

Muslim Minorities Muhammadiyah West Papua: History, Struggle & Personality Haji Rauf Abu

Ismail S Wekke


*Proceeding of 1st International Student Colloquium in Conjunction with SEAAM 2nd Students
Mobility Program for Southeast Asia 2019*

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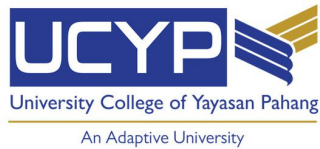


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INDONESIA

E-ISBN: 978-967-2491-05-7
PROCEEDING

ADAPTIVE STRATEGIES FOR SUSTAINABLE EDUCATION

1ST UCYP International Student Colloquium
in Conjunction with
SEAAM 2nd Student Mobility Program for
Southeast Asia 2019

30th NOVEMBER 2019 (Saturday)
Lecture Theater, UCYP Main Campus Tanjung Lumpur, Kuantan,
Pahang, Malaysia



Adaptive Strategies for Sustainable Education

Proceeding of 1st International Student Colloquium in Conjunction with SEAAM 2nd Students Mobility Program for Southeast Asia 2019

Lecturer Theater, UCYP Main Campus Tanjung Lumpur,
Kuantan, Pahang, Malaysia
November 30th, 2019

Editors:

Dedi Sanjaya

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Jointly organized by:

*University College of Yayasan Pahang (UCYP) &
South-East Asia Academic Mobility (SEAAM)*



*UCYP Press,
Univesity College of Yayasan Pahan*

Adaptive Strategies for Sustainable Education

First printing, 2020

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Perpustakaan Negara Malaysia

Cataloguing-in-Publication Data

International Student Colloquium in Conjunction with SEAAM 2nd Students Mobility Adaptive Strategies for Sustainable Education: Proceeding of 1st International Student Colloquium in Conjunction with SEAAM 2nd Students Mobility Program for Sountheast Asia 2019, Lecturer Theater, UCYP Main Campus Tanjung Lumpur, Kuantan, Pahang, Malaysia, November 30th, 2019 / Editors: Dedi Sanjaya, Azhar Jaafar@Ramli, Ismail Suardi Wekke.

Mode of access: Internet

eISBN 978-967-2491-05-7

1. Education--Congresses.
 2. Sustainability--Congresses.
 3. Islamic education--Congresses.
 4. Education, Higher--Congresses.
 5. Electronic books.
- I. Dedi Sanjaya. II. Azhar Jaafar@Ramli.
III. Ismail Suardi Wekke.
IV. Title.
370

Published by:



UCYP Press,

University College of Yayasan Pahang,
3rd Floor, Kompleks Yayasan Pahang,
Tanjung Lumpur, 26020 Kuantan,
Pahang Darul Makmur, Malaysia

Telephone : +609 534 3999

Fax : +609 534 1399

Website : <http://www.ucyp.edu.my>

Email : penerbit@ucyp.edu.my

eISBN : 978-967-2491-05-7

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Preface

This book is the compilation of papers from 1st International Student Colloquium in Conjunction upon a theme “**Adaptive Strategies for Sustainable Education**”, which was held on November 30th, 2019. This colloquium was jointly organized by *University College of Yayasan Pahang (UCYP) & South-East Asia Academic Mobility (SEAAM) in Collaboration with Sekolah Tinggi Agama Islam Negeri (STAIN) Sorong, Universitas Muhammadiyah Sorong (UMS), Institut Agama Islam Negeri (IAIN) Pare-Pare, Institut Agama Islam Negeri (IAIN) Ternate, Institut Agama Islam Negeri (IAIN) Kendari, Institut Agama Islam Negeri (IAIN) Padangsidempuan and Universitas Negeri Padang (UNP).*

As the chair of 1st International Student Colloquium, it gives me great pleasure to extend my warm welcome to all the 1st International Student Colloquium delegates. I would like to express my utmost appreciation and sincere thanks for your support. Without the tremendous support, this special event would not have materialized. On behalf of the organizing committee, I would like also to acknowledge our gratefulness and appreciation to all the sponsors and partners who have been supportive in ensuring the success of this event. The main aim of organizing this event is to offer a platform for researcher, academics, and students to present, share and promote their research and development strengths, particularly issues in education. This conference theme has attracted Malaysian students and international participants from 5 (five) countries including Indonesia and Thailand. Following the double-blind peer-reviewing process, a total of 34 abstracts were accepted for presentation and a total of 18 full papers were accepted for publication (in E-Proceeding).

