Increasing the Higher of Think through Moodle Application: The Effects of Learning Process in the Higher Education System

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Abstract
The purpose of this study was to determine the extent of the implementation of the Increasing the Higher learning model through Moodle Application: The Effects of Learning Process in the Higher Education System in improving the skills of students at the University of Muhammadiyah Enrekang. This research is a descriptive qualitative research. By using a phenomenological approach. Data collection techniques are based on data sources namely Semester Learning Plans, syllabi, observation, interviews. Closed questionnaire. Documentation. The data analysis technique used is the Miles and Huberman model data analysis. Based on the results of the study it can be concluded that in the application of the Student Facilitator and Explaining learning models through the Learning management system using learning media is quite innovative. Based on the results of interviews, documentation, observation and questionnaires. Student responses were categorized as good, and students' enthusiasm in studying Al-Islam and Kemuhammadiyahan courses increased. Students become fond of learning and cooperation between students is also formed in group activities so as to be able to foster a positive attitude towards students in their social interactions.

Keywords: Learning; Higher of Think; Students

Introduction
Knowledge and basic skills that are useful for students in accordance with the level of development, and prepare them to attend education at a higher level of achievement. Skills with independent learning must be mastered by early-level students. The success of their learning in following the process of learning activities on campus is determined by the mastery of reading skills. Reading is basically a process carried out and used by the reader to obtain a message, which the writer wants to convey through the media of words / written language. Reading can also be considered as a process to understand what is implied in what is written, see the thoughts contained in the written words. Fostering the ability to read the Qur'an formally is carried out in the learning of Al-Islam and Kemuhammadiyahan courses. Competency standards especially in reading the beginning require students to be able to be implemented in accordance with the differences between low and high classes. Low-grade lessons are usually referred to as beginning reading lessons, while in high classes referred to as advanced reading lessons. The beginning reading lesson aims to make students know and arrange letters so that they can speak basic to high-level achievements.
Materials and Methods
This research applies the purposive sampling technique because of certainly consider. Determining the first semester which consist of two classes as the sample of the research in Senior High School in academic year 2019/2020. There will three classes in the first semester which consisted of 97 students. A demographic was administrated to collect information about the subject’ background. Results from the questionnaires showed that the most students have acknowledged at most recent six years of formal education in high school before they entered the university; their Smartphone application ability level was about high-intermediate. The subjects of this study ranged in ages from 18 to 22 years old, with average 18.5 years old. Seventy three percent of the subject did diverse kind of study to improve their Smartphone application proficiency in their free time, such as reading newspaper and magazines.

The objective of the reading course was to develop diverse reading skills required to succeed in their studies. In the reading class, students were occupied in working a variety of reading skill/approach, such as previewing vocabulary, predicting reading contents, identifying main ideas, skimming for foremost ideas, scanning for information, making inference and etc. The lessons emphasized the reading of various topics of expository texts, such as education, city life, business, and jobs, lifestyles around the world, global trade, medicine, language and communication.

For the duration of the one-semester Smartphone application reading instruction, the cognitive approach questionnaires, the effectiveness questionnaires, student’s interviews, and the reading comprehension tests were composed and analyzed at the end of the semester. To analyze the questionnaire data, this study involved two major statically procedures: (1) Descriptive statistics, including means and standard deviations, were calculated; and (2) paired sample t-test procedures were computed to compare the differences between student’s response to the questionnaire.

Discussion
Three foremost Higher of Think approach uses (categories of cognitive and Higher of Think) in the test at the beginning of the semester and the post-test at the end of the semester. An alpha level of .05 was second-hand for all statically tests.

To analyze the possessions of strategic coaching on students’ reading recital, a paired-sample t-test was carried out to compare student’s show in the reading comprehension tests taken before and after the strategy instruction. Furthermore, Person-Product-Correction (example zero-order correlation coefficients) was used to estimate the relation between Higher of Think approachuse and perceived effectiveness on students’ reading achievement.

The design of the reading course was to help students understand the contents of the reading materials and mostly develop various skills needed to succeed in their studies. The course emphasized the reading of various topics of expository texts, such education, business, jobs, city life, lifestyles around the world, global trade, medicine, language, communication and etc.

