

# Issues

## Volume 1321, 2019

### **5th International Conference on Mathematics, Science and Education 2018 (5th ICMSE2018) 8–9 October 2018, Kuta, Bali, Indonesia**

Accepted papers received: 27 August 2019

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### **Latest issues**

(complete)

- Number 1, November 2019
- Number 2, November 2019
- Number 3, November 2019

### **JOURNAL LINKS**

---

Journal home

---

Journal Scope

---

Information for organizers

---

Information for authors

---

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---



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## Preface

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## Preface

It is a very great privilege for Faculty of Mathematics and Natural Science (FMIPA) Universitas Negeri Semarang to host the 5th International Conference on Mathematics, Science, and Education (ICMSE 2018) in Kuta, Bali, Indonesia on 8-9 October 2018. We are honored to have the opportunity to work with Indonesian Chemical Society, Indonesian Physical Society, Indonesian Biology Society, Association of Computer Science Higher Education, Indonesian Mathematical Society, and Association of Indonesian Science Educator in this forum. In 2018, our theme of “Collaborative Research on Science, Mathematics, and Education: Its Application As The Development of Sustainable Resources” celebrates the annual conference to provide a platform to the researchers, experts and practitioners from academia, governments, NGOs, research institutes, and industries to meet and share cutting-edge progress in the field of mathematics, natural science, and science education. Also, this event provides an opportunity to enhance understanding of relationships between knowledge and research in the scope of Mathematics, Biology, Chemistry, Physics, and Science Education.

The committee of ICMSE 2018 would like to express the sincere gratitude to the keynote speakers and all authors of the contributed papers in the conference proceedings. Moreover, would like to thank the expert reviewers for reviewing the manuscripts. We also highly appreciate the assistance offered by many volunteers in the preparation of the conference and the proceedings, and of course, to the sponsors assisting in funding this conference.

The committee selected papers and report findings presented in this forum to be published in **Journal of Physics: Conference Series (Institute of Physics Publisher)** indexed in some databases, including the Conference citation index, Scopus, Inspec, Chemical Abstracts Service, and Astrophysics Data System. We hope that this program will expand the mutual understanding and respect in stimulating research in Mathematics, Science, and Education; share research interest and information, and create a form of collaboration and build a trust relationship. We are delighted to be able to show the world what recent developments in the field of Mathematics, Natural Science, and Science Education through this fruitful program.

Chairperson,

Prof. Dr. St. Budi Waluya



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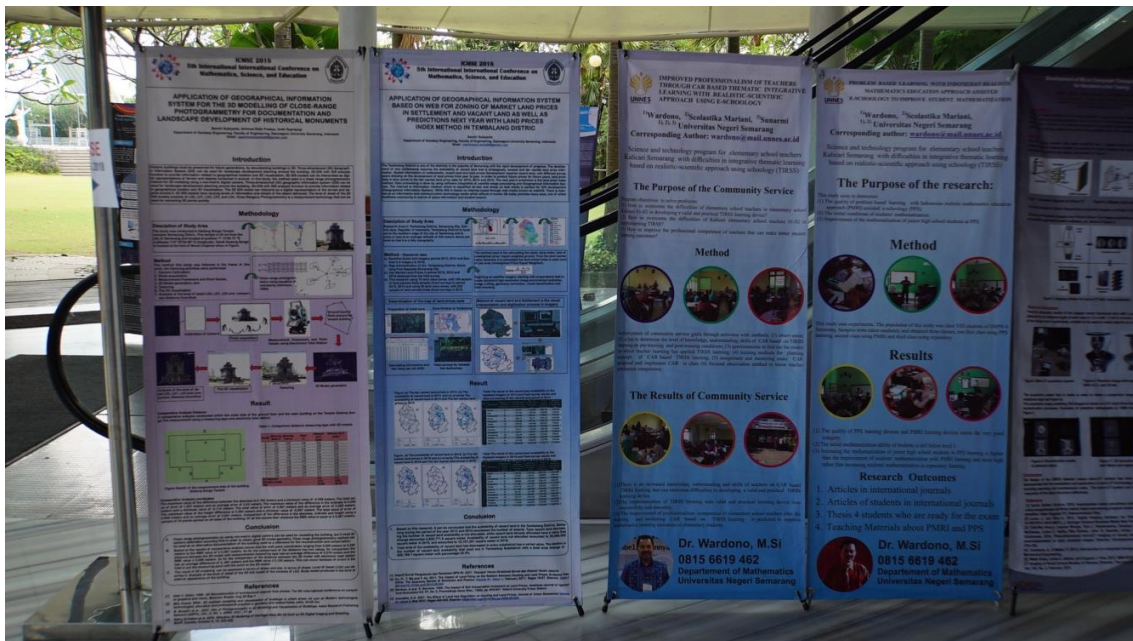
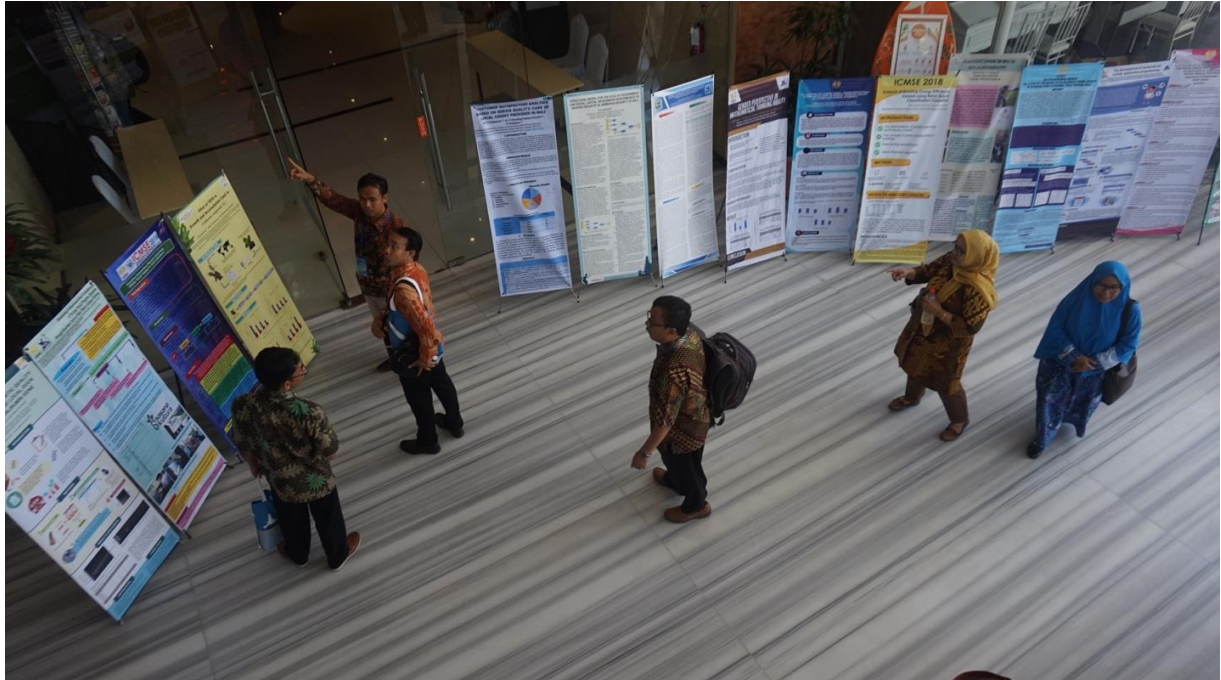
**Parallel session**



