Considering the fast development of educational technology studies and practices in Indonesia, it is important to bring an international conference on educational technology to Indonesia. Therefore, we need ample support from the Association of Educational and Communication TechnoLogy (AECT) in order to hold the event. UNJ as the host institution has set up a collaborative work with Universitas Terbuka (Open University), a prominent university in Indonesia and also with two other fast moving Universities in Bali, Universitas Ganesha (Ganesha Educational University) and Universitas Mahendradatta.

**OBJECTIVE & THEME**
The objective of the event is to exchange experiences and widen network among scholars, practitioners and professionals on educational technology studies and practices around the world. The theme of the conference is “Educational Technology for Improve Quality and Access of Education for Prosperous Society”.

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PROCEEDINGS
Volume 2

Educational Technology World Conference (ETWC) 2016

Theme:
"Educational Technology to Improve Quality and Access of Education for Prosperous Society"

Editors:
Prof. Atwi Suparman
Prof. Burhanuddin Tola
Prof. Ivan Hanafi
Prof. Karnedi
Dr. Trini Prastati
Dr. Yuli Rahmawati

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“Educational Technology to Improve Quality and Access of Education for Prosperous Society”

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- Anies Baswedan, Minister of Education & Culture of the Republic of Indonesia.

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Speech
Chairperson of Organizing Committee ETWC 2016
Prof. Dr. Atwi Suparman

Distinguished Speakers
Distinguished Guests
Ladies and Gentlemen,

Assalamu’alaikum Wr. Wb.
Peace be upon you with Allah’s mercy and blessing
May God bless us all. Amen.

May I take this opportunity to welcome you all and to extend a further word of welcome to everyone here. I would like to extend my gratitude to Rector of Universitas Negeri Jakarta, Universitas Terbuka, Universitas Pendidikan Ganesha, Universitas Mahendradatta and Head of Kopertis Wilayah VIII that have accommodated and organised this first-ever world class conference of educational technology in Indonesia. We once again thank Bapak/Ibu Rektor and also Kepala Kopertis Wilayah VIII for the time, energy, support, assistance and also funding. The committee would also like to thank all sponsors that support ETWC 2016.

The opening day and a few days forward of Educational Technology World Conference 2016 are certainly the moment we have been looking forward to, as preparing this world class academic forum is not something a fairy Godmother could do – waiving the magic wand and turning the poor little girl into a charming beautiful princess. For this, my highest appreciation goes to all committee members, steering and organising committee and also AECT team that have spent their time, energy and thought not only in convening this conference, but more importantly in making this world class conference a momentum in improving the quality of education. I also believe all of us, especially the keynote and plenary speakers, the parallel and round table sharing session presenters here, will do their best in this conference – sharing and discussing their thoughts and ideas for the good of improving the quality of education in our great nation. For these, I thank you all.
Ladies and Gentlemen,

Looking back at the moment this conference was firstly initiated, it all started in a vision. We envisioned a dream of convening a world class academic forum in Indonesia which in the previous years had been predominantly held in the United States coordinated by Association for Educational Communications and Technology (AECT). Three years ago, in 2013, we attended AECT International Convention in Anaheim, California, in 2013 and discussed with AECT officials the possibility of conducting a world conference in Indonesia. The meeting resulted in the possibility of holding ETWC. One year after that, a small group of UNJ chief officials and I attended AECT annual conference in Jacksonville. At that time AECT agreed for UNJ to hold educational technology world conference in Indonesia this year. Not long after that, we gained support from several universities, i.e. Universitas Terbuka, Universitas Pendidikan Ganesha, Universitas Mahendradatta, and Kopertis Wilayah VIII. Therefore we would like to thank them all for the support.

Ladies and Gentlemen,

The committee has received 287 papers. The total number may possible increase until the opening day of the conference. Among those 287 papers, 146 papers will be presented at the parallel sessions whilst 141 papers will be presented at the round table sharing sessions. We provided 10 rooms for the parallel sessions and 8 rooms for the round table sharing sessions. The committee has prepared tokens of appreciation for 30 best papers and made a special arrangement with the help of AECT for the opportunity to publish selected best papers in a book published by Springer. The selection process will be conducted by distinguished invited speakers coordinated by Mike Spector as well as the internal reviewers.

