

# Proceedings

## **The 5th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership**

Theme : Education Innovation in Globalization Practice

22 September 2020  
Postgraduate School - Universitas Negeri Medan



Supported by :



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**Schedule of The 5<sup>th</sup> Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2020**  
**Postgraduate School, Universitas Negeri Medan**

**22 September 2020**

<b>(Indonesian time)</b>	<b>Activities</b>	<b>PIC/Moderator</b>
07.00 – 08.30 (am)	Preliminaries	committee
08.30 - 08.45 (am)	<b>Opening Ceremony</b> 1. MC Speech 2. Indonesian National Anthem 3. Pray 4. Chairperson Report 5. Welcoming speech of Director of Postgraduate School 6. Welcoming speech and official opening of Rector of Universitas Negeri Medan 7. Photo session	MC (Dr. Anni Holila Pulungan, M.Hum & Sofianto Gultom, S.Pd)
08.45 – 09.25 (am)	Keynote Speech 1: <b>Prof. Dr. Syawal Gultom, M.Pd</b> (Universitas Negeri Medan– Indonesia)	Dr. Rahmad Husein, M.Ed
09.25 – 10.05 (am)	Keynote Speech 2 <b>Prof. Emmanuel Manalo</b> (Graduate School of Education, Kyoto University, Japan)	Prof. Amrin Saragih, PhD
10.05 – 10.45 (am)	Keynote Speech 3 <b>Dr. Susan Ledger</b> (Head of Education, Murdoch University - Australia)	
10.45 – 11.25 (am)	Keynote Speech 4 <b>Prof. Dr. Ekkarin Sungtong</b> (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD
11.25 – 12.05 (am)	Keynote Speech 5 <b>Assoc. Prof. Yuri Uesaka</b> (The University of Tokyo - Japan)	
<b>12.05 – 13.30</b>	<b>Break</b>	
<b>13.30 – 15.30</b> (pm)	<b>Parallel Session 1</b> <b>(divided to 19 parallel rooms)</b>	Moderator/Operator
15.30 – 15.35 (pm)	Break	
15.35 – 17.00 (pm)	<b>Parallel Session 2</b> <b>(divide to 19 parallel rooms)</b>	Moderator/Operator
17.00 – 17.10 (pm)	Cloosing	committee

**Proceedings of the 5<sup>th</sup> Annual International Seminar on Transformative Education  
and Educational Leadership (AISTEEL 2020)**

**Preface**

The fifth Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) was held by virtual seminar on 22 September 2020. 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 “Educational Innovation in Globalization Practice”.

The fifth AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan - Indonesia, Kyoto University - Japan, Murdoch University – Australia, Prince of Songkla University – Thailand and from The University of Tokyo - Japan. In addition, presenters of parallel sessions 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. The plenary speakers 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.

There are 180 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 104 of them were accepted for published by Atlantis Press indexed by International Indexation, while 54 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 5<sup>th</sup> Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) for their outstanding contributions. Thanks also given to Atlantis Press for producing this volume.

The Editors

**Bornok Sinaga  
Rahmad Husein  
Juniastel Rajagukguk**

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# The Effect of Everyone is a Teacher Here Learning Model and Learning Style on The Economic Learning Outcomes

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Saidun Hutasuhut

M. Nasir

**Abstract—** This research was aimed to knowing: (1) whether the students' economic learning outcomes who are taught using the Everyone is a Teacher Here learning model are higher than students are taught using conventional learning models; (2) whether the students' economic learning outcomes that have extrovert style to learn than students who have introvert learning style; (3) the interaction between learning model and the learning style of economic learning outcomes. The research methods used is quasi experimental method with 2x2 factorial research design, while the data analysis techniques use two-way Anova. The results obtained: (1) the average of students' economic learning outcomes who are taught with Everyone is a Teacher Here learning model is higher than the average of students' economic learning results taught by conventional learning model; (2) the average of students' economic learning outcomes with extrovert style is higher compared to introvert learning style; and (3) there is an interaction between learning model and learning style to the economic learning outcomes.

