



## Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Wahyudin Nur Nasution  
Assignment title: perpusdokino  
Submission title: The Effectiveness of STAD Learni...  
File name: t\_Based\_on\_the\_Students\_Self\_C...  
File size: 553.67K  
Page count: 14  
Word count: 7,141  
Character count: 38,599  
Submission date: 15-Jan-2019 09:38PM (UTC-0800)  
Submission ID: 1064712609

The Turkish Online Journal of Design, Art and Communication TODAC December 2017 Special Edition

### THE EFFECTIVENESS OF STAD LEARNING STRATEGY AND EXPOSITORY ON THE FIKIH LEARNING ACHIEVEMENT BASED ON THE STUDENTS' SELF CONCEPT IN MTSN MEDAN, INDONESIA

Wahyudin Nur Nasution  
Tarbiyah Faculty, State Islamic University of North Sumatra (UINSU), Medan Indonesia

#### ABSTRACT

This research aims to find out the effect of learning strategies and self-concepts on the students' fiqh learning achievement. This research uses experimental method with 2x2 factorial designs and conducted on two State Tsanawiyah Madrasahs (MTsN) in Medan City, Indonesia with the sample number 48 students. The results of this research are as follows, (1) in Fiqh learning in MTsN of Medan City, STAD learning strategy is generally more effective than expository learning strategy, (2) for the students who had high self-concept, the use of STAD learning strategy in Fiqh subjects is more effective than the use of expository learning strategy, (3) for the students who had low self-concept, the use of expository learning strategy in Fiqh subjects is more effective than STAD learning strategy, (4) there is interaction influence between the learning strategy and the self concept on the students' Fiqh learning achievement in MTsN of Medan City, Indonesia. Based on the results of this research, it is necessary to make the students' self concept can be improved, so that STAD learning strategy can be implemented effectively.

**Keywords:** STAD learning strategy, expository learning strategy, self-concept, fiqh learning achievement

#### INTRODUCTION

The low quality of education in MTs some can be seen from the results of the students' learning on the subject of Fiqh who have not been in line with the expectations. The results of the final exam of semester which are considered as one indicator of the success rate of a learning process, from year to year are relatively the same at the level of Madrasah Tsanawiyah (MTs). The students are still having difficulties to achieve the highest score on Fiqh. The result data of Final Exam Semester at Madrasah Tsanawiyah in Medan City, Indonesia show that the average achievement of Final Result Semester of Fiqh lesson year 2014/2015 in Medan City area is only equal to 6.67. The low Fiqh learning achievements in MTs are inseparable from the influence of various factors in the learning activities, either the internal factors or the external factors of the students.<sup>1</sup> The internal factor that is expected to influence the learning achievements is self-concept,<sup>2</sup> while the external factors that are expected to influence them are the environment student learning, teacher skills, facilities and infrastructure, and learning strategies used by teachers.<sup>3</sup>

Based on the above facts, the writer is interested to conduct experiments on the implementation of STAD learning strategies that are expected to improve the students' learning achievements in Fiqh subject. As a comparison from the influence of learning strategies, they will be seen the influence of expository learning strategies. In determining the success of a learning strategy, the factor of the students' characteristic is an important thing that must also be considered and taken into consideration by the teacher. Therefore, this research is conducted by taking into account the internal factor of students as an effort to generate the information about the influence of learning strategies applied when it is associated with the internal factors of the students to their learning achievement in Fiqh.

<sup>1</sup> Al Rayyidin dan Wahyudin Nur Nasution, *Teori Belajar dan Pembelajaran* (Medan: Perdana Publishing, 2015), p. 15.

<sup>2</sup> Herbert W. Marsh, "Context Specificity of Relations Between Academic Achievement and Academic Self-Concept", *Journal of Educational Psychology*, Vol. 84, No. 1, 1992, p. 35.

<sup>3</sup> Sumadi Suryobrata, *Psikologi Pendidikan* (Jakarta: Rajawali Pers, 2005), p. 233-234.

# The Effectiveness of STAD Learning Strategy and Expository on the Fiqh Learning Achievement Based on the Students' Self Concept in MTSN Medan Indonesia.p

*by* Wahyudin Nur Nasution

---

**Submission date:** 15-Jan-2019 09:38PM (UTC-0800)

**Submission ID:** 1064712609

**File name:** t\_Based\_on\_the\_Students\_Self\_Concept\_in\_MTSN\_Medan\_Indonesia.pdf (553.67K)

**Word count:** 7141

**Character count:** 38599

## THE EFFECTIVENESS OF STAD LEARNING STRATEGY AND EXPOSITORY ON THE FIQIH LEARNING ACHIEVEMENT BASED ON THE STUDENTS' SELF CONCEPT IN MTSN MEDAN, INDONESIA

Wahyudin Nur Nasution

Tarbiyah Faculty, State Islamic University of North Sumatra (UINSU), Medan Indonesia

### ABSTRACT

This research aims to find out the effect of learning strategies and self-concepts on the students' fiqih learning achievement. This research uses experimental method with 2x2 factorial designs and conducted on two State Tsanawiyah Madrasahs (MTsN) in Medan City, Indonesia with the sample number 48 students. The results of this research are as follows; (1) in Fiqih learning in MTsN of Medan City, STAD learning strategy is generally more effective than expository learning strategy; (2) for the students who had high self-concept, the use of STAD learning strategy in Fiqih subjects is more effective than the use of expository learning strategy; (3) for the students who had low self-concept, the use of expository learning strategy in Fiqih subjects is more effective than STAD learning strategy; (4) there is interaction influence between the learning strategy and the self concept on the students' Fiqih learning achievement in MTsN of Medan City, Indonesia. Based on the results of this research, it is necessary to make the students' self concept can be improved, so that STAD learning strategy can be implemented effectively.

**Keywords:** STAD learning strategy, expository learning strategy, self-concept, fiqih learning achievement

### INTRODUCTION

The low quality of education in MTs some can be seen from the results of the students' learning on the subject of Fiqih who have not been in line with the expectations. The results of the final exam of semester which are considered as one indicator of the success rate of a learning process, from year to year are relatively the same at the level of Madrasah Tsanawiyah (MTs). The students are still having difficulties to achieve the highest score on Fiqih. The result data of Final Exam Semester at Madrasah Tsanawiyah in Medan City, Indonesia show that the average achievement of Final Result Semester of Fiqih lesson year 2014/2015 in Medan City area is only equal to 6.67. The low Fiqih learning achievements in MTs are inseparable from the influence of various factors in the learning activities, either the internal factors or the external factors of the students.<sup>1</sup> The internal factor that is expected to influence the learning achievements is self-concept,<sup>2</sup> while the external factors that are expected to influence them are the environment student learning, teacher skills, facilities and infrastructure, and learning strategies used by teachers.<sup>3</sup>

Based on the above facts, the writer is interested to conduct experiments on the implementation of STAD learning strategies that are expected to improve the students' learning achievements in Fiqih subject. As a comparison from the influence of learning strategies, they will be seen the influence of expository learning strategies. In determining the success of a learning strategy, the factor of the students' characteristic is an important thing that must also be considered and taken into consideration by the teacher. Therefore, this research is conducted by taking into account the internal factor of students as an effort to generate the information about the influence of learning strategies applied when it is associated with the internal factors of the students to their learning achievement in Fiqih.

