



**-Innovation in Research based on Environmental
Insight and Entrepreneurship-**

BOOK OF ABSTRACTS

**International Conference on
Innovation In Research**

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Keynote Speaker:

Prof. Dr. Ocky Karna Radjasa, M.Sc.

(Director of Research and Community Services Kemenristekdikti)

Invited Speaker:

- 1 Prof. Bambang Sumintono, Ph.D. (Lecturer in Malaya University, Malaysia);
- 2 Prof. Dr. Julio Cabral Teehankee (Dean of College of Liberal Arts, De La Salle University, Philippines);
- 3 Athiqah Nur Alami, S.IP, Ph.D. (National University of Singapore, Singapore);
- 4 Prof. Dr. Ismanto Hadi Santoso, MS. (Lecturer in Universitas Wijaya Kusuma Surabaya, Indonesia);
- 5 Evangelos Angelou Afendras, Ph.D (A former lecturer of Indian Institute of Management)
- 6 Dr. Pranav Kumar (Consultant, Edu Train International Bahrain)
- 7 Dr. Ir. Hary Sastrya Wanto, MS. (Lecturer in Universitas Wijaya Kusuma Surabaya, Indonesia);
- 8 Ir. Endang Noerhartati, MP. (Lecturer in Universitas Wijaya Kusuma Surabaya, Indonesia).

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LIST OF ABSTRACT

No	Title	Page
	Indonesian Export - Import Performance	i
	Ismanto Hadi Santoso	
	Orchid Flowers (Phalaenopsis amabilis L) As A Profitable Business In Urban Areas (Study In Surabaya)	ii
	Hary Sastrya Wanto, Endang Siswati, Akbar Hariputra	
	ENTREPRENEURSHIP SORGHUM TOWARDS INDUSTRY 4.0	iii
	Endang Noerhartati	
1	Knowledge combination capability in tourism related SMEs in Indonesia: Does the marketing innovation moderate the product innovation-performance relationship?	1
	Ratni Prima Lita, Ma'ruf Ma'ruf and Meuthia Meuthia	
2	Local Mineral Formulas for Supplementation of Kacang Goat's Feed Based on Wild Forages, Rice Bran and Sago Stalk	2



Khalil, Assadatul Abbadiah, Andri and Evitayani

- 3 Predicting Undergraduate Student Retention Using Support Vector Machine (Case Study: STMIK STIKOM Indonesia) 3

Ni Wayan Sumartini Saraswati, Komang Kurniawan Widiartha, Luh Putu Ayu Prapitasari

- 4 Character Education In Bawang And Kesuna Animation 4

I Gede Adi Sudianggara, I Ketut Setiawan, I Nyoman Widhi Adnyana, Putu Satria Udyana, and Kadek Ayu Ariningsih

- 5 Religious tourism and community economic development potential 5

Sari Narulita, Embang Syasyadin and Meri Oktaviani

- 6 Group Decision Support System to Determine Tourism Object in Bali with AHP, TOPSIS and BORDA Model 6

Aniek Suryanti, Putu Sugiartawan, and Welda

- 7 Prediction System for Students Who Exceed the Study Period Using the K-Nearest Neighbors Approach (Case Study: STMIK STIKOM Indonesia) 7

I Gede Iwan Sudipa, I Nyoman Saputra Wahyu Wijaya, Made Leo Radhitya, I Made Avendias Mahawan, and I Nyoman Alit Arsana

- 8 Dunia Sekar Branding Development Through 2D Animation Illustrated Song 8



I Made Marthana Yusa

- 9 Automatic High Speed Photography Based Microcontroller 9

I Gusti Made Ngurah Desnanajay¹, Ida Bagus Ary Indra Iswara , Anak Agung Gde Ekayana, Putu Praba Santik, and I Nyoman Buda Hartawan

- 10 Effect of Electromagnetic Wave Interference against Computer Network Quality of Service 10

I Nyoman Buda Hartawan, Putu Praba Santika, Ida Bagus Ary Indra Iswara, and I Gusti Made Ngurah Desnanajaya

- 11 Body Mass Index Measurement System As a Desktop-Based Nutrition Monitor 11

Anak Agung Gde Ekayana, I Nyoman Buda Hartawan, I Gusti Made Ngurah Desnanajaya, and I Dewa Made Adi Baskara Joni

- 12 INTERMEDIATE AND MOTIVATION ANALYSIS OF STUDENTS INFORMATICS ENGINEERING STUDIES PROGRAM (case study: STMIK STIKOM Indonesia) 12

Willdahlia Ayu, Ratnaningrum Rara

- 13 Competitiveness of Crude Palm Oil In West Sumatera Province compare to Other Province In Sumatera Island In Domestic Market 13