**Parallel session**



Poster Presentation



# Table of contents

Volume 1321

2019

◀ Previous issue      Next issue ▶

Accepted papers received: 27 August 2019

Published online: 15 November 2019

Open all abstracts

---

## Papers

---

**OPEN ACCESS** 022001

System design of smart solar photovoltaic water pump in Indonesia

J Pratilastiarso, E Tridianto and L Diana

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---

**OPEN ACCESS** 022002

Characterization of activated charcoal from sugar palm bunches (*Arengga pinnata* (Wurmb) Merr) and the application as adsorbent lead (Pb), copper (Cu) and chrome (Cr) in solution

N Adrianto, V H R Mongkito, S Fayanto, M Anas and R Eso

+ Open abstract     View article     PDF

---

**OPEN ACCESS** 022003

Modeling response Time Lapse Microgravity Vertical Gradient (TLMVG) anomaly due to fluid volume changes of sub surface and its implementation in Kota Lama Semarang

Supriyadi, Khumaedi, Sugiyanto, M Ikhsan and Sarkowi

+ Open abstract     View article     PDF

---

**OPEN ACCESS** 022004

Activated carbon from cashew nut waste and its application as a heavy metal absorbent

Hunaidah, M A A Undu, S Fayanto, Sulwan and K Y Setiawan

+ Open abstract     View article     PDF

---

**OPEN ACCESS** 022005

Fabrication and characterization of Polymer Optical Fiber (POF) based on Mach-Zehnder interferometer for temperature sensor

