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4th HICE

PROCEEDING

THE 4th HAMZANWADI INTERNATIONAL CONFERENCE ON EDUCATION 2018

*"Elevating Human Resources through Education,
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Lombok Raya Hotel, November 3rd – 4th, 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

PROCEEDING

**THE 4TH HAMZANWADI INTERNATIONAL
CONFERENCE ON EDUCATION**

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

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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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The Effect Of Teaching Factory (Tefa) Learning Models In Improving Students' Activeness On The Subject Of Interactive Multimedia Practice

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Abstract: This study aims to determine whether teaching factory learning model influences the student learning activeness in interactive multimedia practicum subject. This study used quantitative research with one shot case study design. This study is only limited to observation and measurement of the investigated variables. In this study, testing of the student learning activeness in the subject of interactive multimedia practice is done. Based on the results of data analysis and observations before using teaching factory method with 4 scales: never, rarely, often, and always; that is by using only a module and the application of teaching factory, it is obtained increasing mean score from 49.87 to 66. Teaching factory (TEFA) which is a process of synergy between the bench of education and the world of industry and the business world by means of role playing performed by creating a developer figure (application maker) and client (ordering application) very effective. In this case, the student gets a client that will explain the desired needs and specifications, then the developer accepts the order and declares readiness for the product to work and then analyzes the order from the client, the next process the developer works on the product order from the client, ends with a presentation to the client about products that have been developed by the developer. This proves that the teaching factory method is proven to have an effect on the students' learning activeness on interactive multimedia practicum subject.

Keywords: teaching factory, learning activeness, interactive multimedia practice

The main activity in education process is teaching and learning activities. The learning process is a determinant of success in achieving educational goals. Students who learn are expected to experience changes both in the fields of knowledge, skills, social and attitude. These changes can be achieved if supported by various factors. Factors that can produce change also have an effect on increasing student activity. Learning activity is a tool to measure the extent to which students master the learning material taught by the lecturer. The learning effort does not lie in the lecturers' responsibility only but how students can understand the learning. Understanding the material is intended not only to understand, but students are able to practice what they have mastered. Thus, the learning process can run optimally and directed.

One subject that focuses on student activeness in practicing learning material is the vocational field. In accordance with Government Regulation No. 17 of 2010 concerning Management and Implementation of Education Article 108 (paragraph 1) reads vocational skills include skills in selecting occupations, managing work, developing professionalism and work productivity and competing codes of conduct in doing work. Based on the description clearly explained that students who take vocational expertise activeness that must be met by students and must be in accordance with what needed by the business world / industry world (DU / DI).

One of the problems that is usually faced by lecturers is the implementation of learning, to make the class conducive and so that the activeness of students expected to be fulfilled requires the selection of appropriate teaching methods. The choice of teaching methods, especially in

the vocational field must be adapted to the characteristics of the students and the activity that is expected in the course and the extent of the ability of the lecturer in managing the teaching process.

Teaching methods that rely on lectures only will be very counterproductive with the character of vocational students. In order to create a more varied learning situation and can create a comfortable learning situation and the learning process can simulate the world of work, it is necessary to apply innovative learning methods. One of the methods that can be used is Teaching Factory (TEFA). Factory teaching is a combination of three components, namely the product as an introduction to competence, jobsheet and block schedule.

Teaching factory (TEFA) is a product-based learning model (goods / services) through synergy between schools and industry to produce competent graduates in accordance with industry needs (Directorate of PSMK, 2017: 9). Teaching Factory is a learning concept with a real atmosphere, so that it becomes an intermediary between the activeness needed by the industry and the knowledge in college. Innovative learning processes and productive practices are concepts of education methods and good management of students in learning according to the needs of the industrial world.

Informatics education students whose activeness is not only focused on the field of vocational education which can be a programmer and technician so that knowledge of the real world of work is needed but still in college and in the vocational high school has applied the TEFA method in the learning process at school. Therefore, the application and testing of the TEFA method in the learning of interactive multimedia practicum courses for third semester students in informatics education study program at University of Hamzanwadi.

This study aims to determine whether the teaching factory learning model influences the student learning activity in interactive multimedia practicum courses.

Method

Participant

This type of research is quantitative research with the design of one shot case study. This research is only limited to observation and measurement of the variables studied. This study determined of student learning activities in interactive multimedia practice subjects. In the early stages, the initial learning process is first given a metered understanding of interactive multimedia practices with a focus on working with the module guide only, the next stage of the treatment by using the TEFA model and ending with the measurement of learning activeness by researchers to determine whether there is an effect of TEFA on student activity. The subjects in this study were 30 students of third semester that consist of 30 students.

Data Collection

Data collection techniques used in this study was observation method and makes observations of activities that take place. The observation process was carried out using the observation sheet instrument as an assessment instrument using 4 scales, namely never, rarely,

often, and always. This method is used to see the extent of student learning activity in interactive multimedia practicum courses using the TEFA method seen from assessment items that have been made previously.