**Keywords—** Learning Outcomes, Learning Model, Learning Style

## I. INTRODUCTION

Education is related to learning and the process of human learning to continue to develop its potential. Learning is the process of change that occurs in a person as a result of his own experience in interaction with his environment. Learning is the stages that are done to achieve changes both from the cognitive, affective, and psychomotor aspects. Learning outcomes are evidence of the achievement and change of the learning process that students have undergone which can be seen from the change in their understanding. Therefore, learning is a process of change while learning outcomes are proof of the change.

Sudjana (2005) stated that the main factors that influence student learning outcomes are divided into two, which are internal factors and external factors. Internal factors are factors that come from within students, especially motivation, interest, and style in learning. External factors are factors that come from the outside the student, one of them is the quality of learning. The quality of learning refers to whether or not the

teaching and learning process is effective in order to achieve learning objectives.

Keefe (1987) which states that learning style is a characteristic of cognitive, affective, and psychomotor behavior as indicators that act relatively stable for students to feel interconnected and react to the learning environment. Learning styles have an important role in the field of education (Ghufron and Risnawati, 2014 : 12). To be able to help students with a maximum in learning, the fun in learning as much as possible is considered (Zaini et al, 2008: 17). Although learning styles are not the only factors that influence student learning success, but the teacher's understanding of student learning styles and stimuli in accordance with learning styles will increase the effectiveness of learning (Musrofi, 2010: 77).

The biggest mistake of the teacher assumes that all students absorb the subject matter in the same way and the teacher teaches it in the same way even though the way to absorb the subject matter every student is different, so not all students can absorb the subject matter well (Musrofi, 2010: 77). There are students who prefer to read, there are those who like to discuss and some who like to practice this is what is often called the learning style (Zaini et al, 2008: 16). Learning styles are assumed to refer to personality, beliefs, choices, and behaviors used by students to help them learn in conditioned situations (Ghufron and Risnawati, 2014: 144). Learning styles play an important role in student life, students who recognize their learning styles will be able to integrate them into the learning process, so that the learning process will be fun, faster, and more effective (Awla, 2014).

Success in the process of learning economics is not only determined by the accuracy of the teacher in explaining, the style of students in the learning process also play a very important role. One strategic effort that can be done by a teacher to improve the students' learning outcomes in economic learning is selecting and using the appropriate learning model. The appropriate learning model will help students to achieve high learning outcomes. The Everyone is a Teacher Here learning model has the advantage of being able

to encourage students to be more active in learning as a result of Fikriani's research (2017) and Jonny et al., (2020) that the Everyone is a Teacher Here learning model can increase overall class participation and individually, activate students, explore the widest possible information, check or analyze students' understanding of the subject a particular discussion, arousing student responses, as well as providing students the opportunity to act as teachers for their peers. Zaini et al (2008: 60) state the same thing that the Everyone is Teacher Here learning model is very appropriate to get class participation as a whole and individually. The Everyone is a Teacher Here model provides an opportunity for each student to act as a teacher to other students, so this model is expected to increase student participation in student learning and learning outcomes

Based on observations made at Bhayangkari 2 High School 2 students about the economic learning outcomes of 11th grade students, it was obtained data that their learning outcomes were not satisfactory. This was evident from the fact that there were still many students who do not complete the daily test because they get scores below the Minimum Learning Mastery Standard set by the subject of Economics, which is a score of 75. That of 108 11th grade students, there were 68 students who did not pass daily test with a percentage of failure in passing the score reached 62.96% and only 40 students who passed the standard with a percentage of 37.04%.

In the observations made, it was also found that teachers of Economics still used conventional learning models in delivering the learning material so that learning still took place in one direction and was only centered on the teacher. This has an impact on students who are passive and less enthusiastic in participating in learning. In fact, the teacher have mastered the learning material well but they were not in carrying out the learning activities correctly. This happens because the teachers do not choose the learning model correctly and are monotonous in choosing the learning model and this makes students tend to get low learning outcomes.