Ladies and Gentlemen,

Bali is chosen as a perfect place for us to exchange and discuss our ideas and thoughts not in a restless, strained, rushed condition (like the one we usually have in big cities, such as Jakarta), but more in a “heavenly-relaxed”, but serious way. After all, as many people have said, Bali is the Island of Gods. It is the place where Gods create their heaven on earth. Thus, in this Balinese atmosphere, let us pour our best thoughts and exchange our brilliant ideas for the good of education quality improvement. Have a pleasant fruitful conference.
Thank you.

Bali, 31 July 2016

Prof. Dr. Atwi Suparman

Chairperson of the Organising Committee
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Dipindai dengan CamScanner
EFFECTIVENESS OF LEARNING TRANSLATION
ARABIC-INDONESIAN BASED ON COLLABORATIVE APPROACH

Syamsi Setiadi & Zainal Rafli1
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ABSTRACT

This study aims to determine the effectiveness of collaborative learning method in improving students' ability in translating Arabic-Indonesia. The method used is descriptive quantitative with experimental design pretest-posttest group design. Research was conducted on student at the Arabic Language Study Program, State University of Jakarta, with a total sample of 25 students. Effectiveness criteria are based on (1) the ability to manage learning with good lecturers, (2) the activity of student learning, and (3) the learning outcomes of students in the form of a significant increase in the ability of translating. Based on the results obtained that (1) the lecturer is able to implement collaborative learning well in accordance with the steps and principles of collaborative learning, (2) the student activities during the learning process dynamic and active, showing their social dynamics in the process of elaboration and transformation of the task and (3) there is a significant increase students' ability in translating Arabic text into the text of Indonesia based on the significance test the average difference using t-test obtained $t_{test}$ of 4.32 greater than $t_{table}$ 2.68,

Keywords: learning effectivity, translation skill, collaborative learning.

1 Lecturers at State University of Jakarta
Introduction

Demands of accelerated transfer of knowledge, technology and the arts as well as literature comes from references in foreign languages and publishing the achievements of science and technology and the introduction of regional culture and national through a foreign language into the world civilization makes the translation and study of translation as a national problem and a challenge for experts linguistic and practitioners translators, as well as higher education institutions. As is understood that the translation process is a complex and complicated issue. However, in spite of the difficult and complex the problems in the translation process, the importance of translation in order to transfer science and technology, especially for developing countries has been recognized and perceived by the various parties.

The presence of books translated from Arabic books is very encouraging for Indonesian Muslims. They can expand their religious insights to gain a better understanding and in accordance with the right guidance in carrying out their religious life. So we can see how important the role of translators in shaping a more civilized society by presenting the works of a good translation, quality and reliable results. This is absolutely a challenge for translators. As is understood that a nation can build a civilization by utilizing the result of translation from a trusted source book. If so then the interpreter dhalla wa adhalla 'lost and misleading'. However, the books translated from Arabic into Indonesian rooted in the work of the great scholars of Islam is very diverse commonly found in bookstores today, usually the translation work that has been through the process of validation of sources reliable, so the quality of the contents can be accounted for.
Currently learning the translation in Arabic Education study program starts from the introduction of the theory of translation and then continue to the practice of translating simple texts. In the course Translations 1 and 2, the practice of translation is done from the Arabic text into Indonesian in the first half of the semester, while the Indonesian translation of text into Arabic do in the second half of the semester.

In the learning process, based on preliminary observations, the researchers saw that the dominance of lecturers in teaching is still quite high. Learning management in the classroom is still monotone. Students at the beginning of the term has given a variety of texts originating from the textbook or the Internet, and then asked them to translate it as the task group. Then in subsequent meetings in classical groups that have been scheduled to present the results of the translation are discussed together. In this process, the students do not have enough space to develop their translation ability and tend to rely on their task more intelligent. Lecturer in this case also cannot monitor the completion of the task in group dynamics and atmosphere, whether the tasks performed by all members or only one or two people only, while other members do not contribute to the completion of the task.