Overall, the articles raise many concepts with aim to meet questions regarding the Adaptive Strategies for Sustainable Education. It considers thousands of alternative ways to explore the opportunities in sustainable education in discussion of conceptual papers, case study and empirical research. This volume is an important addition to the literature on education. It may also be valuable to an audience beyond academia interested in culture and social studies.

Last but not least, I would like to express my gratitude and credit to all members of the organizing committee for their full assistance and hard work throughout the year of 2019. This event would not have been possible without the help of them and their devotion to work in making this colloquium a success is greatly appreciated.

Kuantan, November 2019

Chairman of 1st International Student Colloquium

The Use of Flashcard Game Method to Improve Students' Learning Interest in *Akidah Akhlak* Subject

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Abstract

The problem of this research was found from the result of interview with the teachers of *Akidah Akhlak* lesson that there were students who did not pay attention to the lesson, talking with other students, and did not intent to help their friends doing the group task while the learning process was running. That case happened because of lecturing method dominance used by the teacher. This caused the interest of students in learning *Akidah Akhlak* lesson was low. Thus, the researcher gave them a solution in learning *Akidah Akhlak* lesson by using flashcard game method. The purpose of this research was to know whether the use of flashcard game method could improve learning interest of grade X students in *Akidah Akhlak* lesson at MAN 1 Padangsidempuan. The research involved a classroom action research, which used qualitative method. The samples of this research were 38 students taken from class of X MIA-1. The instruments of data collection were questionnaire and observation. Quantitative approach with statistical method was used to analyze the data through SPSS 22 program. According to this research, it was concluded that students' learning interest of X MIA-1 in *Akidah Akhlak* lesson could be improved through flashcard game method. This improvement could be seen from the results of questionnaire and observation. The result of questionnaire usage in cycle I was 97.31 in average, cycle II was 104.86 in average, and cycle III was 113.65 in average. The result of observation usage in cycle I was 86.83%, cycle II was 91.44%, and cycle III was 95.39%. After all, all approaches done from cycle I until cycle III showed improvement of students' learning interest in *Akidah Akhlak* subject.

Keywords: *Flashcard Game Method, learning interest, and Akidah Akhlak Subject.*

Introduction

Learning means efforts that someone continually does in order to get behavior changes toward something new, taking the changes as the experiences in environmental interaction. In Indonesia, educational effort must be accordant with Indonesian Regulation Number 20, 2003. Chapter II, Article 3 that defines the Function of National Education as follow:

"National education is to develop skills and to create dignified character of the people and culture in order to create educated life of the people, to intend to develop student's potencies toward a religious and God-fearing, noble, healthy, intellect, capable, creative, self-sufficient, responsible and democratic citizen".

There are some factors that influence the purpose of national education. One of them is the element of teacher and student in conducting learning. Learning is the core of education. Everything set will be conducted in teaching and learning, where all components will be processed there. Main components included teachers and students commit task responsibly to reach the purpose of learning.

Troubles still appear in running the function of national education and student's learning interest was one of them. In learning process, student's learning interest is an important component to create smooth teaching and learning process. Student with high learning interest can support the process toward better teaching and learning process. However, low learning interest will affect the quality of teaching and learning. It does not work even if

facilities are fully given to the students but they do not have any learning interest, unfortunately they keep being lazy to study.

Method is a way to reach goal. Learning process needs various methods so the students do not feel bored when it is running. Method takes an important role in delivering teaching materials. Therefore, teacher must be able to choose and use proper method which suitable with the teaching and learning process.

Using method in teaching and learning requires an innovative teacher. One of teaching and learning methods is flashcard game. This method makes all students active through a game using flashcard. It is not suitable for small number of students, but it intentionally works for all students as participants. Obviously, communication between teacher and students is needed to assure that receiving knowledge is still running well. Flashcard game method is quite interesting, easy to commit, can stimulate students to develop their imagination and creativity as well.

According to sources of journals such as *Google Scholar* and *Moraref*, it is found that there are some studies related to use of flashcard game method. Heru Kristiyono used flashcard game method to improve students' cognition. Maria Inawati used manipulative tools method to improve students' affection including learning interest. Restu Pratiwi used bingo game method to improve students' activeness in learning. A.Y. Soegeng, Sri Kartika Sinta Dewi used monopoly game method to improve students' learning interest and result.