The aims to be achieved in this study are to find out: (1) whether the economic learning outcomes of students taught using the Everyone is a Teacher Here learning model are higher than students taught using conventional learning models; (2) whether the economic learning outcomes of students who have extrovert learning style are higher than students who have introvert learning style; (3) interaction between learning models and learning style on the economic learning outcomes.

## II. THEORICAL FRAMEWORK

According to Purwanto (2011), learning outcomes are the achievement of educational goals for students who follow the teaching and learning process. Learning outcomes are the realization of the achievement of educational goals. Therefore, the learning outcomes measured are very dependent on the goals of education. Learning outcomes can be affected by several factors, two of which are student learning independence and the learning model used by the teacher.

Ahmadi (2011) states that the learning model is a pattern or a plan that is used as a guide in planning classroom learning and tutorial learning and to determine learning tools. According to

The Everyone is a Teacher Here learning model or everyone's learning model is a teacher is the right way to get class participation as a whole or individually (Suprijono, 2017: 129). The Everyone is a Teacher Here learning model is an easy-to-use model for gaining large class participation and individual responsibility. This model provides an opportunity for students to act as a teacher of other students (Silberman, 2009: 171). With the Everyone is a Teacher Here learning model students who have been unwilling to be involved will actively participate in learning (Zaini et al, 2008: 60).

The use of the Everyone is a Teacher Here learning model which is one of the peer tutors learning is expected that students can easily understand the concept of learning material so that it can improve student learning outcomes (Sulaiman, 2016). The Everyone is a Teacher Here learning model is an easy way to get participation from all classes which is used as an alternative to activating students. Students can listen actively, explain to friends, ask the teacher, discuss with other students, respond to questions and make arguments, the more activities that will be carried out in learning, students' understanding will also increase, and student understanding will increase the impact on outcomes learning is increasing (Jannah, 2008).

Style means attitude, movement, behavior, beautiful attitude, good gestures, strength, ability to do good (Machali, 2012: 9). Learning styles are ways that students prefer to think, process and understand information (Gunawan, 2006). Learning styles are a consistent way for students to receive information, how to remember, think, and solve problems (Nasution, 2017: 94). The Myers and Briggs personality type is built based on Carl Jung's personality theory and two American women, Katharine Briggs and her daughter Isabel Briggs Myers. The Myers-Briggs Type Indicator (MBTI) is widely used to express psychological self-reports to assess people's orientation toward Carl Jung's personality types (Ghufron and Risnawati, 2014: 52). Extrovert-introvert (E-I) is designed to reflect the basis of a person's attitude or orientation towards life (Ghufron and Risnawati, 2014: 52). Extroverted learning styles show whether the direction of students' interests and attention is directed to the outside world, namely humans, actions, and objects, or vice versa introverted learning styles that indicate whether the direction of students' interests and attention is directed to the world of thoughts, ideas, and concepts (Nasution, 2017: 111).

## III. METHOD

This research was conducted at SMA Bhayangkari 2 Rantauprat. The population of this research is all 11th grade students of SMA Bhayangkari 2 Rantauprat consisted of four classes with 112 students in total. The sample in this research consisted of two classes, classes 11-IIS 1 as the experimental class and class 11-IIS 2 as control class. Technique used in sample collecting is cluster random

sampling. The method used is quasi-experimental research with factorial design 2 x 2.

The Myers-Briggs Type Indicator (MBTI) was used to get data about the style of the students' learning and Test was used to get data about the economic learning outcomes of the students. The testing of the instruments of the research used tests of validity, reliability, difficulty level and discrimination power. Classic assumption test was done using normality test with Lilliefors statistic test and homogeneity test with F statistic test. The hypothesis test was done using the analysis of two way ANOVA.