15  
<sup>1</sup> Al Rasydin dan Wahyudin Nur Nasution, *30* *ori Belajar dan Pembelajaran* (Medan: Perdana Publishing, 2015), p. 15.

<sup>2</sup> Herbert W. Marsh, "Content Specificity of Relations Between Academic Achievement and Academic Self-Concept", *Journal of Educational Psychology*, Vol. 84, No. 1, 1992, p. 35.

<sup>3</sup> Sumadi <sup>1</sup> *yabrata, Psikologi Pendidikan* (Jakarta: Rajawali Pers, 2005), p. 233-234.

This study aims to determine the effect of learning strategies and self-concepts on students' fiqh learning achievement. The results of this research are expected to be input in enriching the treasury of knowledge in learning strategies, especially the learning strategies of Fiqh. The results of this study are also expected to be used as a consideration by: (1) the Fiqh teachers in improving their students' learning achievements, (2) the education managers to provide the opportunities for the teachers to make changes in efforts to improve the learning achievement of Fiqh, 3) the researchers to further examine the efforts to improve the Fiqh learning achievement.

## REVIEW OF LITERATURE

### *Learning Fiqh Achievements*

#### *Learning Achievement*

Learning achievement basically shows a new skill and behavior skill as a result of training or experience. In this case, Aronson states that learning achievements are observable behaviors and demonstrate a person's ability. This learning achievement is often expressed in the form of learning objectives.<sup>4</sup> Soedijarto defines learning achievement as the level of mastery of knowledge achieved by students in following the learning program in accordance with established educational goals.<sup>5</sup>

Second is the cognitive process dimension. This dimension consists of six categories, namely remembering, understanding, applying, analyzing, judging, and creating. Remembering is an effort to gain the relevant knowledge from long-term memory.<sup>6</sup> Understanding is the making of the meanings of instructional messages that include graphical, written, and spoken communication. Applying is related to the use of procedures for exercising and addressing problems. Analysis is dealing with breaking down matter into its basic parts and determining how the parts are connected to each other and to the general structure. Assessing is a decision-making based on criteria and standards. Creating is dealing with three cognitive processes, namely generating, planning, and producing.<sup>7</sup>

#### **Fiqh**

Fiqh is the knowledge of a group of laws concerning the human deeds derived from detailed arguments.<sup>8</sup> Along with this, Zain says that Fiqh is the knowledge of the laws of *shari'ah* (religion) about the deeds of men discovered from the detailed postulations.<sup>9</sup> Charity of human actions includes all the deeds of the *mukallafs* deeds associated with worship, *muamalat*, penalty and so on. While the detailed arguments are the units of propositions which is each of them refers to a particular law.

Fiqh learning is directed to deliver the students in order to understand the principles of Islamic law and the procedure of its implementation to be applied in life, thus becoming a Muslim who always obeys the Islamic *Shari'ah* in *kaaffah* (perfect).<sup>10</sup>

Fiqh learning in Madrasah Tsanawiyah aims to equip the students in order to: (1) know and understand the principles of Islamic law in regulating the rules and procedures of performing the human relationships with Allah which is regulated in Fiqh of worship and human relationships with others arranged in fiqh of *muamalah*. (2) Implementing and conducting the provisions of Islamic law properly in the

<sup>4</sup> Dennis T. Aronson and Leslie J. Briggs, "Contribution of Gagne and Briggs to a Prescriptive Model of Instruction," *Instructional-Design Theories and Models: An Overview of Their Current Status*, ed. Charles M. Reigeluth (London: Lawrence Erlbaum Associates Publisher, 1983), p. 98.

<sup>5</sup> Soedijarto, *Menuju Pendidikan Nasional yang Relevan dan Bermutu* (Jakarta: Balai Pustaka, 1993), p. 49.

<sup>6</sup> *Ibid.*, p. 66.

<sup>7</sup> *Ibid.*, pp. 14-86.

<sup>8</sup> Mukhtar Yahya dan Fachturrahman, *Dasar-Dasar Pembinaan Hukum Fiqh Islam* (Bandung: Al-Ma'arif, 1986), p. 15.

<sup>9</sup> Lukman Zain, *op. cit.*, p. 3.

<sup>10</sup> Hafsa Mardianto, *Strategi Pembelajaran Bidang Studi Fiqih* (Medan: FT. IAIN SU, 2008), h. 2.

implementation of worship to Allah and social worship.<sup>11</sup> The experience is expected to foster the compliance with Islamic law, discipline and high social responsibility in private and social life.

### ***STAD and Expository Learning Strategies***

#### ***STAD Learning Strategy***

STAD (Student Team Achievement Division) is one of the simplest types of cooperative learning strategies and is the best strategy for teachers who are new know and use cooperative learning strategies.<sup>12</sup> According to Eggen and Kauchack, STAD strategy is a type of cooperative learning which its implementation uses a reinforcement system structure to improve the learning concepts, skills and facts. In addition, STAD strategy also uses the form of direct learning and group work. During group work, the students do the exercises prepared in the form of worksheets by the teacher and discuss the results with the members of the group.<sup>13</sup>

The same thing is stated by Suprihatiningrum that STAD strategy refers to learning in small groups consisting of 4-5 people in one group. Each group must be heterogeneous that consists of men and women, coming from various tribes, possessing high ability, moderate, and low.<sup>14</sup> In the implementation of the STAD strategy, the teachers play a role in providing assistance if group members cannot resolve differences of opinion about questions or exercises.<sup>15</sup>

Although the reinforcements are used in STAD, the focus is on improving the personal achievement and emphasizing that groups do not compete each other. Each group can achieve the highest group awards, if their achievement is sufficiently increased or has a fairly high average.<sup>16</sup> STAD strategies are especially effective for materials that contain information about basic skills. The significant results are found in a number of studies, such as; Art, English, Mathematics, Social knowledge, and Science knowledge.<sup>17</sup> According to Jones and Jones, the STAD type of cooperative learning strategy is a cooperative learning strategy that combines the activities of cooperation and competition.<sup>18</sup>

In order the STAD strategy to be implemented effectively, it is necessary to prepare. The preparation includes; (1) determining the teaching materials according to the curriculum, making the student worksheets, the student answer sheets, and quizzes for each lesson section; (2) making groups based on the student ratings. Each group consists of four members that one high-achieving student, two moderate achieving students, and one low-achieving student, and (3) determining the baseline score based on the previous year's final exam score (using the Evaluation of Learning Achievement or EHB).<sup>19</sup>

### ***Expository Learning Strategy***

<sup>11</sup>*Ibid.*, p. 13

<sup>12</sup> Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice* (Boston: Allyn and Bacon, 1995), p. 4.