Higher of Think is one of the best predictors of academic achievement. According to Nelson (1999) metacognition is a type of specific cognition that can be defined as one's cognition about cognition itself. Flavell (1979) defines metacognition as knowledge of cognition and cognition control, (Eddy, S. L., 2019). Metacognition is a multi-faceted structure with three main components, namely Higher of Think knowledge, Higher of Think monitoring, and Higher of Think control (Dunlosky and Metcalfe, 2009). Higher of Think knowledge is what we know about our own cognitive operations (Flavell, 1979). This knowledge is mostly statable and sometimes wrong (Brown, 1987). Higher of Think knowledge involves knowledge about; individual cognitive characteristics (people's knowledge), different cognitive task characteristics (task knowledge) and strategies for different cognitive tasks (knowledge
strategies) (Flavell, 1979, 2000). Higher of Think monitoring is an assessment of ongoing cognitive activity (Dunlosky & Metcalfe, 2009). Thanks to Higher of Think monitoring, the individual can decide whether he understands the text he has just read or studied the time table with the heart (Schwartz & Perfect, 2002). Higher of Think control is the regulation of ongoing cognitive activity, (Bellon, E., Fias, W., & De Smedt, B. 2019). This involves the decision whether to stop, continue or change the process of cognitive activity, (Chen, W., McCollum, M. A., Bradley, E. B., Nathan, B. R., Chen, D. T., & Worden, M. K., 2019). Therefore, Higher of Think control involves conscious and unconscious decisions depending on information from Higher of Think monitoring. (Dunlosky & Metcalfe, 2009; Nelson & Narens, 1996).

Another major conceptual entity in taxonomy is the Higher of Think experience. Higher of Think experiences can be fully or less fully conscious and verbal, short or long, simple or complex in context. What makes them the Higher of Think experience rather than experience of another type is that they must be done with some cognitive (and often affective) effort or effort, most often now, in progress. For example, if someone suddenly has an anxious feeling that he doesn't understand something and wants and needs to understand it, that feeling will become a Higher of Think experience, (Lucangeli, D., Fastame, M. C., Pedron, M., Porru, A., Duca, V., Hitchcott, P. K., & Penna, M. P., 2019).

A person has Higher of Think experience whenever he feels that something is difficult to understand, understand, remember or resolve; if there is a feeling that is far from cognitive goals. Higher of Think experiences are very likely to occur in situations that stimulate a lot of careful thinking, are very conscious, and provide many opportunities for thoughts and feelings about your own thoughts to emerge, (Kohnen, N., & Retelsdorf, J., 2019). They can also occur anytime before, during or after cognitive effort; it may be more appropriate to occur when cognitive situations are something between truly new and fully familiar; and when attention and mnemonic resources are not fully prioritized by more pressing subjective experiences, such as pain, anxiety, or depression, (Nordahl, H., Hjemdal, O., Hagen, R., Nordahl, H. M., & Wells, A, 2019). Thus, Higher of Think experience can be any type of affective or cognitive conscious experience related to behavior in an ongoing cognitive situation or effort. (Flavell, 1979, 1987).

Higher of Think experience can have a very important effect on cognitive goals or tasks, Higher of Think knowledge and cognitive actions or strategies. First, they can lead someone to set new goals or revise the old ones. Experience of confusion or failure, for example, can have this effect. Second, Higher of Think experience can affect the storage of one's Higher of Think knowledge by adding it, deleting it, or revising it, as in Piaget's assimilation and accommodation model, (Aşık, G., & Erktin, E., 2019) & (Makela, M. L., Pei, J. R., Kerns, K. A., MacSween, J. V., Kapasi, A., & Rasmussen, C.2019). Finally, Higher of Think experiences can activate strategies aimed at cognitive or Higher of Think goals, (Daumiller, M., & Dresel, M., 2019). For example, from the first, someone feels (a Higher of Think experience) that he does not know a particular chapter in the text that is good enough to pass the test tomorrow, so he reads it again (cognitive purpose here, to increase your knowledge), Vuopala, E., Näykki, P., Isohätälä, J., & Järvelä, S., 2019). As an example of the latter, one wonders (Higher of Think experience) whether he understands enough the chapter to pass the exam tomorrow, so he tries to find out by asking his own question about it and noting how well he is able to answer it (Higher of Think goals, here, is to assess one's own knowledge), Ubuz, B., & Erdoğan, B. 2019).