	Lisa Nesti, Firwan Tan, Endrizal	
14	Study Of Disparity Economic Growth Factors In Indonesia	14
	Naslindo Sirait	
15	Analysis Droughts Index By Standardized Precipitation Index (Spi) And Productivity Of Rain-Fed Rice Fields In Kabupaten Indramayu West Java.	15
	Asma Irma Setianingsih, Muzani Jalaludin, Warnadi	
16	The Integration between children's rights and Islamic education at Pondok Pesantren	16
	Izzatul Mardhiah, Sari Narulita and Rihlah Nur Aulia	
17	The Extended Model Of Consumers' Technology Acceptance Toward Intention Using The E-Wallet	17
	Sugeng Purwanto, Sri Hartini, Gancar Candra Premanto	
18	Decision Support System Selection of Tender Winners Project Development Building of STMIK STIKOM Indonesia with TOPSIS Method	18
	Desak Made Dwi Utami Putra, Putu Adi Pratama	
19	The Role Of Women In The Preservation Of Life Environment On Tosca Santoso's Fictional Works	19



	Ririe Rengganis	
20	Privacy Related to Cyber Space Activities	20
	Ni Putu Suci Meinarni, and Emmy Febriani Thalib	
21	Stemming and Stopword Removal Impact on Document Recommendation System	21
	Wayan Gede Suka Parwita	
22	Characteristics of Physico-chemical and Functional Properties of starch extracts from Tubers	22
	Fauzan Azima, Novizar Nazir , and Hendra Cahya Efendi	
23	PROFILE OF PERLECAN PROTEIN EXPRESSION AND TRANSFORMING GROWTH FACTOR ALFADUE TO HYPERGLYCEMIAAT RATMODEL	23
	Ibrahim Njoto, Aily Soekanto, Sie Ernawati, Handono Kalim, Kusworini Handono, Djoko W. Soeatmadji, Abdurrachman, Fatchiyah Fatchiyah	
24	Machine Learning Approach for Acute Respiratory Infections (ISPA) Prediction : case study Indonesia	24
	Ni Luh Wiwik Sri Rahayu Ginantra, I Gusti Ayu Agung Diatri Indradewi, and Eddy Hartono	



25	<p>Mobile Based Chatbot Application for HIV/AIDS Counseling Using Artificial Intelligence Markup Language Approach</p> <p>Dewa Putu Yudhi Ardiana, I Dewa Made Adi Baskara Joni, and I Putu Agus Eka Darma Udayana</p>	25
26	<p>Analysis Of The Characteristics For Potential Consumer Based On Motivation, Personality And Consumer Life Style (Study On East Java Batik Consumer)</p> <p>Lestari, Kristiningsih, Wiwik Herawati</p>	26
27	<p>Analysis Of Product Innovation And Market Orientation Toward Competitive Advantage (Study On Cereals Products Small And Medium-Sized Enterprises In Jombang Regency)</p> <p>Dwi Bhakti Iriantini, Mohamad Tohiron</p>	27
28	<p>Hyperspectral Image Remote Sensing Classification Using RotBoost</p> <p>I Gusti Ayu Agung Diatri Indradewi, Ni Luh Wiwik Sri Rahayu Ginantra , and Made Suci Ariantini</p>	28
29	<p>The Determinant of Organizational Citizenship Behavior and Examining the Mediating Roles of Job Involvement: The Survey on Lecturers of Higher Education of the Ministry of Industry in Indonesia</p> <p>M. Arifin, Harif Amali, Hesi Eka Putri</p>	29
30	<p>Freight transport performance in West Sumatera</p> <p>Purnawan and M. Syawaluddin Fatra</p>	30



31	Seller's Rights and Obligations of Marketplace in Indonesia	31
	I Putu Gede Budayasa, I Gede Totok Suryawan, Ni Putu Suci Meinarni, Wayan Eny Mariani, and Komang Redy Winatha	
32	The Need Of Mathematical Literacy Competency For Informatics Graduates	32
	Preliminary Study At Stmik Stikom Indonesia	
	I Kadek Budi Sandika, Evi Dwi Krisna, I Nyoman Tri Anindia Putra	
33	Empowerment Of The Smallholders' Cooperative For Palm Oil Plantation Replanting In Dharmasraya District West Sumatera Province, Indonesia	33
	Ira Wahyuni Syarfi, Melinda Noer, Ami Sukma Utami	
34	Inventory Control Using ABC and Min-Max Analysis On Retail Management Information System	34
	I Made Dwi Putra Asana, Made Leo Radhitya, Komang Kurniawan Widiartha, Putu Praba Santika and I Komang Arya Ganda Wigunda	
35	The Effect Of Cause Brand Fit On Brand Credibility Through Altruistic Attribution Dimodered By Altruistic Value	35



Adrianto Trimarjono

- 36 Influence of Predominant Wind Angle Direction to CO Concentration in The Surrounding Area of Cement Industry 36

Vera Surtia Bachtiar, Slamet Raharjo, Rinda Andhita Regia, and Yudhi Saputra

- 37 Action aggressiveness and firm performance with moderator repertoire competition: psychological perspective of top management team (TMT) 37