<sup>13</sup> Donald P. Kauchak and Paul D. Eggen, *Learning and Teaching: Research-Based Method* (Boston: Allyn and Bacon, 1993), p. 503.

<sup>14</sup> Jamil Suprihatiningrum, *Strategi Pembelajaran* (Jogjakarta: Ar-Ruzz Media, 2016), p. 202-203.

<sup>15</sup> Slavin, *op. cit.*, p. 71.

<sup>16</sup>*Ibid.*, p. 504.

<sup>17</sup> Mary S. Leighton, "Cooperative Learning" *Classroom Teaching Skill*, ed. James. M. Cooper (USA: D.C. Health and Company, 1993), p. 319.

<sup>18</sup> Vernon F. Jones and Louise S. Jones, *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems* (Boston: Allyn and Bacon, 2001), p. 228.

<sup>19</sup>*Ibid.*, pp. 3-75.

The term of expository is derived from the concept of exposition, which means to give an explanation. In the context of learning, an exposition is a strategy that teachers do to say or explain facts, ideas, and other important information to students.<sup>20</sup>

According to Romiszowski, the expository learning strategy takes place through several stages. First is the presentation of information. The presentation of this information can be done with lectures, exercises, or demonstrations. Second is a test of mastery and restatement when deemed necessary. Third is providing the opportunities of application in the form of examples and problems, with increasing numbers and difficulty levels. Fourth is providing an opportunity to apply new information in real situations and problems.<sup>21</sup>

Meanwhile, according to Ausubel, before presenting the lessons in expository learning strategy used advanced organizer.<sup>22</sup> The advanced organizer is a preliminary statement by describing the overall schema of the organization of knowledge or material to be presented.<sup>23</sup>

One of the goals of an expository learning strategy is to provide the students with knowledge and skills.<sup>24</sup> Knowledge and skills deemed important to students such as information that relate to Science, Mathematics, Social Studies, Health, Safety and others can often be done efficiently and effectively by using an expository learning strategy.

Meanwhile, students in expository learning strategies are expected to achieve the learning demands constructed by the teacher. These demands include reading material, answering questions, and demonstrating skills that are considered important. Students can become and are often very active in expository learning, but their learning activities are directed towards the achievement of predetermined results.<sup>25</sup> According to Jarolimek and Foster, students obtain information and skills from learning resources used, in particular, learning materials composed by the teachers, textbook authors and others. Some of the standard learning resources that can and often are used in strategies expository learning are film, pictures, and encyclopedia, library, and community sources.<sup>26</sup>

The expository learning strategy is a teacher centered learning process. The teacher becomes the primary source and the main information giver.<sup>27</sup> According to Ormrod the addition of verbal explanations with visual aids will increase the effectiveness of information storage in long-term memory and make it easier to get it back.<sup>28</sup> Although in the expository learning strategy, methods other than lectures and equipped or supported with the use of media, the emphasis is still on the process of receiving knowledge, not on the search process and knowledge construction.

The expository learning strategy provides two main advantages, they are time and supervision.<sup>29</sup> Through material expository learning strategy, the materials can be quickly delivered and accepted by the students. Moreover, this learning strategy is relatively necessary in the learning followed by the students in large number to be able to use another approach.

<sup>20</sup> John Jarolimek and Clifford D. Foster, *Teaching and Learning in the Elementary School* (New York: Macmillan Publishing Company, 1981), pp. 110-111.

<sup>21</sup> Romiszowski, *Producing Instructional Systems: Lesson Planning for Individualized and Group Learning Activities* (London: Kogan Page, 1984), p. 56.

<sup>22</sup> Lawrence Tomei, *Reception Learning and David Ausubel*, p. 1, 2004 ([http://www.duq.edu/tomei/ed711psy/c\\_ausub.htm](http://www.duq.edu/tomei/ed711psy/c_ausub.htm))

<sup>23</sup> Jeanne Ellis Ormrod, *Educational Psychology: Developing Learners* (London: Merrill, 2000), p. 535.

<sup>24</sup> Jarolimek and Foster, *op. cit.*, p. 113.

<sup>25</sup> *Ibid.*, p. 114.

<sup>26</sup> *Ibid.*, pp. 111-114.

<sup>27</sup> David Jacobson, Paul Eggen, and Donald Kauchak, *Methods for Teaching: A Skill Approach* (Columbus, Ohio: Merrill Publishing Company, 1989), p. 166.

<sup>28</sup> Ormrod, *op. cit.*, p. 539.

<sup>29</sup> Jacobson, Eggen, and Kauchak, *op. cit.*, p. 169.

### **Self Concept**

#### **Understanding the Self Concept**

The term 'self-concept' is a translation of the English word. The word 'self' in psychology has two meanings, namely (1) as an object, referring to what one thinks of one's attitudes, feelings, perceptions, observations, and evaluations of oneself, and (2) as a process, ie a unity of the whole process and observe.<sup>30</sup>

According to James, the global self has two aspects, namely 'me' and 'I'. 'Me' is the self as the object and 'I' is the self as the subject. Each cannot exist without the other, the self is 'Me' and 'I' simultaneously. Although 'Me' and 'I' are two important aspects, but many psychologists focus their studies on the understanding of 'Me'. They focus on how people think and feel about themselves and how these thoughts and feelings develop and affect other aspects of psychological life.<sup>31</sup>

Meanwhile, the word 'concept' means the idea or understanding that forms the mental image, formed by the compilation of information on a person about one or more objects, events, ideas, or processes so that the arrangement of information allows individuals to distinguish facts or information from one object to The other and can connect it with the appropriate group.<sup>32</sup>