Based on the explanation above, the researcher consider that it is important to conduct research regarding to the effectiveness of learning Arabic-Indonesian translation in Arabic Education courses based on collaborative learning (collaborative learning). Collaborative learning is an umbrella term that various educational approaches involve the intellectual activity by the students or between students and teachers / lecturers together. Typically, learners will work in the group of two or more, seek mutual understanding, solutions, meaning, or create a product. Collaborative learning activities varied, but centered to the application and exploration of
teaching materials by the students so that they do not only depend on the explanation of teachers/lecturers.

Based on the background of the problems as described above, then the research problem is formulated as follows: "How is the effectiveness of the learning model Arab-Indonesian translation in Arabic Education courses based on collaborative learning?"

**Learning Model**

Joyce et al (2009: 24) states that the learning model is a description includes the settings to the environment, the behavior of teachers, and used as a guide for teachers in making learning and curriculum planning, designing teaching materials to be used in the classroom. Personal (2010: 86) explains that the learning model is basically a form of learning reflected from beginning to the ending presented by the teacher.

Thus it can be understood that the development of the learning model is an effort to design and organize learning devices to follow a particular step of planning, development, and evaluation, to produce a learning device, such as syllabi, lesson plans and teaching materials based on a specific concept. Borg and Gall (2003: 542-543) states there are ten steps in an implementation of research and development in the field of education from the very beginning (preliminary) in nature to the nature dissemination of results research. Ten steps are: (1) analysis of needs, (2) planning, (3) developing a preliminary form of the product, (4) preliminary field testing, (5) revising the main product, (6) main field testing (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.

Dick and Carey (2001: 8-9) set the ten steps for the development of model-based research and development, as follows: (1) identify instructional goal (s), (2) conduct instructional analysis, (3)
analyze learners and Contexts, (4) write performance objectives, (5) develop assessment
struments, (6) develop instructional strategy, (7) develop and select instructional materials, (8)
design and conduct a formative evaluation of instruction, (9) revise instruction, and (10) design
and conduct summative evaluation.

According to Morrison, Ross, and Kemp (2007: 15-17), designed the learning system through the
stages as follows: instructional problems, learner and Contexts, task analysis, instructional
objectives, content sequencing, instructional strategies, designing the message, development of
instruction, evaluation instrumental.

Based on the description of the research model development and the development of learning
models above, it can be summarized that the research development work covers three areas,
design, development, and evaluation of products to be produced. Products intended to tangible
set of models of learning Arabic-Indonesian translation. Product learning model is the result of
the development consists of several sustainable steps.

Translation

Translation is an activity to reproduce the mandate or the source language message with the
equivalent of the closest and reasonable in the language of the recipient, both in terms of
meaning and style. Good translation would seem reasonable, natural, and does not feel as
translation (Newmark, 1988: 5).

The translation process refers to a linguistic operation carried out by the translator in his attempt
to divert a text message source language into the target language, and translated into three stages:
1) the analysis phase of subtitles resources, in order to understand the message, 2) the stage of
the transfer of messages and 3) a restructuring (Nida, 1982: 33). Catford (1965: 27), Newmark
(1991: 129) states that the main activity of translation is actually an equivalence finding the source language and the target language. The analysis relies on the equivalent textual translation and formal correspondence.

Meanwhile Nida (2004: 129) proposes the equivalent of two forms, namely the equivalent of formal and dynamic equivalents. The Matching formal focus on the message, both regarding form and content. The dynamic equivalent is called a functional equivalent, the effect of the principle of proportionality. To judge a work of translation, Emzir in Larson explains that there are three things need to be considered in the assessment of a translation result, They are: (1) accuracy, (2) clarity, and (3) the reasonableness. (2015: 267).

Collaborative learning

Collaborative learning as disclosed by Smith and Mac Gregor (1992: 1) is an educational approach involves intellectual activity by the learner, or between learners and teachers together. Learners will work in the group of two or more, seek mutual understanding, solutions, meaning, or create a product.