H Rumiana, S Maimanah, K E Kurniansyah, I Yulianti and N M D Putra

+ Open abstract     View article     PDF

- 
- OPEN ACCESS** 022006  
Identification of archeology object at Speelwijk Castle Banten Lama using GPR method  
H S Mazaya and Supriyanto  
[+](#) [Open abstract](#) [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022007  
Temperature sensitivity investigation of tapered plastic optical fiber-Mach Zehnder interferometer for sensor application  
I Yulianti, N M D Putra, Fianti, Z A F Latif, K E Kurniansyah and A L Dewi  
[+](#) [Open abstract](#) [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022008  
The dependency of dark stars properties on their compactness using vector meson exchange model  
A Rahmansyah and A Sulaksono  
[+](#) [Open abstract](#) [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022009  
Photoluminescence study of ZnO:Al thin films with different power plasma  
B Astuti, Sugianto, I Maftuchah, N A Firmahaya, P Marwoto, F D Ratnasari, R Muttaqin, N E Setyaningsih, D Aryanto and Isnaeni  
[+](#) [Open abstract](#) [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022010  
Spontaneous scalarization within Scalar-Tensor theory using new conformal function in quark stars  
M I Fauzi, H S Ramadhan and A Sulaksono  
[+](#) [Open abstract](#) [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022011  
The adsorption of dye waste using black carbon from polyethylene terephthalate (PET) plastic bottle waste  
I Rahmawati, A Priyanto, T Darsono, Sulhadi and M P Aji  
[+](#) [Open abstract](#) [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022012  
Energy condition in Rastall gravity theory  
H Maulana and A Sulaksono  
[+](#) [Open abstract](#) [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022013  
*Chi-Squared* test for constraining free parameters of modified Gravity on Brown Dwarfs

A S Rosyadi and A Sulaksono

[+](#) [Open abstract](#) [View article](#) [PDF](#)

---

**OPEN ACCESS**

022014

Stress analysis of electric bus chassis using finite element method

S A Widyanto, O Kurdi, G D Haryadi, I Haryanto and M I Rokhim

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---

**OPEN ACCESS**

022015

The effect of pH on the characteristics of the methyl red solution as a gamma-ray dosimeter

W Chairunisa and C Imawan

[+](#) [Open abstract](#) [View article](#) [PDF](#)

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022016

Deformation of a magnetized quark star in Rastall gravity

R Rizaldy and A Sulaksono

[+](#) [Open abstract](#) [View article](#) [PDF](#)

---

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022017

A colorimetric label for detecting acetic acid vapor using *Ipomoea pes-caprae* flower extract as a functional dye

M Syintia and C Imawan

[+](#) [Open abstract](#) [View article](#) [PDF](#)

---

**OPEN ACCESS**

022018

Absorber performance of CdTe/CdTe:Cu thin films based from crystal phase and microstructures

N M D Putra, Sugianto, B Astuti and P Marwoto

[+](#) [Open abstract](#) [View article](#) [PDF](#)

---

**OPEN ACCESS**

022019

Preliminary study of great earthquakes relocation in the last decade (2008-2018) in north and central region of Sulawesi Island

A M M Huda and N K E L Ridlo

[+](#) [Open abstract](#) [View article](#) [PDF](#)

---

**OPEN ACCESS**

022020

Influence of annealing time on the morphology and oxygen content of ZnO:Ga thin films

P Marwoto, L Khanifah, Sulhadi, Sugianto, B Astuti and E Wibowo

[+](#) [Open abstract](#) [View article](#) [PDF](#)

- 
- OPEN ACCESS** 022021  
The use of nanofibrils cellulose of sugarcane bagasse as precursor in synthesizing carbon nanodots by hydrothermal method  
D A Barus, J Ginting, H Ginting, A H Siregar, S Rahayu, A F Piliang, S R Utari and S Gea  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022022  
Characterization of mahogany leaf litter (*Swietenia macrophylla King*) as a raw material of decay resistance biocomposite  
N P Aryani, F Fibriana, A F Anwar, F F D Ummayah, D Alighiri, Harjono and Masturi  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022023  
Processing of recycled waste PET (polyethylene terephthalate) plastics bottle into for the lightweight and reinforcement bricks  
D Alighiri, M N Yasin, B Rohmawati and A Drastisianti  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022024  
Exploration of confidence in research skill for pre-service physics teacher  
F A Yanti, H Kuswanto, Mundilarto, Nasir and Habibi  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022025  
Diagnosis of physics learning difficulties of X MIA grade students of SMA Negeri 3 Pinrang  
M Yusuf, M S Ali and A Yani  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022026  
Physics virtual laboratory: an innovative media in 21<sup>st</sup> century learning  
S A Rani, Mundilarto, Warsono and W S B Dwandaru  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022027  
Developing an instrument of scientific literacy assessment to measure natural science teacher candidates in force subject  
A Rusilowati, A Yulianto, Ikhsannudin, B Astuti and N Huda  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022028  
Student conception of Ohm's law



I Prastyaningrum and H Pratama

[+ Open abstract](#) [View article](#) [PDF](#)

---

**OPEN ACCESS**

022029

Science, technology, engineering, and mathematics (STEM) based learning of physics to develop senior high school student's critical thinking

D Yulianti, Wiyanto, A Rusilowati, S E Nugroho and K I Pangesti

[+ Open abstract](#) [View article](#) [PDF](#)

---

**OPEN ACCESS**

022030

Quality of learning community and presentations task: investigating student's discourse of the celestial objects coordinates in astronomy to construct scientific reasoning

Susilawati, I Kaniawati, T R Ramalis and D Rusdiana

[+ Open abstract](#) [View article](#) [PDF](#)

---

**OPEN ACCESS**

022031

Using pine and cocoa waste with pyrolysis technology by liquid smoke, charcoal and bio char

M Wijaya, M Wiharto and M Danial

[+ Open abstract](#) [View article](#) [PDF](#)