The self-concept can be defined as the self that is seen, felt, and experienced by someone.<sup>33</sup> In general, the term self concept is a combination of thoughts, feelings, and attitudes that people have of themselves. Attitudes toward oneself affect behavior and provide insights into individual perceptions, individual needs, and individual goals.<sup>34</sup>

#### **High Self Concept**

23

The high self concept (positive) can be equated with a positive self-evaluation, positive self-esteem, positive self-esteem, and positive self-acceptance. Burn states that the terms self-concepts, self-attitudes, and feelings of self-worth are synonymous. These three terms are the evaluated beliefs of a person. Self-concept can move in a series of unity from positive to negative or in reality can move from high to low.<sup>35</sup> According to Hurlock, a child who has a high self-concept will develop a self confidence, a little feeling of inferiority and inadequacy, the ability to see the self of someone realistically, a little defensive like embarrassment and withdraw and have high self-esteem.<sup>36</sup>

#### **Low Self Concept**

The low self concept (negative) equals to negative self-evaluation, self-hating, low self-esteem, and the lack of self-respect as well as self-acceptance.<sup>37</sup> People who do not accept themselves tend not to accept others.<sup>38</sup> According to Hurlock, children with low self-concept will develop poor social adjustment, experience uncertain feelings, inferiority, use multiple defense mechanisms, and have low self-esteem levels.<sup>39</sup>

<sup>30</sup> Clifford T. Morgan, et al., *Introduction to Psychology* (Singapore: McGraw-Hill Book Company, 1986), pp. 598-599.

<sup>31</sup> Jonathon D. Brown, *The Self* (Boston: McGraw-Hill, 1998), p. 3.

<sup>32</sup> Herbert J. Klausmeier, *Educational Psychology* (New York: Harper & Row Publisher, 1985), p. 276.

<sup>33</sup> William H. Fitts et al., *The Self Concept and Self Actualization* (Los Angeles: Western Psychology Services, 1971), p. 3.

<sup>34</sup> Burn, *op. cit.*, p. 11.

<sup>35</sup> Burn, *op. cit.*, p. 57. Klausmeier, *op. cit.*, p. 410

<sup>36</sup> Hurlock, *op. cit.*, p. 711.

<sup>37</sup> Burn, *loc. cit.*

<sup>38</sup> Klausmeier, *op. cit.*, p. 412.

<sup>39</sup> Hurlock, *op. cit.*

The characteristics of people with low self-esteem are not confident; tend to expect the worst, less hard-working in their tasks, especially challenging tasks, less success in career and relationships with others. In addition, he always feels anxious; insecure in dealing with others and very shy.<sup>40</sup>

17

## RESEARCH METHODOLOGY

### Place and Time of the Research

This research was conducted in two State Tsanawiyah Madrasahs (MTsN) in Medan City, MTsN 2 and MTsN 3. Based on the methodological steps taken, the research treatment was in the form of learning Fiqih by using STAD learning strategy in MTsN 2 and learning Fiqih by using expository learning strategy in MTsN 3. The time of this research was conducted in the first semester of 2015/2016. The research treatment was conducted to adjust the Fiqih class VII schedule. The places of the research are in MTsN 2 and in MTsN 3.

### Methods and Design of Research

The method used to carry out this research is experimental, with factorial design  $2 \times 2$ . As the dependent variable is the Fiqih learning achievement. The first free variables as the treatment are the learning strategy STAD as the experiment and the expository learning strategy as the control. The second free variable is a self-concept, which is distinguished into high self-concept and low self-concept. Here is an experimental design matrix for this study.

Figure 3.1 the Plan of  $2 \times 2$  Experimental Research

Treatment Variables (A)	STAD (A <sub>1</sub> )	Expository (A <sub>2</sub> )
Attribute Variable (B)		
High self-concept (B <sub>1</sub> )	A <sub>1</sub> B <sub>1</sub>	A <sub>2</sub> B <sub>1</sub>
Low self-concept (B <sub>2</sub> )	A <sub>1</sub> B <sub>2</sub>	A <sub>2</sub> B <sub>2</sub>

16

Source: Modification from dari Fraenkel and Wallen, *How to Design and Evaluate Research in Education* (Singapore: McGraw-Hill, Inc., 1993), page 256.

#### Note:

A<sub>1</sub>B<sub>1</sub>: A group of students who with high self-concept who acquired Fiqih learning with STAD strategy.

A<sub>2</sub>B<sub>1</sub>: A group of students who with high self-concept who acquired Fiqih learning with expository strategy.

A<sub>1</sub>B<sub>2</sub>: A group of students with low self-concept who acquired Fiqih learning with STAD strategy.

A<sub>2</sub>B<sub>2</sub>: A group of students with low self-concept who acquired Fiqih learning with expository strategy

<sup>40</sup> Michael Meier, *The Consequences of Being Controlled by the Self*, p. 7, 2004 (<http://www.enter.net/~planetearth/self/htm>).



Furthermore, to overcome the threat, the experimental validity and the results can be generalized to the population by controlling of a number of variables that relate to internal and external validity of the experiment.

### ***Internal Validity Control***

Internal validity refers to the attempts to control the experimental process so that the effects arising merely are from the conditioned treatments (Wiersma 1991: 104). Internal validity control in this case is intended to control the experimental process, so that the observed Fiqih learning achievement (examined) is really the result of the given learning treatment. Therefore, controlling the internal elements is conducted and is expected to influence the experimental results.

### ***External Validity Control***

External validity control is intended to allow the experimental results to be generalized to the population and environmental conditions outside the context of the experiment (Macmillan and Schumacher, 2001: 327). For this, the control of population validity and ecological validity is made. The controlling of the population validity conducted by selecting the sample (research subject) in accordance with the characteristics of the population through methodological procedures that can be accounted for and perform randomization at the time of determining subjects to be the subject to the treatment of the research. While controlling the ecological validity is conducted in the following manner. First, do not change the existing classroom atmosphere and let the learning conditions happen as they are (Borg and Gall, 1996: 654). For this, the learning treatment is provided according to the school lesson schedule, using the classroom teacher assigned in the class as the experimenter, letting the research subject be in class and learning with other students in the classroom as usual, and providing equal treatment on all students in the class. Second, monitor the experiment's implementation in an open manner, but more subtly through observations, discussions with the students and the teachers outside the school hours. Third, provide predetermined learning treatment (Borg and Gall, 1996: 651-655). This means to avoid the effect of unexpected treatment.