Heru Kristiyono, Maria Inawati, Restu Pratiwi, A.Y. Soegeng, and Sri Kartika Sinta Dewi used different game methods. Each method is convenient to particular aspect such as cognition, affection, activeness, or learning interest and result in the same subject, mathematics.

Flashcard game method has been studied by some researchers. Erna Sundari used syllable-pattern game and flashcard game method. Sugiyanti used flashcard game method. Tri Endah Budiyaniti used flashcard game method as well.

Erna Sundari, Sugiyanti, and Tri Enda Budiyaniti used flashcard game method for the same focus of problem, is to improve students' reading ability. Based on few researches above, it is known that flashcard game method is often used in general subjects. Thus, the researchers conducted a research that is relevant to use of flashcard game method and students' learning interest in subject of Akidah Akhlak.

Flashcard game method is more effective in use if media is available during the teaching and learning process. It goes with Hamalik's says that using media during teaching and learning process may raise students' learning interest and motivation, and also give psychological influence to the students. Media can increase students' learning interest and concentration to the lesson.

Theory of behavioral learning states that all behaviors including someone's response is caused by stimulus. If flashcard game method is applied in teaching and learning, students' learning interest may increase. It is because stimulus and response make changes of behavior. Someone is called known if he can show the changes on his behavior.

According to interview with the teacher of Akidah Akhlak, grade X students in MAN 1 Padangsidempuan still pay less attention to the teacher's lecture. Some of the students talked to another, mused and lost their concentration during the lesson. During the time they worked in group, some students were out of the teacher's instruction. They only did the task when the teacher coming around them. They were not enthusiastic when the teacher let them to ask question or give any opinion. The result of interview shows that the students have low learning interest. It can be known from the method used by the teacher, which is lecturing. That is why the teaching and learning process is dominantly passive.

Based on the problem, the researchers need to make an innovation in teaching and learning Akidah Akhlak through flashcard game method to create students-center teaching and

learning process. In other words, the researchers can apply a teaching and learning process, which makes the students as dynamic subjects, while the researchers as a facilitator. In this case, the researchers chose flashcard game method to improve students' learning interest of Akidah Akhlak subject, grade X students of MAN 1 Padangsidempuan. Thus, the title of this research is "The Use of Flashcard Game Method in Improving Students' Learning Interest Akidah Akhlak Grade X Students of MAN 1 Padangsidempuan".

Theoretical Description

Theory of Behavioral Learning

This kind of theory becomes the newest and it still influences psychologists nowadays. It is made by Burrhus Frederic Skinner, a follower of behaviorism who is controversial. His latest work is called *About Behaviorism* published in 1974 (Muhibbin Syah, 2004:98). Theory of behavioral learning is known as theory of *Operant Conditioning* as well. Theory of *Operant Conditioning* is stated as follow:

"Operant conditioning is another approach to the study of associative learning. When you teach a dog a trick, it is hard to specify the unconditioned stimuli that could produce such behavior before conditioning. Actually, you "got him to do it" as best you could and afterward rewarded him with either approval or food. The approval of food did not produce the behavior. To describe this kind of conditioning, B.F Skinner introduced the concept of operant conditioning. To understand operant conditioning we need to distinguish between two kinds of behavior which Skinner called respondent and operant behavior. Respondent behavior is directly under the control of a stimulus as in the unconditioned responses of classical conditioning: the flow of saliva to food in the mouth, the constriction of the pupil to a flash of light on the eye, the knee jerk to a tap on the patellar tendon. The relation of operant behavior to stimulation is somewhat different. The behavior often appears simply to happen, to be emitted; that is, it appears to be spontaneous rather than a response to a specific stimulus. The gross movement of the limbs of a new born baby can be classified as emitted behavior in this sense; most so-called voluntary behavior is emitted rather than respondent. A stimulus that may influence operant behavior is called a discriminative stimulus. The ringing of a telephone is a discriminative stimulus; it tells you that the telephone is answerable, but it does not force you to answer. Even though the ringing telephone is compelling, the response to it is operant and not respondent behavior. The word operant derives from the fact that the operant behavior "operates" on the environment to produce some effect. Thus going to where the telephone is and raising the receiver are operant acts that lead to the telephone conversation" (Ernest R. Hilgard, 1975:199-200).