Adding to the concept of 'metacognition' Efklides, A. (2002) introduces other aspects of it, aspects that serve cognition control, that is, Higher of Think skills. Because the component of
metacognition serves monitoring rather than cognition control (Brown, 1978, 1983), people can refer to this new aspect of metacognition, which serves cognition control. Higher of Think skills refer to conscious control processes such as planning, monitoring progress in processing, allocation of efforts, use of strategies and regulation of cognition, (Ward, R. T., & Butler, D. L. (2019). Before ending with this model, it must be noted that Higher of Think knowledge, Higher of Think experience, and Higher of Think skills form devices that partially overlap. Some experiences have knowledge like their content and some don't. Some knowledge may become aware and consist of such experiences and some may never do it, (Kautzmann, T. R., & Jaques, P. A. 2019).

In addition, Higher of Think knowledge, Higher of Think experience, and Higher of Think skills complement and enrich each other. For example, not only is there a kind of Higher of Think knowledge that seems necessary for someone to interpret correctly and act on Higher of Think experience, but on the contrary, Higher of Think experience also contributes information about people, assignments, and strategies to the developing Higher of Think knowledge store: ideas and feelings that experienced by someone while watching or playing, say, tennis, can contribute to tennis knowledge, (Veas, A., Castejón, J. L., Miñano, P., & Gilar-Corbi, R., 2019). Simply put, it seems that Higher of Think knowledge, Higher of Think experience and Higher of Think skills, constantly inform and bring out one another during cognitive tasks.

Reading Strategy in Reading Comprehension and Al-Islam and Kemuhammadiyahan (AIK) Lesson

Skimming

The skimming strategy of Al-Islam and Kemuhammadiyahan (AIK) lesson is done by readers when they skip details, minor ideas, and examples as a method in reading quickly. Lee Kai and Paula (1979) state that skimming is to understand the relationship between ideas require first motivation or interest in the topic, and secondly a readiness to recognize where the supporting details begin and end, and where the central points are (Nurkaeti, N., Turmudi, T., & Karso, K., 2019). Skimming is used to quickly identify the main ideas of a text. Skimming is done at a speed three of four times faster than normal reading, (Reinholt-Dunne, M. L., Blicher, A., Nordahl, H., Normann, N., Eshjörn, B. H., & Wells, A., 2019). People often skim when they have lots of material to read in a limited amount of time.

Scanning

Scanning strategy of Al-Islam and Kemuhammadiyahan (AIK) lesson is a rapid reading to search for the specific information of the text is read. Ken Heland (In Wakkang, 2004) states that scanning is rapid search for specific information rather than general impression. Scanning demands the reader to ignore all about the key item being searched for. It is useful skill for data gathering, review, using reference books, or judging whether a text contains material deserving further study. Lee Kai and Paula (1979) state that is not reading in the strict sense of the words. It is an ability to locate facts quickly to find the answer to specific question. The scanning activity is when the readers want to find out about a word, a place, or a name about a time or date, or about statistic them concrete on a specific section and glance down it.

Reading for the Structure Signals

In reading for the structure signals, students tend to read the foreign language for content words
rather than for structure signals of Al-Islam and Kemuhammadiyahan (AIK) lesson. Like Frence’s words, they focus on written grammar signals as follows: Is the author talking about one person or about several people? How do you know?

Inference Technique

The inference techniques in reading are the teacher taught students how to infer meanings from paragraph context of Al-Islam and Kemuhammadiyahan (AIK) lesson. In case, for example students do not know the word “maussade” (cheerless). If they read simply ‘ie temps e tait maussade’ (the weather was cheerless), they cannot guess what kind of weather it is. But if they read ie temps etait triste et maussade in lette saison, L1 pleuvait tours les jours (the weather was sad and cheerless in that season), they can tell that maussade has a negative sense and is equally synonymous with triste (sad).

Paraphrasing Technique

If a sentence part of a selection seems too difficult, many students will simply skip it, hoping that they are not missing anything essential. Paraphrasing techniques make students try to grasp the meaning of the selection in its entirely, (Huang, Z., Hu, Q., & Shao, Y., 2019).