### ***Population and the Technique of Sample Research Sampling***

The population of this research is all the students of Grade VII of State Tsanawiyah Madrasah (MTsN) in Medan City, Indonesia, while the inaccessible population is all students of Grade VII Tsanawiyah Madrasah Negeri (MTsN) in Medan City, academic year 2015/2016 in Medan city, Indonesia. The sampling is conducted gradually. In the first stage, purposively determining two MTsNs for the implementation of the research, the place where the experiment is conducted. For this, two MTsNs are selected which have some similar characteristics, such as school rank, social geographic environment of the school, and qualification of Fiqih teachers. Then the two MTsN are sorted randomly into two groups, namely the experimental group and the control group. The MTsN selected to be the experimental group is MTsN 2 which consists of 44 students and MTsN selected to be the control group is MTsN 3 which consists of 48 students.

In the second stage, each group is divided into two, namely a group of students who have high self-concept and a group of students who have low self-concept. The determination of the students' self-concept is done by using Likert scale measurement model. The scores obtained from the measurements using Likert scale measurement model which then is ranked.

A total of 27% of the high group were expressed as self-concept group, while 27% of low group were expressed as low self-concept group. The retrieval of 27% of the high and low groups of all participants to separate self-concept based on Popham's suggestion.<sup>41</sup> In line with Popham, in sorting out the high and the low groups, Osterlind suggests that the upper and the lower groups were chosen 27% of all participants.<sup>42</sup>

<sup>41</sup> James W. Popham, *Modern Educational Measurement I* (Englewood Cliff, New Jersey: Prentice Hall, Inc., 1981), p. 296.

<sup>42</sup> Steven Osterlind, *Constructing Test Items* (Boston: Kluwer Academic Publishers, 1989), p. 279.

Thus the students categorized as having high self-concept are 12 students from MTsN 2 and 13 students from MTsN 3. Likewise the categorized have low self-concept is 12 students from MTsN 2 and 13 students from MTsN 3. Because the number of the subjects in the cell between the experimental and the control groups were not the same that is 12 and 13, then randomization was conducted to select 12 students from each group to equalize the number of subjects from all the cells.

Thus, the sample for this study consists of: (1) a group of 12 students who have high self-concept that will be taught with STAD learning strategy, (2) a group of 12 students who have high self-concept that will learn with expository learning strategies (3) a group of 12 students who have low self-concept that will learn with STAD learning strategy, (4) a group of 12 students who have low self-concept that will learn with expository learning strategies.

Based on the above sampling results, the composition of this study sample as a whole is summarized in the table as follows.

**Table 3.2** the Composition of Research Subjects by Place and Treatment Type

Place and Treatment Type Self Concept	MTsN 2	MTsN 3	Total
	STAD Strategy	Expository Strategy	
High	12	12	24
Low	12	12	24
<b>Total</b>	24	24	48

### **Research Variables**

The variables of this study are distinguished on the dependent variables and the independent variables. The dependent variable in this study is the Fiqh learning achievement and the independent variables in this study consisted of free variable treatment and free attribute variable. The free treatment variable is a learning strategy that is distinguished on the STAD strategy and expository strategy. Whereas as free variable attribute is the students' self concept which distinguished by high self concept and low self concept.

### **Research Treatment**

The research treatment in this case is the implementation of experiments in the form of teaching Fiqh by using STAD strategy on one side and with expository strategy on the other side. The treatment is given for one unit of study in MTsN that is one semester.

### **Research Instruments**

The instrument used in this research is the learning achievement test and Likert model measurement scale. Learning achievement test is used to measure the variable of learning Fiqh achievements, while Likert model measurement scale is used to measure the self concept variable.

### **Data Analysis Techniques**

The data analysis technique in this research is needed to describe the research data in general and to test the research hypothesis. To describe the data, the researcher used descriptive statistics and to test the proposed research hypothesis, the researcher used technical analysis of variance (ANAVA) two way.

Before the data analyzed, the requirements statistical analysis test is conducted first that is normality test and homogeneity test. The hypotheses tested in this study are as follows:

a. Hypothesis 1 :  $H_0 : \mu_{A1} = \mu_{A2}$

$$H_1 : \mu_{A1} > \mu_{A2}$$

b. Hypothesis 2 :  $H_0 : \mu_{A1B1} = \mu_{A2B1}$

$$H_1 : \mu_{A1B1} > \mu_{A2B1}$$

c. Hypothesis 3 :  $H_0 : \mu_{A1B2} = \mu_{A2B2}$

$$H_1 : \mu_{A1B2} < \mu_{A2B2}$$

d. Hypothesis 4 :  $H_0 : \text{Int. A x B} = 0$

$$H_1 : \text{Int. A x B} \neq 0$$

**Note:**

$H_0$  : The null hypothesis

$H_1$  : Alternative hypothesis

$\mu_{A1}$  : The average of the students' Fiqih learning achievement with STAD learning strategy

$\mu_{A2}$  : The average of the students' Fiqih learning achievement with Expository learning strategy

$\mu_{B1}$  : The average of the students' Fiqih learning achievement with high self concept

$\mu_{B2}$  : The average of the students' Fiqih learning achievement with low self concept

$\mu_{A1B1}$  : The average of the students' Fiqih learning achievement with high self concept Taught by STAD learning strategy

$\mu_{A2B1}$  : The average of the students' Fiqih learning achievement with high self concept Taught by expository learning strategy

$\mu_{A1B2}$  : The average of the students' Fiqih learning achievement with low self concept Taught by STAD learning strategy

$\mu_{A2B2}$  : The average of the students' Fiqih learning achievement with low self concept Taught by expository learning strategy

## DISCUSSION

### Data Description

The data described in this section is the data about the student's Fiqih learning achievement. The overall data of the students' Fiqih learning achievement presented in Table 1 below.

**Table 1** Data of the Students' Fiqih Learning Achievement

Learning Strategy	STAD	Expository	Total
<b>Konsep Diri</b>			
<b>High</b>	n = 12 $\bar{X} = 80.83$ s = 6.10 M <sub>e</sub> = 84 M <sub>o</sub> = 84	n = 12 $\bar{X} = 51.50$ s = 9.18 M <sub>e</sub> = 51 M <sub>o</sub> = 50	n = 24 $\bar{X} = 66.16$ s = 18.46 M <sub>e</sub> = 66 M <sub>o</sub> = 84
<b>Low</b>	n = 12 $\bar{X} = 61.16$ s = 6.42 M <sub>e</sub> = 63 M <sub>o</sub> = 70	n = 12 $\bar{X} = 76.83$ s = 8.83 M <sub>e</sub> = 82 M <sub>o</sub> = 82	n = 24 $\bar{X} = 69$ s = 9.44 M <sub>e</sub> = 67 M <sub>o</sub> = 70
<b>Total</b>	n = 24 $\bar{X} = 71.00$ s = 13.26 M <sub>e</sub> = 70 M <sub>o</sub> = 70	n = 24 $\bar{X} = 64.16$ s = 17.96 M <sub>e</sub> = 59 M <sub>o</sub> = 82	

### Hypothesis Testing

The result of hypothesis requirements test shows that all the data from the population distributed normal and the data from all groups have varied homogeny population. So the hypothesis test with ANAVA two way can be conducted. The result of data analysis with ANAVA two way from Fiqih learning in this research can be described in the Table 2.