---

**OPEN ACCESS**

022032

Titania nanoparticles coated on polycarbonate car headlights for self-cleaning purpose

S Chandren and N H Zulfemi

[+ Open abstract](#) [View article](#) [PDF](#)

---

**OPEN ACCESS**

022033

Topical anti-inflammatory activity of *n*-hexane extract of *santalum album* linn leaves on rat ear oedema induced by croton oil

N M Puspawati and W S Rita

[+ Open abstract](#) [View article](#) [PDF](#)

---

**OPEN ACCESS**

022034

Enzymatic synthesis of palmitoylethanolamide from ketapang kernel oil

E R Gunawan, D Suhendra, BA NuansaWindari and L Kurniawati

[+ Open abstract](#) [View article](#) [PDF](#)

---

**OPEN ACCESS**

022035

Removal of Cu(II) ions from aqueous solution by fatty hydroxamic acids immobilized onto bentonite

D Suhendra, E R Gunawan, D Asnawati and W Triyatnoko

[+ Open abstract](#) [View article](#) [PDF](#)

- 
- OPEN ACCESS** 022036  
Analysis of virgin coconut oil (VCO) components after heating and adding *Cymbopogon nardus* as the essential oil  
N M Suaniti, I W B Adnyana and M Manurung  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022037  
Review of metal corrosion on food cans  
E F Rahayu and D S Asmorowati  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022038  
The fractional separation of citronella, cajeput, and patchouli crude oils using spinning band distillation  
C Kurniawan, S Haryani, S Kadarwati and E Cahyono  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022039  
Antidepressant activity of patchouli alcohol microcapsule  
E Cahyono, B C Rimawati and E Kusuma  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022040  
Formulation of winged bean seeds as pollen substitute for outgrowth of honey bees (*Apis mellifera* L)  
N Wijayati, D S Hardjono, M Rahmawati and A Kurniawati  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022041  
Optimization of condition extraction in quantification of total flavonoid content in the seeds of the Arummanis (*Mangifera indica* L.) mango from Indonesia  
Masturi, D Alighiri, K Nuzulina, M Rodhiyah and A Drastisianti  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022042  
Analysis of mastery of salt hydrolysis matter in the application of the scientific-based learner worksheet  
M Nuswowati, N Wijayati and W Fatmawati  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022043

## Instrument design of remedy test assisted by multiple representations using computer-based test model on redox materials

E I Nada, E Susilaningsih, S Mursiti, A Drastisianti, N Alawiyah and Supartono

[+ Open abstract](#) [View article](#) [PDF](#)

---

### OPEN ACCESS

022044

## Effectiveness of solubility equilibrium module based on lesson study to improve critical thinking ability of chemistry students and teachers in senior high school Kampar district, Riau

M Erna, Rasmiwetti, E Adnan and V Wahyudi

[+ Open abstract](#) [View article](#) [PDF](#)

---

### OPEN ACCESS

022045

## The analysis of teacher's ability in create lesson plans and student worksheet

S Haryani, S Wardani, K I Supardi and A T Prasetya

[+ Open abstract](#) [View article](#) [PDF](#)

---

### OPEN ACCESS

022046

## An analysis of students conceptual understanding of submicroscopic level in solubility and solubility product constant ( $K_{sp}$ ) using three-tier multiple choice test

E Susilaningsih, N Alawiyah, T Sulistyarningsih, E I Nada and A Drastisianti

[+ Open abstract](#) [View article](#) [PDF](#)

---

### OPEN ACCESS

022047

## Analysis intrapersonal intelligence of student's post chemistry learning based guided inquiry model on the buffer material

S Wardani, K A Zakiyah, A T Prasetya and S Haryani

[+ Open abstract](#) [View article](#) [PDF](#)

---

### OPEN ACCESS

022048

## Profile of students critical thinking skills on redox concept in SMA Negeri 8 Semarang

R K Dewi, S Wardani and N Wijayati

[+ Open abstract](#) [View article](#) [PDF](#)

---

### OPEN ACCESS

022049

## Implementation of project-based learning to the ability of scriptural literates on high school student IX grade

S S Sumarti, A Rahmadi and W Sumarni

[+ Open abstract](#) [View article](#) [PDF](#)

---

### OPEN ACCESS

022050

## Analysis of student concept understanding on the material of buffer solution using three-tier test assisted by multiple representation teaching materials

A Drastisianti, E Susilaningsih, N Wijayati, E I Nada, N Alawiyah and Supartono

[+](#) [Open abstract](#) [View article](#) [PDF](#)

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022051

Combining Black-Litterman model with clustering on portfolio construction

R Subekti, E Ratna Sari and R Kusumawati

[+](#) [Open abstract](#) [View article](#) [PDF](#)

---

**OPEN ACCESS**

022052

A modified economic order quantity of vendor – buyer non-cooperative supply chain model for imperfect quantity and inspection error using the nash equilibrium concept

R Setiawan, H E Chrisnawati and Y Kuswardi

[+](#) [Open abstract](#) [View article](#) [PDF](#)