Flashcard Game Method

Method

Method in Arabic language is known as *thariqah*, which means strategic steps prepared for doing something. In education, a method must be applied in the process of teaching and learning in order to develop mentality and character so that students are able to receive the knowledge easier, more effective, and even can be understood well (Ramayulis, 2002:271). Based on the definition above, it can be concluded that method is ways or steps that are used by teacher to reach the goal of education itself and students can master certain competencies based on the subject syllabus (Ramayulis, 2002:272).

Game

Ruslin Badru says that game is a way of a child to receive knowledge of everything. Playing game allows child to explore, train his body and imagination, interact with his friends and adults, develop his language ability and number of words he knows, and the learning must be enjoyable (Ruslin W. Badu, 1-188:2011).

Flashcard

Word card is a square-shape thick paper which is filled of smallest element of language, can be stated or written (Er Sungkowati, 2012:49-59). Picture is scribble made to create visual lines as thought or expression of someone. Picture is a general language that can be understood and enjoyed.

In the conclusion, flashcard is a card containing words and pictures. This flashcard will be a media and students can find various words and pictures. The use of picture can be varied with word card and sentence card. Flashcard game method is used as stimulus to help students expressing their thoughts and producing language (words or sentences) that will be said. Students are able to think quickly, move actively, and solve problem.

Characteristics of Game Method

Here are some characteristics of Game Method:

- 1) Game is always played with something.
- 2) There are interactions.
- 3) Game is progressive, not static but dynamic, is a dialect process, *tase-antese-sintese*.
- 4) There is unpredictable changeover.
- 5) A player does not play with something or someone, but who the player plays with is playing with the player as well.
- 6) Playing a game requires a room and rules as well.
- 7) The rules limit the game field (Soetiningsih,2012:221).

Functions of Flashcard Game

Here are some functions of Flashcard Game:

- 1) Condition or situation during the game is very important to students because they should feel comfortable in the game.
- 2) The game can show proper fact and concept, as well as using conventional learning to the same object.
- 3) In general, flashcard game can improve students' learning interest and drive them to help each other.
- 4) Best help in this game is dominantly affection (including feeling or character) that is giving help of interest and help of behavior change.
- 5) Teacher and students can use valuable and meaningful card to reach goal of the lesson (Imas Kurniawan,2009:24).

Steps of Playing Flashcard Game Method

Eliyawati states one of steps in playing flashcard game is taking the flashcard one by one in turns. Here are steps of playing flashcard game:

- 1) Teacher shows the pictures in accordance with the theme.
- 2) Teacher prepares and shares the flashcards.
- 3) Teacher shows the flashcards and pronounces them.
- 4) Students play the flashcards based on teacher's instruction.
- 5) Letting students to match the flashcards.
- 6) Students are ordered to show the word based on the instructions (Cucu Eliyawati,2005:72).

Strengths of Flashcard Game Method

Strengths of flashcard game method are stated as follow:

- 1) Concrete, more realistic on showing main problem than verbal media.

- 2) Overcoming problem of space and time. All things, objects, or occasions cannot be brought into the class, and students cannot be brought into the occasions either.
- 3) Overcoming sight limitation.
- 4) Explaining problem in every field clearly and solving them in order to avoid misunderstanding.
- 5) Affordable, easy to get and playable without using particular tool (Asnawir,2002:50).

Weaknesses of Flashcard Game

Weaknesses of flashcard game method are stated as follow:

- 1) Leading to the lesson becomes deficient. It is because flashcard only shows students' perceptions based on their sights. It is less useful to drive students' character.
- 2) Too complex thing is not effective in learning.
- 3) It is quite limited for numerous groups (Arif Sadiman,2005:31).

Learning Interest

Learning interest means tendency to feel interested in a field or a particular discussion and glad to learn it (T Kartini, 2007:1-5). This goes with Slameto's opinion that states that interest is sense of liking or sense of attraction to something or an activity without any compulsion.

Muhibbin Syah states that interest is high tendency and desire or wish of something (F Jannah, 2010:8). Thus, students' learning interest of Akidah Akhlak is a tendency to pay attention to Akidah Akhlak. There are sense of liking and sense of attraction to Akidah Akhlak. Students with interest in Akidah Akhlak will pay attention and actively participate during the lesson and who is not interested in Akidah Akhlak will not seriously study it.