David Nunan (1992: 3) explains that in collaborative learning, learners work together to achieve shared learning goals. They work in small groups may also compete with other groups. For that collaborative learning activities varied, but centered to the application and exploration of teaching materials by the students so that they are not only dependent on the teacher explanations. Judi Mereillon (2007: 4), confirms that the collaboration described how people work together more than just what they do. Collaboration is the process of dynamic, interactive between colleagues who strive together to achieve greatness. Educators in this case seek to improve achievement for all students.
Learning Translation

Translating as one aspect of additional advanced degrees in language skills has similarities in the learning with other language skills. Various methods of learning can be applied in the implementation of translation in the classroom, such as cooperative and collaborative method with different types. Nonetheless translation learning has its own character that is different from other language skills. One of the characteristics present in the translation learning is the relationship with the translation methods and procedures and strategies inherent in the translation process itself.

Emzir (2015: 228-229) has the same opinion with Al-pharisaism (2011: 24) explains that there are two models of translation teaching approach in relation to the principle of the subtitles, which is a global approach and a specific approach. A global approach to the text related to the understanding and interpretation of the texts that imply management principles approach different types of texts, textual naturalness level, referential, and cohesion. Translation learning model developed Arab-Indonesia is expected to enrich and expand the horizons of faculty and students in the field of translation and as a result are students acquire skills translate Arabic-Indonesia.

RESEARCH METHODOLOGY

This research was conducted at the Department of Arabic Language Education Universitas Negeri Jakarta (PBA UNJ), held between April 2014 and October 2015. This study is a developmental research combines qualitative and quantitative data. Generally aims to test the effectiveness of the learning model translation Arabic-Indonesian based collaborative learning in lectures Translations in Arabic Language Education courses UNJ FBS.
The method used is a research & development (R & D) aims to produce learning and test the effectiveness of the learning model. This study combine research model Borg & Gall and learning development model Dick & Carey. The procedure is simplified design with three main stages, namely: (1) pre-development, (2) design study model Arab-Indonesian translation, and (3) testing and revision of the results of the design study model translating Arabic-Indonesia.

The designed model tested to students in small groups and large groups, as well as evaluation by peers (peer review) and by the expert (expert judgment). Furthermore, the effectiveness of the model test conducted on 25 students PBA UNJ method pretest-posttest group design. Qualitative data analysis presented in the form of a qualitative description of the stages of validation and data reduction, data presentation, and conclusion. The Analysis of quantitative data in the form of the results of field trials ranged from small groups and large groups, and descriptive statistics and t-test to test the effectiveness of the model.

RESEARCH RESULT

The results of the series of research results in detail as follows:

Learning Needs Translation Of Arabic- Indonesia in PBA study program in Universitas Negeri Jakarta

Based on a survey of 40 respondents students to explore the needs of the students towards learning Arabic-Indonesian translation, focused on the study of translation, translation topics, and the learning process of translation obtained the following results.

Table 1. The need of Learning Objectives for Arab-Indonesian translation
<table>
<thead>
<tr>
<th>No</th>
<th>Criteria of needs toward the aim of learning</th>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understand the theoretical concept of translation</td>
<td>3.33</td>
<td>Needed</td>
</tr>
<tr>
<td>2</td>
<td>Understand the techniques of translation</td>
<td>3.48</td>
<td>Needed</td>
</tr>
<tr>
<td>3</td>
<td>Skilled translating simple Arabic texts</td>
<td>3.40</td>
<td>Needed</td>
</tr>
<tr>
<td>4</td>
<td>Skilled complex translating Arabic texts</td>
<td>3.53</td>
<td>Needed</td>
</tr>
<tr>
<td>5</td>
<td>Skilled translating Arabic texts in varied topics</td>
<td>3.45</td>
<td>Needed</td>
</tr>
<tr>
<td>6</td>
<td>Skilled translating classical Arabic</td>
<td>3.48</td>
<td>Needed</td>
</tr>
<tr>
<td>7</td>
<td>Skilled translating contemporary Arabic texts</td>
<td>3.28</td>
<td>Needed</td>
</tr>
</tbody>
</table>

Translation needs of students towards learning includes an understanding of the theoretical concepts of translation, the translation techniques, exercises translating of simple Arabic texts to more complex texts, exercises translating Arabic texts in a variety of topics and themes, exercises Arabic translation of classic and contemporary texts.