---

**OPEN ACCESS**

022053

An analysis of the employment trends in Central Java province

S Subanti, A R Hakim, H Pratiwi, U S Sucahyo and E D Kurniati

[+](#) [Open abstract](#) [View article](#) [PDF](#)

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022054

The determinant of individual smoking consumption in Central Java province

S Subanti, A R Hakim, H S J N Sriwiyanto and I M Hakim

[+](#) [Open abstract](#) [View article](#) [PDF](#)

---

**OPEN ACCESS**

022055

Customer satisfaction analysis based on service quality: case of local credit provider in Bali

N L P Suciptawati, N L P S P Paramita and I P Aristayasa

[+](#) [Open abstract](#) [View article](#) [PDF](#)

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022056

Representation, representational transformation and spatial reasoning hierarchical in spatial thinking

F R Fiantika and S P Setyawati

[+](#) [Open abstract](#) [View article](#) [PDF](#)

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022057

Mathematical model of avian influenza epidemics with burning infected poultry and noticing the success ratio of poultry vaccination

M Kharis, Amidi and A Agoestanto

[+](#) [Open abstract](#) [View article](#) [PDF](#)

- 
- OPEN ACCESS** 022058  
Thin film flow over a bump on an inclined channel  
L H Wiryanto  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022059  
The analysis of heuristics decision-making in abstract algebra proofing  
Junarti, Y L Sukestiyarno, S B Waluya and Rochmad  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022060  
The restricted maximum likelihood method for variance estimation in a mixed model with additive penalized-spline  
A N R Chytrasari, S H Kartiko and Danardono  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022061  
The estimated proportion of chronic disease sufferer in Duren Sawit district, East Jakarta, using hierarchical bayes method in small area estimation (SAE)  
I Fajar, T Siswantining and S M Soemartojo  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022062  
Analysis of obstructive sleep apnea, diabetes mellitus type 2, and prediabetes at dr. Cipto Mangunkusumo hospital using partial least squares  
F E Puspitaningtyas, T Siswantining and T Kamelia  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022063  
Development of 3CM (cool-critical-creative-meaningful) learning model to increase creative thinking skill  
Wahyudi, S B Waluya, H Suyitno and Isnarto  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022064  
The determinants of youth participation for school, work, or other activities based on social demographic characteristics in Indonesia  
S Subanti, A R Hakim, H Pratiwi, B R M B Irawan and I M Hakim  
[+](#) Open abstract [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022065

## Structural model for the role of government and social capital on business performance of weaving industry in Jembrana Regency of Bali

G K Gandhiadi

[+](#) [Open abstract](#) [View article](#) [PDF](#)

---

**OPEN ACCESS**

022066

On perturbation method of an oscillator single degree of freedom with mass that changes periodically and forced vibrations

S B Waluya, I Rosyida and M Kharis

[+](#) [Open abstract](#) [View article](#) [PDF](#)

---

**OPEN ACCESS**

022067

Hierarchical Bayesian segmentation for piecewise stationary autoregressive model based on reversible jump MCMC

Suparman

[+](#) [Open abstract](#) [View article](#) [PDF](#)

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**OPEN ACCESS**

022068

On the modeling of cross-section and longitudinal section of pipes

Kusno

[+](#) [Open abstract](#) [View article](#) [PDF](#)

---

**OPEN ACCESS**

022069

Additional conditions of self-adjoint operator to be applied self-adjoint linear relation on a Hilbert space

S Hariyanto, R K Sari, Farikhin, Y D Sumanto, Solikhin and A Aziz

[+](#) [Open abstract](#) [View article](#) [PDF](#)

---

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022070

Spectral theory for self-adjoint linear relation (SALR) on a Hilbert space and its application in homogenous abstract cauchy problem

S Hariyanto, R K Sari, Farikhin, Y D Sumanto, Solikhin and A Aziz

[+](#) [Open abstract](#) [View article](#) [PDF](#)

---

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022071

Multi agent through serret-frenet system

R H Tjahjana and R H S Utomo

[+](#) [Open abstract](#) [View article](#) [PDF](#)

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022072

Stability analysis of a mathematical model of tumor with chemotherapy

E R Sari, D Lestari, E Yulianti and R Subekti

[+ Open abstract](#) [View article](#) [PDF](#)

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022073

Some methods for identifying redundant constraints in linear programming

Y Estiningsih, Farikhin and R H Tjahjana

[+ Open abstract](#) [View article](#) [PDF](#)

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022074

Modified Stojkovic-Stanimirovic method to find redundant constrains in linear programming problems