Providing paraphrases for students: difficult words and expression may be glossed in the foreign language, (Wenden, A. L.1998). An effective language laboratory reading exercise may be prepared as follows: “If sentence part of a selection seems too difficult, many students will simply skip it, hoping that they are not missing anything essential, (Kudesia, R. S. (2019).

Metaphrasing Technique

Metaphrasing is a technique that developed by Walda E. Sweet in Edward et al. (1977) for teaching students to read Latin. It is equally effective with modern inflected language such as German and Russian. In metaphrasing, the students show both the lexical and structural meanings of words such as they occur in the sentence (Walda E. Sweet in Edward et al., 1997).

Given the above scenario, when these students engage in academic reading in these course, they hardly depend on prior knowledge of the course content and (technical) vocabulary in EFL reading comprehension and they further obtained more improvement in comprehension after strategy, (Vaghi, M. M., Cardinal, R. N., Apergis-Schoute, A. M., Fineberg, N. A., Sule, A., & Robbins, T. W.. 2019). Such result support findings in the literature (Shang, 2007). Since they are faced with a series of new words as they engage in academic reading, how then do they arrive at the appropriate meanings of the new words? Do they depend solely on understanding of the text help them arrive at the meaning of words? These are some of the question this study will attempt, (Anh, N., Suresh, S., Pratama, M., & Srikanth, N., 2019).

Instrumentation and Procedure

The presents study aimed to investigate the frequency of students’ Higher of Think approaches’, their perception of self-efficacy, and the relationship of these two constructs on their Smartphone application reading performance. First, reading comprehension was assessed using the Reading Comprehension section of the simulated TOEFL test (Philips, 1996). Seven reading passages were selected, each passage follow by 10 to 12 multiple choices reading comprehension questions, with the total number of 60 questions in given test. The test lasted for exactly 60 minutes. The
questionnaire, continuing 45 items, consisted of three major categories of reading strategies; cognitive (items 1 to 17), Higher of Think (items 18 to 32) and comprehension strategies (items 33 to 45). Students were asked to rate certain statements on a 5 point scale from (1) never or almost never true of me to (5) always or almost always true of me. To form a pilot test, there Smartphone applicationmajor students were asked to comment on the contents of the questionnaire, concerning the meaning and clarity of the statements. The interview, ranged from to 30 to 50 minutes, were all performed in Buginess except the interviewers’ questions. The interviewees were informed that the interview would be highly confidential and used for research only. The interviews were tape-recorded and fully transcribed soon afterward.

Findings

A series of paired-sample t-test were carried out to compare students’ mean score of approach use, effectiveness, and reading comprehension test taken before and after comprehension tutoring. According to the mean score of post-use, the most frequent use of Higher of Think approach was found to be Higher of Think approach, followed by compensation approach, and then followed by cognitive approach. As for effectiveness questionnaire, the mean for effectiveness was 3.49 (SD=.62), and the mean for effectiveness was 3.56 (SD=.62). The result indicate that the average score of post-use and post-effectiveness for each set were all higher than those in the pre-use and pre-efficiency. Although significance differences were found among them at the .05 probability level, it is still of notable importance that students generally increased the frequency of their Higher of Think approach use and perception of effectiveness by the end of the semester. After receiving approach instruction, students scored appreciably (p<.05) higher in the post-test than in the pre-test. It is, therefore, assumed that the students amplified their strategy use and discernment of competence in using the approach after Higher of Think approach instruction. Such findings further indicate the importance of approach tutoring on the enlargement comprehension.

To examine the relationship among the approach use, effectiveness, and reading achievement, a zero-order correlation was conducted for the purpose of this study. To minimize the number of variables to be included, only the post-test scores of reading approach, effectiveness, and reading comprehension were used. The result indicate that all the strategies were significantly correlated with effectiveness (correlation coefficients ranged from .44 to .52, p<.01). However, no significant relationship was observed between strategy use and reading score. The other findings shows that student’s effectiveness beliefs has a correlation (correlation coefficient = .53, p=.01) with their reading achievement, indicating a significant relation of perception of effectiveness on reading development.