Erminati Pancaningrum, Badri M. Sukoco

- 38 **Evaluating efficacy of tempeh extract supplementation on oxidative stress biomarkers and cytokines among Rattus norvegicus infected by Mycobacterium tuberculosis** 38

Budhi Setiawan, Lusiani Tjandra, Kartika Ishartadiati, Sri Lestari Utami

- 39 Agropolitan Sustainability Status Based Chicken Laying In District Lima Puluh Kota 39

Dwi Yuzaria, James, H., Fitriawati, Fitriani, Ikhsan

- 40 Analysis Of Linear Regression On Used Car Sales In Indonesia 40

Chyntia Kumalasari Puteri, Lia Ninda Safitri

- 41 Tourism and Economic Growth Nexus in Indonesia: A Toda-Yamamoto Approach to Granger Causality Test 41

Elvina Primayesa, Wahyu Widodo, F.X. Sugiyanto



- 42 Influence of Emotional Branding and Trust in a Brand against its impact on satisfaction and loyalty of users of features Goo Food on the Go Application Jek di Surabaya 42
- Maqbullla Arochman, Dwi Indah Mustikorini
- 43 Palm Kernel Cake Fermented with Lentinus edodes in the Diet of Quails 43
- Nuraini, Ade Djulardi, and Ade Trisna
- 44 Trading House Agency As Alternative Potential Marketing Of Agricultural Products In Sidoarjo District East Java 44
- Nugrahini Susantinah Wisnujati, Koesriwulandari, Dwie Yudho Prasetyo
- 45 Risk Vulnerability Analysis Of Leprosy Using Geographic Information Systems In Padang Pariaman District, West Sumatera 45
- Masrizal, Ramdha Ananda Prima, Randa Ilham
- 46 Test Formulation Of Liquid Organic Fertilizer On Growth And Result Of Soybean Plants 46
- Jajuk Herawati, Indarwati, dan Ernawati,
- 47 Assessment of the level and key factors affecting sustainable development of integrated small-scale farming agriculture area: The case of highland Solok District, West Sumatra. 47



Helmi, Rafnel Azhari, Henmaidi, Silfya, and Ibnu Riyadhie

- 48 Chemical Characteristic of Sweet Passion Fruit (Passiflora ligularis Juss) Seed from Indonesia Based on Maturity Level 48

ANDASURYANI, IFMALINDA, PUTRI WULANDARI ZAINAL

- 49 Reduction of CO₂ Emissions from Refinery Industry by Using Limestone for Production of Precipitated Calcium Carbonate (PCC) 49

Syukri Arief, Sani Helnia Sukma, Admin Alif

- 50 Problems of Palm Oil Farmers and Documentation of Palm Oil Lexicons in West Sumatra, Indonesia 50

Dr. Sawirman

- 51 Optical Properties of Oil Palm Fresh Fruits Bunch (FFB) for Optimum Harvest-Window Prediction 51

Dinah Cherie, Rini Rini, and Muhammad Makky

- 52 Rapid Non-destructive evaluation of West Sumatran Indigenous Rice Quality 52

Muhammad Makky, Santosa Santosa, Kohei Nakano and Renny Eka Puteri

- 53 Braking Control Strategies of Modern Hybrid and Electric Vehicles 53



Zaini

- | | | |
|----|--|----|
| 54 | The influence of giving <i>Ocimum sanctum</i> L.'s leaf extract to Bactericidal of <i>Escherichia coli</i> with Dilution Method | 54 |
| | Hanifullah Ardan Mulyarajasa, Sahadewa Sukma | |
| 55 | The application of duolingo in teaching English for young learners | 55 |
| | Dinda Firly Amalia, and Bekti Wirawati | |
| 56 | Implementation of Digital Marketing Strategy Through Social Media For Young Entrepreneur to Facing the MEA (ASEAN Economic Community) | 56 |
| | Ayu Nadia Charissa | |
| 57 | RELATIONSHIP BETWEEN NURSES' PROFESSIONAL SELF-CONCEPT AND WORK PRODUCTIVITY OF NURSING ASSOCIATES AT INPATIENT ROOMS OF DR. M. DJAMIL HOSPITAL PADANG INDONESIA IN 2018 | 57 |
| | Yulastri Arif , Fatima Nuraini Sasmita , Sila Dewi Anggraini | |
| 58 | Development of Student Worksheet on Flat Geometry Learning Based on Rigorous Mathematical Thinking At Universitas Wijaya Kusuma Surabaya | 58 |
| | Meilantifa, Janet Trineke Manoy, and Herfa Maulina Dewi Soewardini | |