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Some properties of new hesitant fuzzy operators  
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The differences in geometry cognitive learning results using *ICTAdobeFlash CS6* program  
M Zainil, Y Helsa, S Ahmad, Y Ningsih, H Ningsih and W T Yanti  
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Representation of students metacognition in constructing of graphics  
E Soedjoko, H Suyitno and Rochmad  
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The application think pair share in learning mathematic  
Y Ningsih, R Andika, I K Sari, S Ahmad and A K Kenedi  
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Classroom action research for improving teacher's professionalism  
Irwandi, Khairuddin, N A Alwi and Y Helsa  
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Gender perspective in mathematical thinking ability  
N R Dewi, F Y Arini, S Suhito, M Mulyono and Masrukan  
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Errors and misconceptions in learning elementary linear algebra  
I M Arnawa, Yerizon and S Nita  
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- 
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The development of learning devices based on interpersonal intelligence to improve prospective teachers' social competence  
N Mahmud, AR R Amaliyah, N Amin, M Jufri and Alimuddin  
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Utilization of manipulative teaching aids to grow the numerical ability of students with disabilities  
Sugiman, H Suyitno, Rochmad and I Junaedi  
[+](#) [Open abstract](#) [View article](#) [PDF](#)
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Determining ways to improve critical thinking skills in the math mathematics in student style  
Ela Ulfiana, Mardiyana and Triyanto  
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Development of circle learning media to improve student learning outcomes  
N M Dwijayani  
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Analizing of field independent and dependent students' understanding in solving statistical problems based on ontosemiotic approach  
D S N Afifah and M I Nafi'an  
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Learning from student thinking in a mathematics classroom  
B Tanujaya and J Mumu  
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Identifying students' understanding of missing angles in parallel lines: a case study of year 7 students in The United Kingdom  
Salim S S  
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## Individuals development of the metacognitive thinking skills on solving math word problems

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## Students' difficulties in mathematics learning with artisan character type in HOTS trigonometry test

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## Analysis of mathematical connection in abstract algebra

J Mumu and B Tanujaya

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## The stimulus for facilitating junior high school student's thinking in mathematics

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022107

## Teachers' perspective on the application of information and communication technology (ICT) in mathematics learning

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## Identification of factor affecting atrial fibrillation in a patient with risk of obstructive sleep apnea at Rumah Sakit dr.Cipto Mangunkusumo using decision tree method

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022109

## Development of mathematical literacy ability through the learning tools based CLT (cognitive load theory)

A S Asmara, S B Waluya, H Suyitno, I Junaedi, T Suparman and A G Prawiyogi

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022110

## Profile of students mathematic connection ability managed in vocational high school

F N Fatimah, Riyadi and D R Sari

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Hearing-impaired student ability to solve the problem in math  
S I Leton, Wahyudin and W B D Dosinaeng  
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Increasing conceptual understanding and procedural fluency on teaching polyhedrons using blended learning strategy: a case study on 8<sup>th</sup> grader of SMP N 1 Sukawati  
I G P Sudiarta and D G A P Nugraha  
[+](#) Open abstract [View article](#) [PDF](#)
- 
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Problem solving ability of the PS teachers of Ungaran based on the ability of mathematical connection  
E Pujiastuti, H Suyitno, St B Waluyo and Mulyono  
[+](#) Open abstract [View article](#) [PDF](#)
- 
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Improving the results of mathematics learning of grade 1 elementary school Sebasang Ketanga 2 by utilizing magic stick  
A Prabowo, D Maulidyawati and H Yuliawati  
[+](#) Open abstract [View article](#) [PDF](#)
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Analysis critical thinking skills in solving problems algebra in terms of cognitive style and gender  
B Cahyono, Kartono, B Waluyo and Mulyono  
[+](#) Open abstract [View article](#) [PDF](#)
- 
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Nationalism and integrity values in teaching-learning process of mathematics at elementary school of Japan  
H Suyitno, Zaenuri, E Sugiharti, A Suyitno and T Baba  
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- 
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Project based learning model with scientific approach, implementation of children's education of nation to facing the golden *generation* era  
L Sulisty, B Waluyo, Rochmad and Kartono  
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- 
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Mathematical literacy ability with RME (realistic mathematics education) approach in fifth grade students  
K L Purwanti, Sukestiyarno, B Waluya and Rochmat  
[+ Open abstract](#) [View article](#) [PDF](#)
- 
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Quantum teaching learning model as solution to improve learning activity and mathematics learning outcome  
I G A N T Jayantika, N N Parmithi and N P A Dyanawati  
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Mathematics learning disabilities of the slow learner students on pythagorean theorem  
S Metikasari, Mardiyana and Triyanto  
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An analysis climate change of the curriculum in Indonesia  
S Sofiyan, F I Aksa and S Saiman  
[+ Open abstract](#) [View article](#) [PDF](#)
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Peer assessment based on conservation in the practice of teaching mathematics in the program of the teaching profession  
Masrukan  
[+ Open abstract](#) [View article](#) [PDF](#)
- 
- OPEN ACCESS** 022123  
Problem-solving in creative thinking process mathematics student's based on their cognitive style  
I Setyana, T A Kusmayadi and I Pramudya  
[+ Open abstract](#) [View article](#) [PDF](#)
- 
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Ethnomathematics activities of coffee farmers in Sidomulyo jember area as project student sheet  
Sunardi, T B Setiawan, E Yudianto, T Sugiarti, R Ambarwati and M A Agustin  
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Developing students' mathematical literacy through DAPIC problem solving process