Refer to the data described in the table above shows that it is necessary to develop a model translation of Arab-Indonesian translation in accordance with the needs of students and professors. Based on these data in the lecture translation of Arabic-Indonesian, the things needed by students and faculty is learning that can improve student competency, can increase the activity of students, fun learning, meaningful material in accordance with the characteristics of
the students, and can be done easily by lecturers. Therefore, it is necessary learning model is
developed Arab-Indonesian translation based collaborative learning.

Overview of Learning Arabic-Indonesian Translation Performed at Universitas Negeri Jakarta

General overview of the implementation of learning obtained by analysis of documents,
observation and interviews with the lecturers. According to the documents obtained a description
that convening the course of translation aims to equip students so they have the additional
competence, namely The graduates of Arabic Education Program has additional competence as
an practitioner of Arabic translation-Indonesia or vice versa, which is still oriented to persons
who have a noble character.

Based on the results of the research initial, it found that the development of the syllabus on the
translation subject was not quite complete, most of the lecturers have not packed learning
according to the concepts of active learning. Lectures formulated not provide a broad space for
students to be active and collaborate. The formulation of learning is still centered on the lecturer.
Aspects of assessment in the syllabus contained in the column are not yet fully ratings listed in
detail and provide clear assessment indicators. Most lecturers develop assessment does not look
at indicators of achievement that have been formulated. By looking at the results of the analysis
of these documents with respect to the ability of the faculty in developing the syllabus, it can be
assumed that most of lecturer of translation has not been able to develop a syllabus properly in
accordance with the rules of the development of the syllabus.

Based on the results of questionnaires and interviews with students, data showed that most of the
students are still experiencing difficulties in learning the translation in several aspects, among
which is the discovery of lexical meaning, discovery of grammatical meaning, discovery of the
overall idea of the source text, and presenting equivalence lexical and grammatical in the translation.

The results showed that the method adopted by lecturers, students look quite enthusiastic and motivated to follow the lectures at first. Each group shows responsibility towards their respective duties. Some drawbacks that arise in these methods including many students who are not able to develop their ability optimally due to its reliance on the work of his friend who is more adept at mastering the Arabic language in general. They rely on what is done by his friend, so it seems only followed what the friends. Then when he followed the presentations of other groups, does not look a strong motivation for them to learn a new understanding of how to make a good translation work.

**Draft Learning Model Translating Arabic-Indonesia Based Collaborative Learning**

The drafting of a learning model in this study includes three (3) parts, namely: planning teaching, learning and teaching materials. The design of study model considered input, process and output. Input is a student who will be a subject of study. The process is a learning process in which students and faculty facilitated to achieve mastery of competencies. The learning process consists of (1) planning lectures, namely the syllabus or RPKPS, Unit Lesson Plan (SRP), and teaching materials, (2) the implementation process of learning, and (3) evaluation. In the implementation of this learning process lecturers emphasized the use of collaborative learning methods. The desired result is a good mastery of the competency and students are able to translate Arabic texts into text Indonesia well.
The developed draft model consisting of the planning component that includes a syllabus or Semester Program Plan Learning Activity (RPKPS) structured to meet learning activities for one semester.

While the design of the lecture activities set out in Unit Lesson Plan emphasizes the collaborative learning process, which essentially include the sequence 5 core activities, namely engagement, exploration, transformation, presentation, and reflection.

**Expert Judgment to the Learning Model Arab-Indonesian translation**

Based on expert assessment, showed that the design of the learning model made already meet the criteria of a good model. According to the needs of students and in conformity with the purpose of learning Arabic-Indonesian translation, learning model that has been systematically arranged in accordance with the basic competencies learned. The three components are arranged, namely RPKPS and teaching materials have been systematic, relevant and collaborative learning approach applied already stressing the involvement of the students.