#### IV. RESULT AND DISCUSSION

The hypothesis test on analysis of two way varince, the criteria to reject or accept H0 are based on the Significance (abbreviated as Sig.). If the Sig. value  $\leq \alpha$  0.05, then Ho is rejected , If the Sig. value  $> \alpha$  0.05, then Ho is accepted. Below are the data of analysis of calculation result of two way ANOVA in Tabel 1.

TABLE I. CALCULATION OF TWO WAY ANOVA

Tests of Between-Subjects Effects					
Dependent Variable: LearningOutcomes					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	7135.21 <sup>a</sup>	3	2378.40	90.54	.00
Intercept	319973.94	1	319973.94	12180.20	.00
Learning Models	2304.98	1	2304.98	87.74	.00
Learning Style	2116.56	1	2116.56	80.56	.00
Learning Models * Learning Style	115.65	1	115.65	4.40	.04
Error	1786.66	68	26.27		
Total	393925	72			
Corrected Total	8921.87	71			

a. R Squared = .800 (Adjusted R Squared = .791)  
Source: Data Processing using SPSS 20

Based on Table I it can be seen that the R Squared value of 0.791 can mean that the learning model and learning style variables explain learning outcomes by 79.10%.

The testing of the first hypothesis: the economic learning outcomes of students taught by using Everyone is a Teacher Here learning model were higher than the economic learning outcomes of students taught by using conventional learning model. The statistic of the hypothesis is:

$$H_0 : \mu A_1 \leq \mu A_2$$

$$H_a : \mu A_1 > \mu A_2$$

Based on the two-way ANOVA calculation, the sig. value was obtained.  $0.00 < \alpha$  0.05 so testing the hypothesis rejected Ho. Thus, it can be concluded that the economic learning outcomes of students taught using Everyone is a Teacher Here learning models were higher than students taught using conventional learning models could be accepted and tested empirically. It is also seen from the average economic learning outcomes of students taught by the Everyone is a Teacher Here learning model were higher than the economic learning outcomes taught by conventional learning models.

The testing of the second hypothesis: the economic learning outcomes of students who had extrovert learning style was higher than those who had introvert learning style. The statistic of the hypothesis is:

$$H_0 : \mu B_1 \leq \mu B_2$$

$$H_a : \mu B_1 > \mu B_2$$

Based on the two-way ANOVA calculation, the sig value is obtained.  $0.00 < \alpha$  0.05 so testing the hypothesis rejected Ho. Therefore, it can be concluded that the economic learning outcomes of students who had extrovert learning style were higher than students who had introvert learning style could be accepted and tested empirically. It is also seen from the average economic learning outcomes of students who had extrovert learning style were higher than the economic learning outcomes of students who had introvert learning style.

The testing of the third hypothesis: there was an interaction between learning model and learning style toward the economic learning result. The statistic of the hypothesis is:

$$H_0 : \mu(A_1B_1 - A_2B_1) = \mu(A_1B_2 - A_2B_2)$$

$$H_a : \mu(A_1B_1 - A_2B_1) \neq \mu(A_1B_2 - A_2B_2)$$

Based on the two-way ANOVA calculation, the sig value was obtained.  $0.04 < \alpha$  0.05 so testing the hypothesis rejected Ho. Thus it can be concluded that there was an interaction between the learning model and the learning style on economic learning outcomes can be accepted and tested empirically.

In the first hypothesis test, it was obtained that sig. value was  $0.00 < \alpha$  0.05. This showed that the economic learning outcomes of students taught using Everyone is a Teacher Here learning models were higher than students taught using conventional learning models. The results of this research support the research conducted by Zulkarnain et al. (2016) showed that there were significant differences between the application of the Everyone is a Teacher Here learning model and conventional learning models of the learning outcomes.