**Table 2** The ANAVA Data of Fiqih Learning Achievement

Variant source	Number of square (JK)	Degree of Freedom (dk)	Average square (RK)	F <sub>0</sub>	F <sub>t</sub>	
					α = 0,05	α = 0,01
Learning strategy (A)	560.27	1	560.27	4.70*	4,06	7,24
Self concept (B)	51.33	1	51.33	0,43 <sup>ns</sup>	4,06	7,24
Interaction (AB)	6120.06	1	6120.06	50.81**	4,06	7,24
In the group	5300.01	44	120.45	-	-	-

(D)						
Total of Reduction	12031.67	47	-	-	-	-

**Note:**

\* Significant on  $\alpha = 0,05$

\*\* Significant on  $\alpha = 0,01$

<sup>ns</sup> non Significant

Reading the result of ANAVA two way in Table 2 above, it can be seen as follows:

**1. The Differences of the Students' Fiqih Learning Achievement Based on Learning Strategy**

The ANOVA two way calculation results show that the value of  $F_{\text{calculation}} = 4.70$  which is larger than the value of  $F_{\text{table}} = 4.06$  for significance level of 0.05. This means that  $H_0$  is rejected and  $H_1$  is accepted. The analysis results show that there is a significant different effect between the STAD learning strategy and the expository learning strategy on the Fiqih learning achievements.

The research results show that the group of the students who studied with STAD learning strategy had an average score of learning achievement of 71.00 while the group of students who studied with the expository learning strategy had the average score of Fiqih learning achievement 64.16. So the ANAVA test shows that the students' Fiqih learning achievement who are taught by STAD learning strategy is higher than the students' Fiqih learning achievement who are taught by expository learning strategy.

**2. The Differences of the Students' Fiqih Learning Achievement Who Have High Self Concept Based on Learning Strategy**

The research results show that the group of students who have high self-concept taught by STAD learning strategy have scores of Fiqih learning achievement on average at 80.83, while the group of students who have high self-concept taught with expository learning strategies have the scores of Fiqih learning achievement on average at 51.50. The mean of squares in the group on the ANAVA two way calculation is 120.45.

In order to know which group has higher Fiqih learning achievement then Tukey test is conducted and obtained the price of Q count equal to 9.25, while the price of Q table for the significance level 0,05 magnitude 4.20 and for the significance level 0,01 magnitude 5.50. It turns out that the value of Q count is greater than the value of Q table, so  $H_0$  is rejected and  $H_1$  accepted. It means the students who have high self-concept, the students who are taught with STAD learning strategy have higher Fiqih learning achievements than the students who are taught with expository learning strategy. Tukey test calculation results can be summarized as in Table 3 below:

**Table 3:** The Differences of the Students' Fiqih Learning Achievement Who Have High Self Concept Based on Learning Strategy

Learning Strategy	STAD	Expository	Q <sub>calculation</sub>	Q <sub>table</sub>	
				$\alpha = 0,05$	$\alpha = 0,01$
Average	80.83	51.50			

Average of Square in the group (RKDK)	120.45	9.25	4.20	5.50
Degree of Freedom	44			

### 3. The Differences of the Students' Fiqih Learning Achievement Who Have Low Self Concept Based on Learning Strategy

The research results show that the group of the students who have low self-concept taught by STAD learning strategy have the average scores of Fiqih learning achievement at 61.16, whereas the students who have low self-concept taught by expository learning strategy have the average score of Fiqih learning achievement at 76.83. The average square in the group on ANAVA two way calculation is 120.45.

In order to know which group has the higher Fiqih learning achievements then Tukey test is conducted and obtained Q count equal to 4.94, while the Q table at significance level is 0.05 magnitude 4.20. It turns out that the Q calculation is greater than the Q table, so  $H_0$  is rejected, and  $H_1$  is accepted. This means that the students who have low self-concept taught by STAD learning strategy have the Fiqih learning achievement (mean = 61.16) lower than the students' Fiqih learning achievement taught by expository learning strategy (mean = 76.83). The Tukey test calculation results can be summarized as in Table 4 below.

**Table 4:** The Differences of the Students' Fiqih Learning Achievement Who Have Low Self Concept Based on Learning Strategy

Learning Strategy	STAD	Expository	Q <sub>hitung</sub>	Q <sub>tabel</sub>	
				$\alpha = 0,05$	$\alpha = 0,01$
Average	61.16	76.83	4.94	4.20	5.50
Average of Square in the group (RKDK)	120.45				
Degree of Freedom	44				

### 4. Interaction between Learning Strategies with Self Concept in their Effect on Fiqih Learning Achievement

The second and third hypothesis test results indicate the interaction between learning strategies with self-concept in their influence on the Fiqih learning achievements. The result of ANOVA calculation confirmed the indication, because from the calculation of ANAVA, the value of F calculation 50.81 which turns out greater than the value of F table = 4.06 for the significance level of 0.05 and F table = 7.24 for the significance level at 0.01, so that  $H_0$  is rejected, while  $H_1$  is accepted. So there is a very significant interaction between learning strategies with self-concept in their influence on Fiqih learning achievement.

## CONCLUSIONS

Based on the results of the research hypothesis testing, it can be concluded firstly, in learning Fiqih in MTsN, Medan City, Indonesia, STAD learning strategy in general is more effective than the expository learning strategy. The students' Fiqih learning achievement who are taught by STAD learning strategy is higher than the students who are taught by expository learning strategy. Second, the students with high self-concept, the use of STAD learning strategies in Fiqih subject is more effective than the use of expository learning strategies. The students' Fiqih learning achievement taught by STAD learning strategy is higher than the students who are taught by an expository learning strategy. Third, for the students with low self-concept, the use of expository learning strategy in Fiqih subject is more effective than the use of STAD learning strategy. The students' Fiqih learning achievement who are taught with an expository learning strategy is higher than the students who are taught by STAD learning strategy. Fourth, there is an interaction effect between the learning strategy and the self-concept on the students' Fiqih learning achievement in MTsN Medan City, Indonesia.