Risnanosanti and Ristontowi

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Mathematics mobile learning with TPACK framework

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Effect of adversity quotient of junior high school students on reflective thinking process in mathematical problem solving

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Instrument higher order thinking skill design in course high-class mathematics in elementary school teacher of education departement

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Cognitive obstacles in interiorization of the Riemann's Sum concept through APOS approach

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## Developing an appropriate textbook for mathematics curriculum analysis course

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## Learning differential calculus using self-regulated flipped classroom approach

A Istiandaru, F Setyawan, A S E Hidayat and V Istihapsari

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## Mental construction in mathematical proof

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# Developing an appropriate textbook for mathematics curriculum analysis course

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**Abstract.** Pre-service mathematics teachers need to understand the school mathematics curriculum in order to ensure their capability as future teachers. As a learning planner, they have to possess an adequate understanding of what and how the school mathematics materials should be organized to fit the students' need. The current Indonesian curriculum challenges the teachers to design mathematics learning which integrates four domains of competence, namely the spiritual attitude, the social attitude, the knowledge, and the skill. However, there has been no textbook available to guide the pre-service mathematics teacher designing the desired mathematics learning better. This research aims to develop a textbook for mathematics curriculum analysis, especially for senior high school level. It was an R&D using Plomp model stages, including initial investigation, design, construction, and test, evaluation, and revision. In the final stage, we have successfully developed a valid project-based learning textbook for mathematics curriculum analysis.

## 1. Introduction

An appropriate textbook is important to support learning [1,2], especially for pre-service mathematics teachers. Some argue that textbook will only make the pre-service teachers rely on it and restrict their innovation [3–5], while the others believe that the absence of textbook will make the pre-service teachers lack the knowledge needed to conduct an appropriate teaching practice [6,7]. The textbook is important mainly because it provides comprehensive material and guidance for the pre-service teachers to implement a good teaching practice as well allows them to develop better material. Thus, in the context of the pre-service mathematics teachers' need, a textbook is important for their teaching preparation.

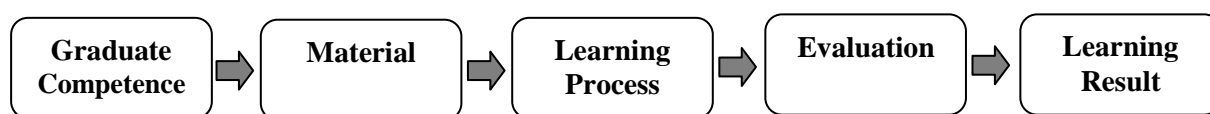
The Indonesian education system is now imposing the 2013 curriculum. The Indonesian curriculum has evolved to adapt the need of the society's demand [8]. A long time ago, the curriculum was reviewed and revised every decade [9], bringing the new ideas to adapt the national purposes. A massive change happened in the last ten years, namely the curriculum changed from the competency-based curriculum in 2004, school-based curriculum in 2006, and the newest one commenced in 2013. Furthermore, the 2013 curriculum was also adjusted through some commencement of the regulations of the Indonesian Ministry of Education and Culture in 2013, 2014, and the last was in 2016. All the changes promise a the betterment for the education system, but many argue that it also shock the teachers, especially in mathematics subject.

The 2013 curriculum provides a new perspective of educational reform in Indonesia. It offers the balance among the three domains of competence, namely the attitude, the knowledge, and the skill



[10]. In the case of mathematics, the balance of attitude, knowledge, and skills will benefit the students' learning results. Students will not only be able to solve various mathematical problems, but also possess the attitude of logical, critical, and creative. These attitudes are the required attitudes for the future of the students. Moreover, the new paradigm of the curriculum is that the teachers need to foster the higher order mathematics thinking skills according to the revised Bloom's taxonomy [11]. Using the given information to solve a routine problem, as usually happens in the Indonesian mathematics learning, is not enough to exercise the higher order thinking skills [12].

The higher demand of the curriculum, the bigger effort needs to be done by the teachers. The mathematics teacher is the one who has the responsibility to facilitate the students to meet what the curriculum demands. Figure 1 is the illustration of one of the topics which teachers need to understand regarding the curriculum.



**Figure 1.** The relation of the standards in the 2013 curriculum documents.

In Figure 1, the teachers have to understand what to achieve, what material to deliver, how to deliver the material, and how to measure the achievement. For instance, mathematics teachers need to understand the profile of mathematics competence in a certain level of education. Then, they have to understand the topics which should be delivered in the level and how to create a learning which can foster the students' higher order thinking skills based on the curriculum standard. This curriculum understanding is the professional competence which pre-service teachers need to exercise during their teacher education process.