Research Methodology

Procedure of this research used Kurt Lewis-model. This research model committed 4 steps in 1 cycle; it consisted of planning, acting, observing, and reflecting. This research consisted of 3 cycles with different action in each cycle. In cycle 1, flashcards given to the students were colorless. In cycle II, flashcards were colorful, and there were colorful background in cycle III. To collect the data, the researchers used questionnaire and observation. Questionnaire is a list of questions arranged systematically; kind of the questionnaire was structured questionnaire. The scale needed to measure the questionnaire. Scale is value appointed to the subject, object, or behavior in order to measure character. The scale used in this researcher was Likert scale:

Table 1: *Description of the Answer*

Answer	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

Here is the content of the questionnaire of learning interest that will be given to every respondent:

Table 2: *The Content of Questionnaire of Students' Learning Interest in Akidah Akhlak*

No	Indicator	Descriptor	Item Number		Statement	T
			Positive	Negative		
1	Delight	1. Studying without any compulsion 2. Feeling delighted when studying 3. Feeling disappointed when not able to follow the lesson 4. Not feeling bored during the lesson 5. Being attendant when the lesson is beginning	3	4	1, 2, 3, 4, 5, 6, 7	7
2	Students' Participation	1. Asking the teacher if not understand something 2. Being active in answering question from the teacher 3. Being active in discussion	2	3	8, 9, 10, 11, 12	5
3	Affinity	1. Interested in Akidah Akhlak lesson 2. Interested in the attitude of the teacher of Akidah Akhlak 3. Not postponing task given by the teacher	3	5	13, 14, 15, 16, 17, 18, 19, 20	8
4	Student's Attention	1. Listening and paying attention to the teacher's explanation 2. Noting the teacher's explanation	5	5	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	10

Number of The Questions	30
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Based on the test of validity, there are 27 valid statements and 3 invalid statements. Here is the test of validity:

Table 3: Validity Testing of Learning Interest

Number of the Item	Value of r_{xy}	Description	Interpretation
1	0,498	Instrument is valid, if $r_{xy} > r_{table}$ with $n = 38$ in significance degree 5%, obtained $r_{table} = 0,320$	Valid
2	0,582		Valid
3	0,458		Valid
4	0,135		Not Valid
5	0,606		Valid
6	0,515		Valid
7	0,381		Valid
8	0,498		Valid
9	0,97		Valid
10	0,643		Valid
11	0,452		Valid
12	0,225		Not Valid
13	0,453		Valid
14	0,433		Valid
15	0,708		Valid
16	0,476		Valid
17	0,517	Instrument is valid, if $r_{xy} > r_{table}$ with $n = 38$ in significance degree 5%, obtained $r_{table} = 0,320$	Valid
18	0,523		Valid
19	0,436		Valid
20	0,355		Valid
21	0,575		Valid
22	0,189		Not Valid
23	0,341		Valid
24	0,601		Valid
25	0,378		Valid
26	0,557		Valid
27	0,596		Valid
28	0,494		Valid
29	0,494		Valid
30	0,417		Valid

The second instrument is observation. Observation is done to collect data by doing research directly to environment that support the research so condition of the research object can be seen clearly. Here is observation sheet of students' learning interest.

Result of the Research

Based on the result obtained, there were different scores in cycle I, cycle II, and cycle III. Here is the table:

Table 5: *Result Comparison on Questionnaire in Cycle I, II, and III*

Cycle	Mean
I	97,31
II	104,86
III	113,65

Table 6: *Result Comparison on Observation of Students' Learning Interest*

Cycle	Percentage
I	86,83%
II	91,44%
III	95,39%

Based on the result, it shows that students' learning interest through flashcard game method started from cycle I, II, and III has shown improvement of learning interest in Akidah Akhlak subject grade X MAN 1 Padangsidimpuan. The result of the research goes with the theory stated above. It states that flashcard game method has some strength. Theory of behavioral learning states that all action including response influenced by stimulus. If this flashcard game method is applied in learning so the students' learning interest will be increased because there is stimulus-response that generates behavior change and someone is called known if he can show the changes on his behavior. There may be another methods that is suitable to improve students' learning interest in Akidah Akhlak and flashcard game had becomes one of them.

Conclusion

The hypothesis of this research states that flashcard game method can improve students' learning interest in Akidah Akhlak, grade X student MAN 1 Padangsidimpuan. Based on the result of the research of MAN 1 Padangsidimpuan, it is found that flashcard game method can improve students' learning interest of 38 students of X MIA-1 MAN 1 Padangsidimpuan.

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