## REFERENCES

- Al Rasydin dan Wahyudin Nur Nasution, *Teori Belajar dan Pembelajaran* (Medan: Perdana Publishing, 2015).
- Anderson, Lorin W. dan David R. Krathwohl. *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Addison Wesley Longman, Inc. 2001.
- Aronson, Dennis T and Leslie J. Briggs, "Contribution of Gagne and Briggs to a Prescriptive Model of Instruction," *Instructional-Design Theories and Models: An Overview of Their Current Status*, ed. Charles M. Reigeluth (London: Lawrence Erlbaum Associates Publisher, 1983).
- Arends, Richard I. *Learning to Teach*. Boston: McGraw-Hill, 1998.
- Bee, Helen. *The Developing Child*. New York: Harper & Row Publishers, 1981.
- Bloom, Benjamin S. *Taxonomy of Educational Objectives*. London: Longman, 1979.
- Borg, W.R. and Gall, M.D. *Educational Research: an Introduction*. Boston: Allyn and Bacon, 1996.
- Borich, Gary D. *Effective Teaching Methods*. New York: Merrill, 1992.
- Brown, Jonathon D. *Self*. Boston: McGraw-Hill, 1998.
- Burn, R.B., *The Self Concept: Theory, Measurement and Behaviour*. London: Longman, 1979.
- Canfield, Jack and Harold C. Wells. *100 Ways to Enhance Self-Concept in the Classroom*. London: Prentice-Hall, Inc., 1976.
- Clark, Barbara. *Growing Up Gifted*. Columbus, Ohio: Merrill Publishing Company, 1988.
- Doyle, Terrence A., *Self Cocept*. 2004 (<http://novaonline.nv.cc.va.us/eli/spd110td/interper/self/self.html>).
- Everett, A. E. "The Self Concept of High, Medium, and Low Academic Achievers," *Personality and Educational Achievement*, ed. F. D Naylor. Sydney: John Willey and Sons Australia Pty., Ltd., 1972.
- Fitts, William H., et al. *The Self Concept and Self Actualization*. Los Angeles: Western Psychology Services, 1971.
- \_\_\_\_\_. *Self Concept and Performance*. Los Angeles: Western Psychology Services, 1972.
- Fraenkel, Jack R., and Norman E. Wallen. *How to Design and Evaluate Research in Education*. New York: McGraw-Hill Inc., 1993.
- Gagne, Robert J., and Leslie J. Briggs. *Principles of Instructional Design*. New York: Holt Rinehart and Winston, 1992.
- Hafsah dan Mardianto, *Strategi Pembelajaran Bidang Studi Fiqih* (Medan: FT. IAIN SU, 2008).
- Henson, Kenneth T., and Ben F. Eller. *Educational Psychology for Effective*
- Hurlock, Elizabeth B. *Child Development*. New York: McGraw-Hill Company, Inc., 1978.
- Jacobsen, David, Paul Eggen, and Donald Kauchack. *Methods for Teaching: A Skill Approach*. Columbus, Ohio: Merrill Publishing Company, 1989.
- Jarolimek, John and Clifford D. Foster. *Teaching and Learning in the Elementary School*. New York: Macmillan Publishing, Co., Inc., 1981.

- Jones, Vernon F., and Louise S. Jones. *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems*. Boston: Allyn and Bacon, 2001.
- Kauchak, D. P. and Eggen, P.D., *Learning and Teaching: Research- Based Method*. Boston: Allyn and Bacon, 1993.
- Klausmeier, H.J., *Educational Psychology*. New York: Harper & Row Publisher, 1985.
- Kosslyn, Stephen M., and Robin S. Rosenberg. *Psychology: Brain, The Person, The World*. Boston: Allyn and Bacon, 2001.
- Leighton, Mary S. "Cooperative Learning" *Classroom Teaching Skills*. ed. James M. Cooper. USA : D. C. Health and Company, 1990.
- Lewis-Beck, Michael S. *Experimental Design and Methods*. Singapore: Sage Publications Toppan Publishing, 1993.
- Macmillan, J.H. and Schumacher, Sally. *Research in Education: a Conceptual Introduction*. New York: Long Man, 2001.
- Marsh, Herbert W. "Content Specificity of Relation Between Academic Achievement and Academic Self Concept," *Journal of Educational Psychology* Vol. 84, No. 1, 1992.
- Meier, Michael E. *The Consequences of Being Controlled by Self*. 2004 (<http://www.enter.net/~planetearth/self.htm>).
- Morgan, Clifford T., et al. *Introduction to Psychology*. Singapore: McGraw-Hill Company, 1986.
- Mouly, George J. *Psychology for Effective Teaching*, New York: Holt, Rinehart and Winston, 1967.
- Neuman, W.L., *Social Research Methods: Qualitatif and Quantitatif Approaches*. Boston: USA, 2003.
- Ormrod, Jeanne Ellis. *Educational Psychology: Developing Learners*. London: Merrill, 2000.
- Osterlind, Steven J. *Constructing Test Items*. Boston: Kluwer Academic Publishers, 1989.
- Popham, J.W. *Modern Educational Measurement*. New Jersey: Prentice Hall, Inc., 1981.
- Reigeluth, Charles M. (ed). *Instructional Design Theories and Models: An Overview of Their Current Status*. New Jersey: Lawrence Erlbaum Associates Publishers, Inc., 1983.
- Romiszowski, A. J. *Producing Instructional System: Lesson Planning for Individualized and Group Learning Activities*. London: Kogan Page, 1984.
- Slavin Robert E. *Cooperative Learning: Theory, Research, and Practice*. London : Allyn and Bacon. 1995.
- Soedijarto. *Menuju Pendidikan Nasional Yang Relevan dan Bermutu*. Jakarta: Balai Pustaka, 1993.
- Spector, P.E. "Research Design", *Experimental Design and Methods*. Ed. Beck, M.S.L. Singapore: Sage Publications Toppan Publishing, 1993.
- Suderajad, Hari. *Implementasi Kurikulum Berbasis Kompetensi: Pembaruan Pendidikan dalam Undang-Undang Sisdiknas 2003*. Bandung: CV Cinta Cemas Grafika, 2004.
- Sudjana. *Metoda Statistika*. Bandung: Tarsito, 1996.
- Suprihatiningrum, Jamil. *Strategi Pembelajaran*. Jogjakarta: Ar-Ruzz Media, 2016.
- Suryabrata, Sumadi. *Psikologi Pendidikan*. Jakarta: Rajawali Pers, 2005.
- Suryadi, Ace, *Pendidikan Indonesia Menuju 2025*. Bandung: Remaja Rosdakarya, 2014.
- Tomei, Lawrence. *Reception Learning and David Ausubel*. 2004 ([http://www.duq.edu/~tomei/ed711psy/c\\_ausub.htm](http://www.duq.edu/~tomei/ed711psy/c_ausub.htm)).
- Yahya, Mukhtar dan Fachturrahman, *Dasar-Dasar Pembinaan Hukum Fiqh Islam*. Bandung: Al Ma'arif, 1986.
- Wiersma, William. *Research Methods in Education*. Boston: Allyn and Bacon, 1991.
- Woolfolk, Anita E. *Educational Psychology*. Boston : Allyn and Bacon, 1998.
- Zain, Lukman, *Pembelajaran Fiqh*. Jakarta: Depag RI, 2009.