59	RUMEN FERMENTABILITY AND INVITRO DIGESTIBILITY OF CORN STROW AND <i>Gliricidia maculata</i> IN THE RUMINANT DIET	59
	Agustin Fauzia, Ningrat Rusmana, Rahma Devint, Triulina Rima	
60	THE USED OF CASSAVA PEEL AND SHRIMP WASTE MIXTURE FERMENTED WITH <i>Bacillus amyloliquefaciens</i> IN RATION OF LAYING HENS	60
	Mirzah, Montesqrit, Rika Adriana, Ahmad Yunus	
61	Democratization At The Regency And City Level In Indonesiain The Era Of Regional Autonomy	61
	Dr. BambangSuprijadi, Msi	
62	ORAL SUPPLEMENTATION OF FISH OIL REDUCE FASTING BLOOD GLUCOSE AND ENDOTHEL DAMAGE BUT CAN NOT REDUCE MALONDIALDEHYDE LEVEL IN DIABETIC MALE WISTAR RAT (<i>Rattus norvegicus</i>)	62
	Sukma Sahadewa, Fara Disa Durry, Wimpie Pangkahila, Gde Ngurah Indraguna Pinatih	
63	Wide Resection Giant Cell Tumor of Distal Ulna and stabilization ulnar stump with extensor carpi ulnaris tendon (Three Case Reports)	63
	<u>Savero I, Mujaddid I, Pamudji U, Handry Th, Ambar M</u>	
64	PROFILE OF SPONDYLITIS TUBERCULOSA IN PROF. DR. R. SOEHARSO ORTHOPAEDIC HOSPITAL AND DR. MOEWARDI HOSPITAL	64



SURAKARTA
JANUARY 2017 – DECEMBER 2017

(Retrospective Study)

Rieva Ermawan, R. Andhi Prijosedjati

- 65 Improve in Neurological Outcome After Surgical Treatment of Cervical Schwannoma with Tetraparesis – A Case Report 65

Rieva Ermawan, Denny Adriansyah

- 66 Supervisory Mechanism of Supplementary Regional Regulation in APBD Implementation. 66

Seto Cahyono, Shanti Wulandari

- 67 RESPONSE OF THE GROWTH SUPERIOR SUGARCANE CLONES ON SOIL ACIDITY LEVELS SOURCED FROM BUDCHIP SEEDS 68

Sri Uchtiawati, Setyo Budi, Yudhi Arifani,
Andriani Eko Prihatiningrum

- 68 Students' perception of Computer Assisted Learning services: Analysis of Structural Equation Modeling 69

Khoirul Anwar, Slamet Asari, Nur Fauziah, Sri
Suryanti

- 69 REALIZING SMART CITY INNOVATION (SMARTCITY) THROUGH MUTUAL BOND ISSUANCE 70



Agam Sulaksono, Bambang Yunarko, Titik Suharti

- 70 Strengthening Marketing Access in Supporting the Management of Productive Economic Business in the Village Community of Sambipondok Sidayu Gresik 71

Sukaris, Budiyono Prestyadi, Alkusani

- 71 Business Ethics in the Ethics Era: Industrial Era 4.0 72

Suyoto

- 72 DEVELOPMENT OF STUDENTS CENTERED LEARNING (SCL) MODEL IN MATH USING ANDROID BASED OF JUNIOR HIGH SCHOOL STUDENTS 73

Irwani Zawawi, Dian Rachmawati

- 73 The Implementation of Video Learning Media in Natural Science Learning for Primary School Students. 74

Friendha Yuanta,

- 74 The Use of Code-Switching in English as A Foreign Language Classroom Teacher's Perspective 75

Diah Yovita Suryarini

- 75 ROLE PLAYING METHOD IN IMPROVING STORYTELLING SKILL OF BUYING AND SELLING EXPERIENCES ON PRIMARY SCHOOL STUDENTS 76

Reza Syehma Bahtiar



76	Web Centric Course in Supporting Primary Students' Learning Skills and Learning Outcomes	77
	Yudha Popiyanto	
77	Creative Economic Development Strategy Based On Prosesed Agriculture Product In Surabaya City	78
	Erna haryanti Koestedjo, Dwie Retna Suryaingsih	
78	DYNAMICS OF SOCIAL LIFE OF INDONESIAN PEOPLE IN DEALING WITH GLOBALIZATION ERA	79
	I KetutSuda, Ni Made Indiani, Wayan Paramartha, I Wayan Winaja	
79	STATE RESPONSIBILITY TO SEA ENVIRONMENT BY CLIMATE CHANGE	80
	Ria Tri Vinata, Ibnu Asqori Pohan	
80	Experiment of a Propeler Wind Turbine Model in a Wind Tunnel with Various Winglet Heights Under Mechanical Loads	81
	Uyung Gatot S. Dinata, Teguh Maulana Hardi, Yul Hizhar, Adly Havendri, Adek Tasri	
81	Performance Test of a Blower as Turbine with Backward-Curved, Radial and Forward-Curved Blades for a Low-Cost Picohydro Power Plant	82



Uyung Gatot S. Dinata, Zulfikar, Januar Efendy, Asep Neris Bakhtiar

- 82 Analysis of the Effort and Impact of Determinants for Regional Innovation System In Payakumbuh City 83