Based on feedback ratings and comments of experts then the model tested to the large group in order to obtain a final model that will be used in learning and test its effectiveness. The model can be illustrated as shown in the picture below:
Figure 1. Model Final. Learning Structures Translating Arabic-Indonesia Based on Collaborative Learning Approach.

The model was developed and tested in a large group with the number of 24 students, reflecting the positive impact on student learning through participation, creativity, and involvement in group work. This is illustrated in Table 7 below.

Table 7. Summary of Activities Students on Trial Model Large Group

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student participation in learning</td>
<td>95%</td>
</tr>
<tr>
<td>2</td>
<td>Group participation</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Creativity in doing assignment</td>
<td>85%</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>4</td>
<td>Seriousness in doing assignment</td>
<td>90%</td>
</tr>
<tr>
<td>5</td>
<td>Exchanging idea and transformation</td>
<td>90%</td>
</tr>
<tr>
<td>6</td>
<td>Student involvement in responding other student or lecturer question</td>
<td>80%</td>
</tr>
<tr>
<td>7</td>
<td>Presentation</td>
<td>75%</td>
</tr>
</tbody>
</table>

Effectiveness Test of learning model of translate ability in PBA UNJ

The effectiveness test of the model applied to a hypothetical model to determine the feasibility of the model to be implemented in the field. Tests carried out using a pretest-posttest design group design. Test the effectiveness of the model is done in class VII semester student of Arabic Education department of the State University of Jakarta totaled 25 people. The research showed the value as in Table 8 below

Table 5. Test Result of Significance of Effectiveness Model

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>( \bar{x} )</th>
<th>df</th>
<th>( s^2 )</th>
<th>( T_{count} )</th>
<th>( t_{table} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>25</td>
<td>75.36</td>
<td>24</td>
<td>21.74</td>
<td>4.32*</td>
<td>2.68</td>
</tr>
<tr>
<td>Post-test</td>
<td>25</td>
<td>81.04</td>
<td>24</td>
<td>22.87</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Information:

N = number of samples

\( x \) = average value
df = degrees of freedom
s2 = variance
*) = Significant difference, t = 4.32 is greater than ttable at α = 0.01

Based on the test results, showed that the average value of 75.36 pretest and posttest score of 81.04, meaning that there is a high increase amounted to 5.68, while the minimum value is 65 on the pretest and posttest is 70. The maximum value is obtained on the pretest posttest 83 and 90. Based on the significance test the average difference using t-test obtained t of 4.32 is higher than 2.68 t table which means there is a significant difference between the mean value and pretest posttest.

The results showed that the learning model Arab-Indonesian translation that was developed based on the needs of students and faculty proven effective in improving students' ability in UNJ department of Arabic Language Education in translating Arabic texts into Indonesia text.

Several limitations of this study include the implementation of collaborative learning approach with all its stages in the overall learning requires quite a long time so that steps must sometimes be made shorter than it should be.

Conclusions and Recommendations

It can be concluded that the development of research on learning model translation Arabic-Indonesian based on collaborative learning approaches for students of Arabic Education UNJ meet the eligibility criteria to be applied.

First, the model learning Arabic-Indonesian translation developed in research is an alternative learning models that can be used in learning Translation.
Second, the product model of learning Arabic-Indonesian translation based on collaborative learning approach generated through the development of a model developed by observing the course curriculum of UNJ PBA. Theoretically it is possible to be applied to improve the quality of learning in higher education.

Third, the model learning Arabic-Indonesian translation based collaborative learning approach has the principle of integrating the various abilities of students in the learning process that requires the active involvement of students in the exploration phase and transformation of the task relevant and meaningful context.

Fourth, the draft translation of Arabic-Indonesia learning model generated to help facilitate faculty in delivering course materials to students.

Fifth, before implementing the learning in the classroom, lecturers should have perfect plan. The plan includes: syllabus / RPKPS and teaching materials.

Sixth, the implementation of collaborative learning approach encourages students to be more creative, discover their own concept material learned through the process of transformation and reflection, students actively ask questions, discuss openly and independently.

REFERENCE


