Borg and Gall further argued that in research and development, the stages are a cycle that includes a review of the findings of field research related to the product to be developed.

Researchers conduct research and development of teaching materials on economic subjects based on mind mapping. The level of eligibility of this teaching material in the form of a syllabus, RPP, teaching materials, and assessment techniques, is known through validation by content experts, validation by linguists, validation by technologists, validation by teachers and use trials by students.

## Result and Discussion

### a. Product Trial

#### 1. Validation Test

##### a) Data of Content / Content Validation Result

Expert validation of materials is necessary to evaluate materials in developed materials before they are declared eligible for use by students and teachers. The material expert or validator chosen in this research is Mr. Rohaeniah Zain, SE., M.Pd. (Lecturer of Economic Education, Hamzanwadi University). The details of the material validation results have been described in Table 1.

Table 1 Results of Expert Material Validation

No	Aspects rated	Percentage %	Criteria validity	Description
1	Material	86,66	Valid	Eligible / does not need to be revised
<b>Average</b>		<b>86,66</b>	<b>Valid</b>	<b>Eligible / does not need to be revised</b>

The data of expert material validation on teaching materials based on mind mapping obtained an average percentage of assessment is equal to 86,66% with the valid category.

b) Language Validation Result Data

Validation of linguists is necessary to evaluate the conformity aspects of the use of language with good and correct Indonesian rules, consistency of the use of terms, symbols, and legibility and teaching materials. The selected linguist is the Head of Department of Language and Literature Studies Program of Hamzanwadi University, Mr. Herman Wijaya, M.Pd. is entrusted as a language validator in teaching materials. The following table 2 presents the validation results.

Table 2 Expert Language Validation Results

No	Aspects Rated	Percentage %	Criteria validity	Description
1	Syllabus	64	Valid	Eligible / no need to be revised
2	RPP	93,33	Valid	Eligible / does not need to be revised
3	Teaching Materials	82	Valid	Decent / do not need to be revised
<b>Average</b>		<b>79,77</b>	<b>Valid</b>	<b>Eligible / no need to be revised</b>

The data of validation of linguists to teaching materials based on mind mapping obtained the average percentage of valuation is 79.77% with the valid category.

c) Data on Media Validation Results

Expert media validation is needed to evaluate the physical quality of teaching materials, such as size, design, typography, illustration use, drawing and color of teaching materials. The selected media expert is Kaprodi Education Program of Informatics Engineering Education University Hamzanwadi, Mr. Rasyid Hardi Wirasasmita, ST, M.Pd. is entrusted as a media validator in teaching materials. Below is Table 3 which presents the results of the validation.

Table 3 Results of Media Expert Validation

No	Aspects rated	Percentage %	Criteria validity	Description
1	Size of Valid Materials	100	Valid	Eligible / no need to be revised
2	Cover Material Design	95	Valid	Eligible / no need to be revised
3	Resource Materials Design	88	Valid	Eligible / no need to be revised
	<b>Average</b>	<b>94,33</b>	<b>Valid</b>	<b>Eligible / no need to be revised</b>

Data validation of media experts on teaching materials based on mind mapping obtained an average percentage of assessment is 94.33% with a category very valid.

## 2. The Effectiveness Of Teaching Materials

### d) Teacher Response

Teacher response data is required in this development process to determine the validity and validity of teaching materials at the time of limited group testing. Data in the form of scores, responses, and suggestions from teachers are used as consideration in the revision of teaching materials. The teacher's response was collected through a questionnaire given by the researcher to the class X economics teacher, Mr. Amhuri, SE. Scores given teacher's response to teaching materials based on the mind-mapping economy showed an average percentage of 94.28%. Based on the percentage obtained the teaching materials are included in the category very very valid and practical for the use by students.

### e) Student Response

Questionnaire response students are given to 35 students of class X during the implementation of economic learning by using teaching materials based on mind mapping. Based on the student's response data, it is found that the average percentage of students on teaching materials based on mind mapping is 90.36%. In addition, students also provide positive feedback and constructive suggestions for the teaching materials.

### f) Learning Outcomes

The achievement of the average value of student learning outcomes can be presented in Table 4 below.

Table 4 Summary of Student Learning Evaluation Data

No	Number of Students	Completed	Not Complete	Average of Learning Outcomes	KKM	Mastery Learning
1	35	35	0	86,85	70	100%

Based on the data in Table 4 it is found that the average value of student learning outcomes using mind-based economic mapping materials amounted to 86.85.

From the analysis of teacher's response to teaching materials based on mind mapping earn an average percentage of 94.28%, student response analysis obtained an average percentage of 90.36%, analysis of student learning outcomes obtained an

average value of 86.85. Then the mind-based economic mapping material can be said to be effective to use.