Amna Suresti, Rahmi Wati, Uyung Gatot S. Dinata, James Hellyward, Alizar Hasan

- 83 Enhancing Mentally Retarded Students' Comprehension: The Development of 84

MASH Project-Based Reading Technology

Lulu Asrifah, and Yudhi Arifani

- 84 PREVENTION IN TRAFFIC ACCIDENT USED HUMANIST INTERACTIONS WITH TRAFFIC POLICE AND MOTORCYCLE USERS 85

Umi Enggarsasi, Nur Khalimatus Sa'diyah

- 85 THE PROSPECT OF SEA PROTECTION (CORAL REEFS) AS CARBON SINK AND CARBON SOURCE DUE TO CLIMATE CHANGE 86

Besse Sugiswati, Ria Tri Vinata, Umi Enggarsasi

- 86 Legal Protection Of Artist In The Endorsement Agreement 87

R. Besse Kartoningrat, Fries Melia Salviana, Isetyowati Andayani, Handrawan

- 87 Fishing Quotas Regulation as the Embodiment of Fish Resources Protection 88



Titik Suharti, and Masitha Tismananda Kumala

- 88 Bilateral Investment Treaty Effectiveness In 89
Completion Of Capital Investment Disposal

Fries Melia Salviana, Desy Nurkristia Tejawati

- 89 OPTIMIZATION THE ROLE OF VILLAGE CHIEF 90
AND THE SUBORDINATE ON THE VILLAGE
DEVELOPMENT PROGRAM

Endang Retnowati; Edi Krisharyanto; Noor Tri Hastuti

- 90 Constitutional Entrepreneurship: Main Strategic to 91
Create Balanced Civilization

Ardhiwinda Kusumaputra, SH., MH. ; Dr. Endang
Retnowati, SH., MHum

- 91 Original Research Article Designing an Online-Based 92
Questionnaire Application for Mobile Devices

Firman Hadi Sukma P.

- 92 SORGHUM TAGLINES CAMPAIGN ANALYSIS : 93
DISCOURSE APPROACH

Muhammad Kusumawardhana, Endang Noerhartati

- 93 Antioxidant Activity of loloh Malaka Fruit (Phyllanthus 94
emblica L.) in Ayurveda Medication

Putu Lakustini Cahyaningrum, Sang Ayu Made
Yuliari, Cokorda Putra and Ida Bagus Putra Suta



- 94 Accelerating Regional Economic Development through Tourism: the Development of Alas Kedaton as a Spiritual Tourism Destination 95
- Putu Krisna Adwitya Sanjaya , Ni Luh Adisti Abiyoga
Wulandari, and Ni Komang Sumadi

95 96

IDEAS OF DIVINITY BEYOND SYMBOLS:

A STUDY OF PHILOSOPHICAL THEOLOGY TOWARDS THE KARL JASPERS' EXISTENTIALISM (1883-1969)

- Ni Nyoman Sri Winarti, I Gde Jayakumara, I Gusti
Agung Paramita
- 96 TRANSFORMATION CULTURAL CAPITAL TO ECONOMIC CAPITAL: 97

REVIEW OF PATIRTHAN TIRTHA EMPUL TAMPAKSIRING, BALI

Dr. Ida Bagus Dharmika, MA, Dr. I Gusti Bagus
Wirawan, M.Si



Dr. I Wayan Subrata, M.Ag

- | | | |
|-----|---|-----|
| 97 | Mediation as Alternative Dispute Resolution (ADR) In the Forestry Sector by Malayu Customary Institution (Lembaga Adat Melayu) In Pelalawan District of Riau Province | 98 |
| | Riska Fitriani & Hayatul Ismi, Ferawati, | |
| 98 | IDENTIFICATION GENETIC VARIATION OF TUMOUR NECROSIS FACTOR IN ACTIVE PULMONARY TUBERCULOSIS | 99 |
| | Febtarini Rahmawati | |
| 99 | LAW, COMMODIFICATION, AND LOCAL WISDOM

Portrait of Conflict Relation, between Law, Economics, and Local Wisdom of Bali in Setting the sacred area of temple | 100 |
| | I Putu Sastra Wibawa, I Wayan Martha, I Putu Sarjana

Gusti Ayu Ketut Artatik | |
| 100 | Relationship Structure, Culture and Organizational Climate With Organizational Effectiveness of Higher Education | 101 |
| | ARIE AMBARWATI | |
| 101 | Consumer Behaviour of Fish Product Centre

