Jakarta, 06 November 2014
In 2010, the Faculty of Economics, Universitas Negeri Jakarta initiated the International Seminars and Conference (ISC). This year, we organise the fourth event and this time, we collaborate with the College of Accountancy, University of the Codilleras, Phillipines along with so many co-hosts including:

London School of Public Relations (LSPR)
Sekolah Tinggi Ekonomi Islam (STEI) Tazkia
Sekolah Tinggi Ilmu Ekonomi (STIE) Indonesia, Jakarta
Sekolah Tinggi Ilmu Ekonomi Bisnis Indonesia, Jakarta
Sekolah Tinggi Ilmu Ekonomi Sutaatmaja (STIESA), Subang
Universitas Airlangga, Surabaya
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Universitas Islam Negeri Syarif Hidayatullah, Jakarta
Universitas Mercu Buana, Jakarta
Universitas Negeri Manado
Universitas Pembangun Nasional ‘Veteran’ Jakarta
Universitas Sumatera Utara

We expect by this collaboration we would have a great event than before.

The ISC2014 aims to achieve the following objectives:

- To provide an overview of Islamic economics values to public
- To describe normative and empirical arguments of Islamic economics concept
- To find concrete in implementing Islamic economic in various field of economy and business
- To find alternative solutions for various problems arising from the implementation of Islamic economic system

As indicated earlier, we took a great theme on Islamic economics and beyond in respond to the need for the development of Islamic economics to be more integrated and comprehensive both in theories and practices. It is important to build a broader framework of Islamic economics science by combining micro and macro aspects of economics. Various scientific method standards may be applied here. Innovation, ideas and new thinking in practices and studies are needed to open up a new horizon of Islamic Economics field. Regular forums are
expected to stimulate the interests of academicians, professionals, and practitioners to be involved in distributing ideas and works to enhance this issue.

Even though we put the big theme on Islamic economics, we also accepted papers from other fields as long as relating to accounting and finance, management, marketing, economics, educational economics, and tourism. In total we accepted 160 abstracts and full papers from scholars across the world. We are also glad that parts of the participants are post-graduate students who want to disseminate their doctoral research.

On behalf of the organizing committee, I wish all the best for the participants.

Jakarta, November 2014

Usep Suhud, PhD
Chairman
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Umi Widyastuti

as

Presenter

The INTERNATIONAL SEMINAR AND CONFERENCE (ISC) 2014
on ISLAMIC ECONOMICS and BEYOND

Jakarta, Indonesia, November 11 – 12, 2014

Drs. Dedi Purwana E.S., M.Bus
Dean of the Faculty of Economics
The Difference of Learning Motivation Before and After Using Jigsaw Cooperative Learning Method on Social Science Subject for XI AP 1 Students of 50 Vocational High School Jakarta

Hazna Syita Sahla, S.Pd
Umi Widyastuti, SE, M,SE
Dewi Nurmalasari, S.Pd, MM

This study aimed to gather valid and reliable data concerning the difference of learning motivation before and after using Jigsaw cooperative learning method on social science subject for XI AP 1 students of 50 vocational high school Jakarta. This study was conducted for 1 month since May 2014 until June 2014. Experiment method was used in this study. The population in this study was the entire students of SMK 50 Jakarta with 229 affordable populations from grade XI. The sample used was 40 students from XI AP 1 class. Although the sample taken was 36 students, this sample had been experienced before and after use of learning motivation. In the normality test with lilliefors formula, the data sample of learning motivation before use of cooperative jigsaw method distributed normal where \( L_{\text{hitung}} \) \( (0,078) < L_{\text{abel}} \) \( (0,148) \) and after use where \( L_{\text{hitung}} \) \( (0,140) < L_{\text{abel}} \) \( (0,148) \). In the homogeneity test with F test, obtained results that both sample groups are homogeneous where \( F_{\text{hitung}} \) \( (1,20) < F_{\text{abel}} \) \( (1,80) \). The next step is hypothesis test. From hypothesis test used t test, obtained price of \( t_{\text{hitung}} \) \( (2.64) \) which was outside reception area of Ho with width 0.05 from \( t_{\text{abel}} \) was 2.04. So that, reception area of Ho was between -2.04 until 2.04, as of \( t_{\text{hitung}} \) was in rejection area of Ho. Therefore zero hypotheses had been rejected and research hypothesis accepted. Based on this study, it can be concluded that there is a difference in students learning motivation before and after using cooperative jigsaw method.