The purpose of this study was to explore the relationship of different cognitive, Higher of Think and effectiveness variables variables on foreign-language reading accomplishment. More than a few key results emerged beginning this study. First, regarding the effectiveness of strategic instruction on reading achievement, results of the attendance studies demonstrate that students commonly amplified their recurrent use of reading approach. Especially using Higher of Think approach for managing learning and overcoming deficiency in Smartphone application and further obtained more improvement in comprehension after approach instruction. Second, regarding the relationship between the strategies learning and effectiveness, end of the correlation make available observed support for significant connection between these two constructs anticipated in the literature. In
general, this relationship was consistently observed in all three strategy uses and perceived effectiveness. Exclusively, they use strategies in their Smartphone application reading, the more confidence and personal control they will have over their reading skills. And then most students considered that it is important to learn various reading skills to understand the reading materials more effectively and the use of multiple reading strategies could enhance their reading comprehension. However, some students, and poorer readers in particular, expressed their difficulties in predicting what is to come, what to read quickly, what not to read; integrating their prior knowledge with materials in the text; determining the meaning of unfamiliar words in the text, as well as dealing with inconsistencies or gaps as needed. Student also reported that the time the teacher spent in respectively explaining to resolve problems. The student’s reading comprehension more evocatively than conventional one. These strategies were gifted to revolutionize the students’ reading comprehension better than before. The Higher of Think approach use and reading comprehension; the result, present problematic findings when taken with the previous studies.

Conclusion
The development of the Muhammadiyah organization in Enrekang Regency initially did not get sympathy in the hearts of the people. The Enrekang community considers that the Muhammadiyah organization is an organization that can eliminate the traditions and customs of ancestors that have been adhered to by the Enrekang people for generations, especially those related to superstition, heresy and khurafat known as "TB".

The form of Muhammadiyah-based social movements in Enrekang District, can be identified into three social movements, namely; social movements in the field of da'wah, social movements in the field of education and social movements in the field of health b). In the field of education, Muhammadiyah organizations have established many educational institutions or schools, starting from the level of kindergarten (TK), up to the level of high school (SMA); c). In the field of health, the Muhammadiyah organization also contributes in realizing health clinics and or maternity hospitals. However, it cannot be denied that the three social movements that subsequently became Muhammadiyah's charitable efforts have suffered from brackets in recent years.

The impact of the Muhammadiyah movement on the process of social transformation of the community in Enrekang Regency can be seen in several indicators, such as; a). In the field of religion (faith), slowly but surely the Enrekangmend people get a lot of enlightenment especially those related to superstition, heresy and khurafat. Now the Enrekangpada community in general and Muhammadiyah people in particular are more rational in their thinking about life; b). in the field of education, has greatly changed the paradigm of thinking in society. From a negative or narrow way of thinking about education to a positive and broad way of thinking about education. If in the past the community thought that the school was only suitable for nobles and their descendants or certain circles, but because of the existence of the Muhammadiyah school that accommodated all the people who wanted the school to have made the community aware of how important the school (education) was in changing their destiny, how was contained in al The Qur'an that Allah does not change the fate of one people (nation) if the people (nation) do not try to change it; c). In the field of health, the community has been aware of how important health is. In the past, Enrekang people believed in shamans in various health matters. Starting from stomach ache to giving birth, all were brought to the shaman. But after the Muhammadiyah organization opened a health clinic and Maternity Hospital, slowly but surely the community began to be more rational and treat their
illness in the clinic or Maternity Hospital if anyone wanted to give birth.

The purpose of this study was to explore the relationship of various cognitive, metacognitive, compensation, and effectiveness variables on foreign-language reading achievement. Several key findings emerged from this study. First, regarding the effectiveness of strategic instruction on reading achievement, results of the present study demonstrate that students generally increased their frequent use of reading strategies, especially using metacognitive strategies for managing and overcoming deficiency in Smartphone application reading. The purpose of this study is to link metacognitive knowledge and general intelligence. On the other hand, metacognitive monitoring is significantly correlated with general intelligence and both of these variables are significant predictors of text learning performance. Metacognitive control and general intelligence did not correlate significantly, both variables were independent predictors of text learning performance. In general, this relationship was consistently observed in all there strategy uses and perceived self-efficacy. Specially, students report that the more frequently they use strategies in their Smartphone application reading, the more confidence and personal control will have over their reading skills. Students express that they are not inclined to feel helpless in their learning, and they have high self-perception of learning outcomes.

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