Sentra Ikan Bulak Surabaya | 102 |
| | Herman | |



- 102 Does Intellectual Capital have a Positive Effect on The e-Service Innovation of Public Employees ? 103
- Dr. Arfah SIP.,MSi
- 103 INTERCULTURAL BUSINESS COMMUNICATION FOR SMALL MEDIUM ENTERPRISES IN SURABAYA TOWARDS GLOBAL MARKET 104
- Febrina Hambalah
- 104 IMPLEMENTASI KEBIJAKAN PROSEDUR PENGAWASAN DAN PENGENDALIAN KAWASAN MANGROVE DI WILAYAH KOTA SURABAYA 105
- (Studi Kasus Implementasi Peraturan Walikota Surabaya no. 65 Tahun 2011 di Pantai Timur Surabaya)
- Lunariana Lubis, S.T., M.AP., Agus Wahyudi, S.IP., M.IP.
- 105 **Evaluating efficacy of tempeh extract supplementation on oxidative stress biomarkers and cytokines among Rattus norvegicus infected by Mycobacterium tuberculosis** 106
- Budhi Setiawan Lusiani Tjandra Kartika Ishartadiati Sri Lestari Utami
- 106 QUALITATIVE METHOD IN CULTURAL MAPPING IN THE BELANDINGAN BALI AGA VILLAGE KINTAMANI BANGLI BALI 107
- Ni G.A.Diah Ambarwati Kardinal, Komang Wirawan,



I Nyoman Harry Juliarthana

- 107 MANFAAT PRODUK BIOFARMAKA MENUJU INDONESIA SEHAT 108

I Made Sumarya , I Wayan Suarda, Ni Luh Gede Sudaryati

Israil Sitepu

- 108 GLOBAL ERA OF GENGONG PERFORMANCE EDUCATION IN BATUAN, SUKAWATI, GIANYAR VILLAGE. 109

I Nyoman Winyana

- 109 THE DEVELOPMENT OF INTERACTIVE POP-UP BOOK TO INCREASE SELF-DEFENSE ABILITY 110

Anies Listyowati, Myrnawati Crie Handini, Hapidin

- 110 THE DEVELOPMENT OF TRADITIONAL BATIK PATTERNS FROM SACRED TO PROFAN OF WESTERN REGIONAL PROVINCE OF EAST JAVA 111

Ika Ismurdiyahwati dan Atiqoh Nasor

- 111 **AGE, INCOME AND NUMBER OF FAMALY AS PREDICTOR OF CONSUMER PREFERENCES DRAGON FRUIT (HYLOCEREUS SP.): STUDIES IN SURABAYA** 112

Endang Siswati, Hary Sastrya Wanto

- 112 Cubily Artificial Agregat Sebagai Pengganti Kerikil Alami Untuk Campuran Beton Ringan Ramah Lingkungan 113



Johan Paing, Soebagio, and Andaryati

- 113 Exploring the Type of Fern (Pteridophyta) to Realize the Wonorejo Surabaya Magrove Forest Ecology Balance 114

Ngadiani, Amalia Septi Dini Restia

- 114 Aerobic Composting of Rumen Content Waste and Rice Straw at Different C/N Ratios 115

Sugito, and Rhenny Ratnawati

- 115 Developing instrument of Teaching Physical Education Sport and Health (PESH) Through Thematic Approach in Elementary School 116

Muhammad Muhyi, Brahmna Rangga P

- 116 SMART PEOPLE AS A PARTICIPATION MODEL FOR INFRASTRUCTURE DEVELOPMENT 117

Suning dan Dwi Muryanto

- 117 Using Contextual-Based Questions To Improve Students' Problem Solving Skill In Mechanical Vocational Schools 118

Sri Rahayu, Liknin Nugraheni, Bambang Sigit_Widodo, and Nur Fathonah

- 118 Influence of Protein Pili and Filtrat of Escherichia coli Culture Medium on Motility and Vitality of Human Spermatozoa: In Vitro Study 119



Sukarjati, Pungky Slamet Wisnu Kusuma, Diah Karunia Binawati

- 119 POTENTIAL OF THE NEW CONFINEMENT SYSTEM FOR SQUARE REINFORCED CONCRETE COLUMNS 120

Soerjandani PM, Raka.IGP and Tavió

- 120 TRADING HOUSE AGENCY AS ALTERNATIVE POTENTIAL MARKETING OF AGRICULTURAL PRODUCTS IN SIDOARJO DISTRICT EAST JAVA 121

Koesriwulandari, Nugrahini Susantinah Wisnujati, Dwie Prasetyo Yudho

- 121 COUNTERPRODUCTIVE WORK BEHAVIOR AS AN INTERVENING VARIABLE IN EMPLOYEE ENGAGEMENT AND COMMITMENT RELATIONSHIP TO EMPLOYEES PERFORMANCE 122

Study on Regional Financial and Asset Management District Government Malang

By Yuponó Bagyo and Annastasya Lilla Savitri

- 122 INDONESIAN COMMUNITY INTEREST AND PERCEPTION ANALYSIS SHARIA BANKING PRODUCTS 123

Maqbullá Arochman, Budi Prayitno, Eva Wany

- 123 The Effect Of Regional Real Revenue, General Allocation Fund And Revenue Sharing Fund With



Development of Student Worksheet on Flat Geometry Learning Based on Rigorous Mathematical Thinking At Universitas Wijaya Kusuma Surabaya

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Abstract. This study aims to develop student worksheet based on Rigorous Mathematical Thinking (RMT) to know the understanding of the concept of flat geometry in the students of Mathematics Education Study Program at Universitas Wijaya Kusuma Surabaya. Rigorous Mathematical Thinking (RMT) is a learning approach to mediate students in using and adapting to their cognitive function to build understanding and understanding of concepts. The results of this study are the value of the test results of learning and student responses to knowledge. After implemented on the student then got the result according to an indicator of RMT that is four students there is at a high level, three students are at average level, two students in low concentration. The response of most students to RMT-based learning is positive.