# The Effectiveness of STAD Learning Strategy and Expository on the Fiqh Learning Achievement Based on the Students' Self Concept in MTSN Medan Indonesia.p

## ORIGINALITY REPORT

10%

SIMILARITY INDEX

%

INTERNET SOURCES

10%

PUBLICATIONS

%

STUDENT PAPERS

## PRIMARY SOURCES

- 1** AL-AZZAWI, Sana and INALHAN, Göksenin. "ÇOCUKLUKTA OKUL ÇEVRELERİNİN TECRÜBE EDİLMESİNDEN YANSIMALAR: OKUL BAHÇELERİ, OKUL YOLU VE ÇOCUĞUN FAVORİ MEKANLARI", İstanbul Kültür Üniversitesi, 2018. **4%**  
Publication
- 2** SEYFİ, Murat and SOYDAŞ, Ayda Uzunçarşılı. "ANLATI AKTARIM TEORİSİ PERSPEKTİFİNDE INSTAGRAM HİKAYELERİ", İstanbul Kültür Üniversitesi, 2017. **1%**  
Publication
- 3** Agustinus Hary Setyawan. "The Effectiveness Of Classroom Discussion In Improving English Speaking Skill Among The Students Of SMP N 3 Depok", JELE (Journal of English Language and Education), 2015 **1%**  
Publication

SEYFİ, Murat, SOYDAŞ, Ayda Uzunçarşılı and

4

GÜVEN, Deniz. "HALKLA İLİŞKİLER PERSPEKTİFİNDE KİTLESEL FONLAMANIN DEĞERLENDİRİLMESİ", İstanbul Kültür Üniversitesi, 2017.

Publication

1%

5

KARADAĞ, Gökmen Hakan. "PERISCOPE, PROFESYONEL VE YURTTAŞ HABERCİLERE NE SAĞLIYOR? TÜRKİYE'DEN BİR ÖRNEKLEM ÇALIŞMASI", İstanbul Kültür Üniversitesi, 2017.

Publication

1%

6

Imam Mudofir, Aly Imron, Eda Maaliah, Moh. Farid Maftuh. "STAD vs. conventional and learning modality towards English speaking pronunciation learning outcome", International Journal of Learning and Change, 2019

Publication

<1%

7

James Stringfield. "The Humpty Dumpty School of Communications in Education", The Educational Forum, 9/30/1991

Publication

<1%

8

Jos J.A. van Berkum, Ton de Jong. "Instructional environments for simulations", Education and Computing, 1991

Publication

<1%

9

Granlund, R.. "Designing web-based simulation for learning", Future Generation Computer

<1%

## Systems, 200010

Publication

---

10

Jack Martin. "Self-concept as persons' understanding and evaluation of their own actions and experiences: looking backward and forward from where we are", Emerald, 2010

Publication

---

<1%

11

"New Perspectives on Individual Differences in Language Learning and Teaching", Springer Nature America, Inc, 2012

Publication

---

<1%

12

Audrey B. Champagne. "Structuring process skills and the solution of verbal problems involving science concepts", Science Education, 10/1981

Publication

---

<1%

13

Wan-Jen Chang, Hsuan-Hung Chen, Hui-Kai Su, Yuan-Sun Chu, Kim-Joan Chen. "Design of Knowledge Management Learning System based on Service-Oriented Architecture", Sixth IEEE International Conference on Advanced Learning Technologies (ICALT'06), 2006

Publication

---

<1%

14

Vivi Ariyanti. "KEDUDUKAN KORBAN PENYALAHGUNAAN NARKOTIKA DALAM HUKUM PIDANA INDONESIA DAN HUKUM PIDANA ISLAM", Al-Manahij: Jurnal Kajian

<1%

## Hukum Islam, 2017

Publication

---

15

Sutarto Sutarto. "Teori Kognitif dan Implikasinya Dalam Pembelajaran", ISLAMIC COUNSELING: Jurnal Bimbingan Konseling Islam, 2017

Publication

---

<1%

16

C. Edward Leach, Mary A. Kilfoil, Timothy A. Little. "Weaving Innovation into the Fabric of Transformation: An e-Training Approach to Innovation", 2009 World Congress on Privacy, Security, Trust and the Management of e-Business, 2009

Publication

---

<1%

17

"Financial Environment and Business Development", Springer Nature, 2017

Publication

---

<1%

18

Whei Ming Su, Marne J. Juestel. "Direct Teaching of Thinking Skills Using Clinical Simulation", Nurse Educator, 2010

Publication

---

<1%

19

Amir Ketata, Sudhir Mudur, Nematollaah Shiri. "Dependable performance analysis for fuzzy clustering of web usage data", 2009 IEEE Symposium on Computational Intelligence and Data Mining, 2009

Publication

---

<1%

20 RA Ariga, R Amelia, S Sari. "Relationship of extrovert and introvert personality types against student achievement faculty of nursing USU", Journal of Physics: Conference Series, 2018 <1%  
Publication

---

21 "Alternatives in Assessment of Achievements, Learning Processes and Prior Knowledge", Springer Nature, 1996 <1%  
Publication

---

22 Kari Røykenes, Kari Smith, Torill M.B. Larsen. "'It is the situation that makes it difficult': Experiences of nursing students faced with a high-stakes drug calculation test", Nurse Education in Practice, 2014 <1%  
Publication

---

23 Diana M., Wanda Figueroa-Cosme, Christine Miranda, Johanna Maysonet, Angel Mayor-Becerra, Robert Hunter-Mellado. "Chapter 10 Prevention Strategies for HIV Infection Risk Reduction Among Hispanic/Latino Adolescents", InTech, 2011 <1%  
Publication

---