The Everyone is a Teacher Here learning model has a lot of discussion, exchange opinions, and questions and answers that can improve student understanding of the material being studied. The Everyone is a Teacher Here learning model applied in economic learning can have an influence on student economic learning outcomes, because in economic learning activities it takes the ability to think, find ideas, and provide ideas. The use of Everyone is a Teacher Here learning models in economic learning is the right thing to obtain higher learning outcomes. Pratama and Muslim (2013) state that the Everyone is a Teacher Here learning model has advantages compared to other learning models that students are invited to be able to explain to other students, students can express ideas in their minds so they can understand the material being studied, students are trained to improve the ability to exchange opinions objectively and rationally in order to find a truth, students are encouraged to dare to express opinions openly

and students can broaden their insights through exchanging information, opinions and experiences.

For the results of the second hypothesis, it was obtained that the sig. value was  $0,00 < \alpha 0,05$ . This showed the economic learning outcomes of students who had extrovert learning style were higher than students who had introvert learning style. The results of this study support the research conducted by Tanta (2010) concluding that learning styles significantly influence student learning outcomes with a coefficient of determination of 0.730 which means that 73% of student learning outcomes are determined by student learning styles. Besides this research is also strengthened by research conducted by Efendi et al (2017) that extroverted students get higher learning outcomes than introverted students. Suci's research (2019) shows the same thing that extroverted student learning outcomes are higher than introverted students.

In addition to the suitability of the characteristics of teaching materials and learning models, the successful implementation of learning models is also influenced by the learning styles of students. Learning style is a unique way of learning that every student has in the learning process that is selecting, receiving, absorbing, storing, processing, and processing information. Not all students are suitable for working in groups or studying by themselves because each learning style has its own advantages and disadvantages, therefore teachers must be aware of differences in student learning styles. Based on research conducted, students who have extroverted learning styles have a high interest in socializing and to participate in learning. Meanwhile, students who have introverted learning styles rarely show an interest in activities that involve interaction with other students, but prefer things that are individualized. This is in accordance with the opinion of Hariwijaya (2005: 25) that extroverted person is a condition where someone likes to hang out and be with others, does not feel compelled to be with others, is not awkward to speak in front of people, does not like to be alone, likes to be with people new, like to speak in public and confident. While introverts are less likeable with others, prefer to be alone, do not like new people, do not like to talk in public, lack of confidence, shy, and quiet.

In the third hypothesis test, it was obtained that sig. value  $0,04 < \alpha 0,05$ . This showed that there were interactions between learning models and learning style on economic learning outcomes. The results of this study support the research conducted by The results of this study are supported by Ahriani (2013) that there is an interaction between cooperative learning models and learning styles in influencing student learning outcomes. Sugiharto's research (2014) shows that there is an effect of interaction between cooperative learning models and learning styles on student learning outcomes.

Learning styles are characteristics of students that need to be considered in designing appropriate learning models. The suitability of learning styles with the chosen learning model

will maximize the learning process in the classroom. Based on the research conducted, students who have extroverted learning styles tend to be open, like exchanging ideas, acting or talking, and interacting. In addition, students who have extroverted learning styles tend to be excited, happy to get a lot of attention, and have high self-confidence. Meanwhile, students who have introverted learning styles tend to be closed, quiet, think before acting or talking, happy with one thing, and do not like to interact with others. This is in accordance with the opinion of Ghufron and Risnawati (2014: 49) that students who have extroverted learning styles are seen from their ability to establish relationships with other individuals, their warm and friendly attitude, have a high interest in getting along and to join social groups while students who have introverted learning styles can be seen from their low ability to establish relationships with their social environment, are quiet, and unfriendly, and rarely show interest in activities that involve groups.

## V. CONCLUSIONS

Based on the results of the research and discussion that have been described, the conclusions can be drawn as follow:

- The average economic learning outcomes of students taught by the Everyone is a Teacher Here learning model were higher than the average economic learning outcomes of students taught by conventional learning models.
- The average economic learning outcomes of students with extrovert learning style are higher than introvert learning style.
- There was an interaction between the learning model and learning style on the economic learning outcomes.

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