The next process is carried out an interview to see student responses to the application of the TEFA method in the interactive multimedia practicum learning process. The success of this study lies in increasing student learning activity in interactive multimedia practicum courses using the teaching factory (TEFA) method. Before the learning activeness instrument is used first the validity test is done by expert judgment by using the Gregory formula.

Gregory formula

C (-, +) D (+, +)

B (+, -) A (-, -)

Notes:

CV = Content Validity

D = Both Judges Agree

C = Judges I disagree, Judges II agree

B = Judges I agree, Judges II disagree

A = Both Judges disagree

Criteria:

0,80 - 1,00 = Very High Validity

0.60 - 0.79 = High Validity

0,40 - 0,59 = Medium Validity

0,20 - 0,39 = Low Validity

0.00 - 0.19 = Very Low Validity

Results and Discussion

Test Data for Learning Activity Instrument

The results of the recapitulation of the of observation sheets results from 2 experts can be seen in the Table 1:

Table 1: Recapitulation of Results of Assessment of Learning Activity Observation Sheets

<i>Expert Judgment 1</i>	<i>Expert Judgment 2</i>	Data Tabulasi
3 4 4 4 4 4 3 4	4 4 3 3 3 4 4 4 3 3	DDDDDDDDDD
3 3 3 4 4 3 4 4 4	4 4 4 4 3 3 4 4 4	DDDDDDDDDD
3 4 4 3 4 4 3	4 4 2 4 4 4	DBDDDD

Based on the results obtained is 0.96 included in the category of very high content validity. It can be concluded that the learning activeness instrument is valid for use as a research instrument.

Student Learning Activity Test Data

Test data before and after treatment

The results of the data before and after being treated using the teaching factory method obtained the following results:

	Pre-test	Posttest
Mean Score	49,87	66
Minimum Score	45	51
Maksimum Score	53	70

It can be concluded that there are differences in student learning activeness before the teaching factory method is applied and after being applied that is with the mean score of 49.87 to 66.

Normality Testing

By using the SPSS Statistics V.24 application, with 30 students as the samples, it obtained the score is 66, the standard deviation is 3.31 and the significance is 0.42. Thus it can be concluded that the data is normally distributed with a sig value of $0.42 > 0.05$.

Discussion

Based on the results of calculations and observations made before using the teaching factory method, namely by using modules only and the application of teaching factory, it obtained the mean score is increased, namely from 49.87 to 66. Teaching factory (TEFA) which is a process of synergy between education bench with the world of industry and the business world by means of role playing performed by raising the developer figure (application maker)

and the client (ordering application), the student gets a client who will explain the desired needs and specifications, then the developer receives the order and declares readiness for the product and then analyze the order from the client, the next process the developer works on product orders from the client, ends with a presentation to the client about the product that has been developed by the developer. In the presentation process, the role of the client is all the students so that there are many inputs from several other students. In this process, the students work individually on the progress in the sense that each student gets different progress.

These changes can be seen from the observed aspects in the research process, among others, many students who talked to their friends outside the context of the subject matter are now aware because if the product is not in accordance with the client's request, their value will be reduced, not found anymore. Students who daydream during the progress process will be eliminated.

Other findings were found when the students were given the opportunity to consult them very enthusiastically because the designs requested by clients sometimes made it difficult for students but they had to be able to make it. At the time of the presentation, what used to be just an ordinary presentation was due to the TEFA method that used role playing between developers and clients so that at the time of presentation, the role of the deputy would listen carefully to what the client requested. Another thing found when students had entered the computer laboratory was not much found, students were still joking before starting to continue progress, but almost all of the students turned on the computer or laptop to continue the progress work. Class order I met was more conducive than before applying the teaching factory method and when the lesson was over many students asked for extra time to continue progressing.

Based on the results of interviews that have been conducted with students of the third semester informatics education study program on interactive multimedia practicum courses, it was found that students were more enthusiastic that the learning process was carried out with the teaching factory method because they could demonstrate the abilities, talents and creativity of each student. Furthermore, they stated that previously they felt normal in interactive multimedia practicum courses now being challenged because of the requests of clients who they did not master but because they were challenged so that they sought various ways and sources as their reference to complete client requests.

Conclusion

Based on the objectives that have been formulated previously, namely to find out whether there is an effect of the teaching factory (TEFA) method on the learning activities of the third semester students of informatics education study courses in interactive multimedia practicum courses, based on the results of observations obtained results of increased learning activeness before the teaching method is applied factory and after application with an average value of 49.87 to 66.

Based on the results of the interviews, students were more enthusiastic and enthusiastic with the application of the teaching factory method compared to the use of modules alone.

Basically, not only learning activity is increasing, but the creativity of students in designing is also increasing.

The need for real work between the study program and the industrial-business world make this method more real. With this innovative method, the researcher hopes this method is not only used in interactive multimedia practicum subject but also all practicum-based subject to apply this method, especially in the vocational field.

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