Development of Student Worksheet on Flat Geometry Learning Based on Rigorous Mathematical Thinking At Universitas Wijaya Kusuma Surabaya

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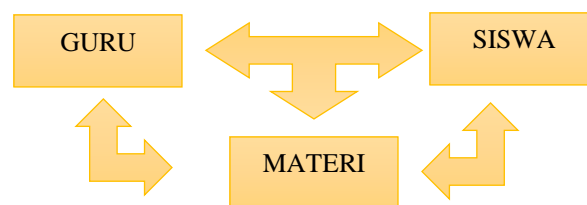
Abstract— This study aims to implement the use of worksheet (worksheet) based on Rigorous Mathematical Thinking (RMT) to know the understanding of the concept of flat geometry in the students of Mathematics Education Study Program at Wijaya Kusuma University Surabaya. Rigorous Mathematical Thinking (RMT) is a learning approach to mediate students in using and adapting to their cognitive function to build understanding and understanding of concepts. The results of this study are the value of the test results of learning and student responses to learning. After implemented on the student then got the result according to an indicator of RMT that is four student there is at a high level, three students are at average level, two student is in low level. The response of most students to RMT-based learning is positive.

Keywords—worksheet; Rigorous Mathematical Thinking (RMT); geometry

I. INTRODUCTION (HEADING 1)

Student worksheets are still widely used in mathematics learning in primary, secondary, and university schools. The use of this worksheet is to know the representation of students in understanding mathematical concepts [1]. The mathematical concept studied in this study is the flat geometry that has studied in secondary schools. Most students still have not been able to prove the theorems by definition and axioms. They need help from friends and lecturers to be able to start the proof. Meanwhile, related to the problem solving, the students also still read the example about the step of proof and image. The learning process involving Rigorous Mathematical Thinking (RMT) interventions emphasizes mathematical psychological tools. RMT is a revolution in the geometry learning process developed by James T. Kinard in Chicago. Kinard [2] defines RMT as follows. First, a combination and utilization of mental operations to acquire knowledge of patterns and relationships. Second, to adopt the habit of acquiring equipment and schemes to elaborate further on knowledge to bring about understanding and understanding. Third, to transform and generalize concepts and understandings into logical ideas. Fourth, to plan the use of ideas to facilitate problem-solving and the decline of new concepts in different contexts and outcomes of the human activity. This

study aims to implement the use of RMT based worksheets to find out the understanding of the concept of flat geometry in the students. Kinard & Kozulin (2008: 122) stresses that teaching involving RMT intervention is a process that alters the content of geometry through rigorous bonding. The formation of RMT, as well as the development of geometry and science concepts, are developed and achieved through a strong bond between patterns and relationships.



Gambar 2.1 : Ikatan Rigorous untuk RMT

Kinard & Kozulin [2] says that for rigorous mathematical thinking, three levels of cognitive function are needed, namely general cognitive function for qualitative thinking, cognitive function for quantitative thinking with rigor and cognitive function for generalization, abstract relational logical thinking in geometrical culture. Of the three levels of cognitive function described above, the researchers formulated an indicator to classify student RMT levels into four levels, namely non-RMT levels, low, medium and high.

Cognitive function level is the general cognitive function for qualitative thinking. The cognitive function consists of labeling-visualization is to provide a name based on its critical attributes while shaping the image in mind or generating an internalized construction of an object when its surname presents. Second, benchmarking is looking for similarities and differences between two or more objects, events or situations. Third, systematic search to collect and furnish information that is noticed in a meaningful, organized, and full-fledged way to manage and provide information. Fourth, the use of more than

one source of information is to work metallicity with two or more concepts at the same time, like color, size, and shape, or test the situation from multiple points of view. Fifth, code-encoding which is to put meaning into the code (symbol/sign) and take the purpose of the system.

Levels of cognitive function for quantitative thinking with meticulousness and cognitive tasks for generalization consist of preservation of determination, i.e., Cidentify and explain what remains the same concerning regarding attributes, concepts or relationships, while some others change. Second, space measurements and spatial relationships Using an internal and external reference system as an integrated guide or guide to organize, analyze, help articulate, and measure differences, spatial representations and spatial relationships based on the overall to partial ties. Third, measurement of time and temporal relationships that set the reference to categorize measure, and sort time and temporal relationships based on the overall link to a part. Fourth, analyzes-integration is to decompose the whole or decompose quantity into its critical attributes or amount of supplies; build the whole by combining its elements, its essential characteristics, or compiling its numbers by connecting the other quantities. Fifth, generalization is to observe and describe the nature or behavior of an object or group of objects without referring to its particular details or critical attributes. Sixth, accuracy is struggling to focus and be right.