### 3. Economic Teaching Materials Can Increase Learning Outcomes

Assessment of student learning outcomes with predetermined criteria. The criteria of the learning outcomes referred to in this study are presented in Table 5.

Table 5 Percentage of Student Learning Process

No	Percentage (%)	Level Student Learning Process
1	85,01 - 100,00	Very Good
2	70,01 – 85,00	Good
3	50,01 – 70,00	Not Good
4	01,00 – 50,00	Not Good

Adapted from Trianto (2009:241)

The table frequency distribution of student learning outcomes can be seen in table 6 below:

Table 6 Variable Frequency Distribution of Student Learning Outcomes

No	Class Interval	Frequency	Relatif Frequency (%)
1	20 – 49	0	0
2	50 – 74	0	0
3	75 – 84	14	40
4	85– 100	21	60
<b>Amount</b>		<b>35</b>	<b>100</b>

(Source: Primary data that is processed: 2018)

Based on table 6 above, the frequency of variable student learning outcomes at intervals of 75 to 84 as many as 14 students (40%), intervals 85 to 100 as many as 21 students (60%).

The students' cognitive learning outcomes were assessed by answering questions. Implementation is done in hours of an economic lesson for 90 minutes (2 hours lesson).

Table 7 Results of Student Learning

Class	Average Value	Percentage of Mastery
X.A	86,85	100%

Based on the data in Table 7 note that the acquisition of the average value of student learning outcomes of 86.85. In addition, 100% of students have achieved the minimum mastery criteria (KKM) of 70. In accordance with the predetermined criteria, mind-based economic education materials can be categorized effectively because the average learning outcomes of students more than 85 and more than 85% of students

have to reach KKM. With the fulfillment of the criteria of achievement of learning outcomes and learning process skills determined, it can be said that teaching materials based on mind mapping effectively improve student learning outcomes.

### **Discussion**

Prior to trial, the teaching materials were first validated by a team of experts to find out whether the teaching material is valid or not, so it can be used in research. Expert validation results are the basis for determining whether or not a product is developed for use by students. Validation was done by 3 experts namely Mrs. Rohainiah Zain, M.Pd as a material expert (validator I), Mr. Herman Wijaya, M.Pd as a linguist (validator II) and Mr. Rasyid Hardi Wirasmita, ST., M.Pds as a display expert (validator III).

Overall scores are given by experts in every aspect, then accumulated and averaged. Validation results by validator I amounted to 86.66% indicating that the resulting product is very feasible (valid). Although the teaching materials have been declared valid by the material experts but still need improvement, such as the bibliography that must be completed. Obtaining the value of a language expert that is validator II of 89.77% indicating that the resulting product is feasible (valid). The results of the assessment of the validator II mentions the product developed still needs improvement such as improvement of symbols by using numbers. While validation results by the validator III of 94.33% indicating that the resulting product is very feasible (valid).

The results of the assessment by experts I, II and III found that the resulting product feasible to be used by students of class X Senior High School 2 Aikmel. Expert validation results show that the resulting product can be tested on the subject that has been determined that the class X students Senior High School 2 Aikmel as many as 35 people. From the experimental activity, the data obtained from the results of student responses and teacher response to the economic materials based on the Mind Mapping Model

Based on the results of teacher assessment of teaching materials based on Mind Mapping Model is obtained percentage 94.28% which indicates that the product is very well produced.

While the student's response to the tested product obtained an average percentage of 90.36% in the very good category. This is because the economic materials based on the Mind Mapping Model have been through the guidance stage, expert assessment and revision result so that students give a very good response.

In general, the results of student responses to teaching materials based on the Mind Mapping Model on Economic Problem matter were responded very well. This is not much different from the assessment of teachers who assume that the economic resources based on the Mind Mapping Model on Economic Problem material are very good to be applied and developed in economic learning.

From the validation of Mind Mapping Model on Economic Problem material that has been developed in the research, then the resulting product that is Based on Mind Mapping Model Economic Material on the Material of Economics Problem of Class X Senior High School 2 Aikmel Lesson Year 2017/2018.

### **Conclusion**

Based on the results of the research, it can be concluded in this study to produce teaching materials based on mind mapping economics worthy of use by students of class X Senior High School. The result of material validation is 86.66% with the category is quite feasible (valid), amounted to 79.77% for the linguist with the category enough valid (valid), and validation technology/media that is equal to 94.33% with very decent category (valid). While on field trial result of teacher assessment that is equal to 94,28% with very good category (valid) and student's response to teaching materials of mind-based mapping economy equal to 90,36% with

the very good category, so that mind-based mind-based economic materials suitable for use in economic learning. While for the results of learning students get an average score of 86.85 with very good category (effective) for use by students in economic learning process.

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