Cognitive function level for generalizing, abstract relational logical thinking in geometry culture. First, activation of prior geometrical knowledge is to mobilize geometry knowledge obtained previously by searching through experience, to make relationships and coordination aspects of things that consider and issues of past experiences. Second, provision and articulation of logical-mathematical events. Provide supporting details, clues, and reasonable evidence to prove the validity of statements, hypotheses or conjectures that generate allegations, questions, answer answers, and communicate explanations while complying with geometry rules and ensuring logical consistency. Third, Defining the problem is seeing by analyzing and understanding the relationship to know what to do mathematically. Fourth, thinking hypothetically-inferencing that is forming geometric propositions or hypotheses and looking for mathematical, logical evidence to support propositions/hypotheses or deny them. Fifth, develop valid generalizations and proof based on some geometric events.

II. METHODS

This research is qualitative research with a type of case study. Research location in Surabaya Wijaya Kusuma University Mathematics Education Study Program. The research conducted from September 2017 to January 2018. The students as the subjects of the study consisted of 9 students. The design of the study is to carry out the preliminary survey, then done a designing model of flat geometry learning device for students of mathematics teacher candidate in the form of student worksheet. After that, the research team conducted the test and the implementation of the RMT-based student worksheet to the students. In this study, the data obtained included primary data and secondary data. Primary data derive from the direct data

source that is the values of students who program Geometry Field course in the last three years. Whereas secondary data in the form of student learning outcomes data after working on a worksheet containing flat geometry questions. Data collection was conducted by the test method in the way of learning result test and questionnaire method in the form of a questionnaire to know the student response during learning. Data analysis of learning outcomes begins with giving the next test score, and students are said to be complete if the value is more than or equal to Minimum Criterion completeness (KKM). After that, adjustments made to the RMT indicators that had set as follows.

TABLE I. INDICATOR OF RMT

Indicator	Level RMT
Students reach all three levels of cognitive function	High
Students reach two levels of cognitive function	Medium
Students reach one level of cognitive function	Low
Students have not achieved all three levels of cognitive function	Not RMT

While the analysis of student response data based on the results of the questionnaire with the following calculations.

$$85\% \leq R_s = \text{Very Positive}$$

$$70\% \leq R_s < 85\% = \text{Positive}$$

$$50\% \leq R_s < 70\% = \text{Less Positive}$$

$$R_s < 50\% = \text{not Positive}$$

III. RESULT AND DISCUSSION

The result of the research is the result of the test result which had compared with minimum criterion determined and the result of a questionnaire of student response after the RMT (Rigorous Mathematical Thinking) based flat geometry.

TABLE II. TEST SCORES AND LEVEL RMT

Students Name Code	Score	KKM	Level RMT
LS	70	complete	Medium
YD	85	complete	High
MJ	70	complete	Medium
EP	60	complete	Low
MJ	90	complete	High
AA	89	complete	High
ES	85	complete	High
RFA	60	complete	Low
FN	77	complete	Medium

From the results of the test results of learning outcomes obtained by students about understanding the concept of flat geometry shows that most students have been able to explain and solve questions about triangular congruence and congruence. Overall students complete in learning because their value is above the minimum criterion that has been determined by completeness. Whereas compared to the RMT indicator four students who achieve the three levels of cognitive function, three students only reach two levels, and two students still reach one level.

Students who only reach one level are only able to connect the initial knowledge about the flat building that they learn with the subject matter in flat geometry material such as triangles and circles. Students who reach two levels can explain in their own words about some definitions and theorems that may have been learned before. In this case, he is able to activate memory about the characteristics of a flat build. At the next level, he is able to construct hypotheses and construct logical sentences based on definitions and axioms that are remembered to prove an existing theorem. Students with high RMT levels are very understanding of what is conveyed and can receive all new forms of flat building even though it is not the same as the previous learning experience. They can hypothesize what to look for from a geometrical problem, such as proving congruent opposite angles, proving the similarity theorem, by determining the axioms and images that can be used to prove it. They compile proof steps in a coherent and logical way with proof of definition and axiom of each step that is compiled. In addition, they can also describe these steps to support written evidence.

TABLE III. STUDENT RESPONSE

Students Name Code	Response
LS	Positive
YD	Positive
MJ	Positive
EP	Less Positive
MJ	Very Positif
AA	Positive
ES	Positive
RFA	Less Positive
FN	Positive

All students have a positive response to learning using RMT. They felt that learning using LKS helped them explore past experiences or information about the geometry they had learned in high school. They are stimulated to think critically and creatively in finding and linking definitions and axioms suitable for proof.

IV. CONCLUSION

The results of this study in the form of learning outcomes test scores and student responses to learning. After being implemented in students, the results are in accordance with the RMT indicator, that is 4 students at a high level, 3 students at a medium level, 2 students at a low level. The response of most students to RMT-based learning is positive.

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