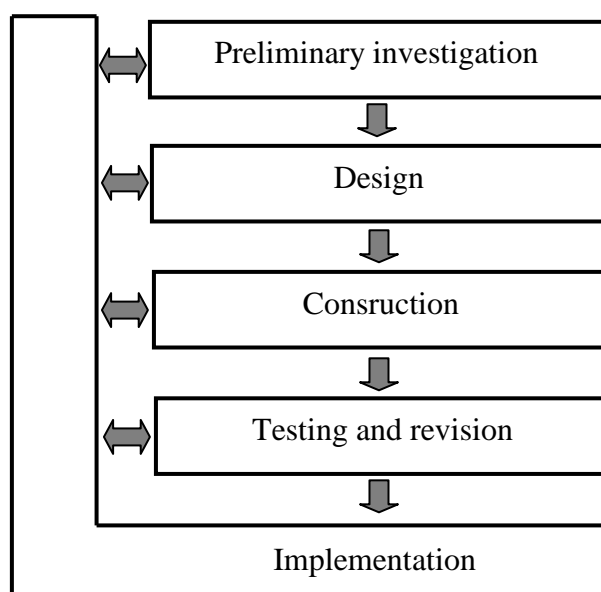
In order to understand the curriculum, the pre-service mathematics teachers need to study the regulations and documents related to the curriculum [6]. Studying the documents of the 2013 curriculum is also challenging because it is not only one document to study, but some documents connected to each other. A comprehensive analysis of the documents needs to be compiled in a textbook. In the present time, some modules of curriculum analysis have been produced. However, the documents are not published or easily accessed by pre-service teachers to study. It was usually in a form of powerpoint presentation about how to analyze the graduate skill standard, the material, and the learning process in a separated presentation. So far, we have not found a comprehensive textbook compiling all the analysis into an easy read document. Therefore, this research aims to develop a textbook for mathematics curriculum analysis, especially for senior high school level.

## 2. Methods

This is an R&D research following the model addressed by Plomp [13]. The stages of the model are (1) initial investigation, (2) design, (3) construction, (4) testing and revision, and (5) final product. This research presents the results until the testing and revision stage as presented in Figure 2.

We started the research by investigating the need of the pre-service mathematics teachers and the lecturers of the school mathematics curriculum analysis subject. We asked 27 students and three lecturers in the mathematics education department of Universitas Ahmad Dahlan Yogyakarta Indonesia on two specific questions whether there has been a comprehensive textbook for the mathematics curriculum analysis and whether they need such a textbook or not. Furthermore, we also asked about the specification of the textbook according to what they need.

In order to confirm the validity of the findings in the initial investigation stage, we also asked about the same questions to 25 in-service mathematics teachers from various schools in Yogyakarta. It is important to confirm the findings in order to get the valid information about what the mathematics teachers need regarding the mathematics curriculum analysis.



**Figure 2.** The development research model by Plomp.

In the design stage, we developed a design of the textbook based on the results of the need analysis. It is important to make sure the design is suitable with the need by undergoing rounds of discussion with the lecturers and listened to their feedback. Further, in the construction stage, we conducted workshops to write the textbook. The textbook writing was conducted in a cycle of writing, reading, and revising. We wrote chapter by chapter in order to make sure each chapter would be coherently structured.

In the testing and revision stage, we asked for three validators to give an opinion about the textbook quality. They are (1) a mathematics curriculum expert, (2) a practitioner expert, and (3) a language expert. The expert of mathematics curriculum has a great track record in developing and reviewing the Indonesian curriculum, especially the mathematics curriculum. The practitioner expert is the lecturer teaching school mathematics curriculum analysis subject, while the language expert is the Bahasa Indonesia lecturer who has experienced in writing many textbooks as the developed textbook is written in Bahasa. The results of the validation stage were used to revise the textbook such that it is ready to be used in the field testing.

The validation used an instrument of validation consisting of 12 items, namely: (1) the numbering of the textbook, (2) type and size of the font used, (3) layout, (4) visual appearance, (5) relevant to the purposes of learning, (6) validity of concepts, (7) order of topics, (8) the application of concepts and projects, (9) material, (10), completeness of the scope of topic, (11) appropriateness of the Bahasa used, and (12) appropriateness of the language based on the students' thinking level. Each item will be scored from 1 to 5. One would be the least score representing the poor quality suggested in the item, while five was the highest score representing the best quality of the items.

### 3. Results and Discussion

The following is the presentation of this research findings and we discuss it integratively in every subchapter.

#### 3.1. Initial investigation stage

We addressed two questions whether there has been a comprehensive textbook for the mathematics curriculum analysis and whether they need such a textbook or not. Interestingly, all of the respondents said that they need a comprehensive textbook which could practically guide them to analyze the

school mathematics curriculum, however, there was no such textbook available. When we asked the lecturers about the specification of the textbook, they said that the textbook should allow the students to engage in the project-based activities.

These findings are also confirmed by the testimony from the 25 in-service mathematics teachers from various schools in Yogyakarta. They were oftenly confused to prepare the lesson plan and the assessment according to the current revised curriculum demand. This is also inline with some studies confirming that the teachers found difficult to deal with how the lesson and the assessment should run based on the 2013 curriculum [14], especially in implementing the performance-based assessment [15]. A textbook with a comprehensive explanation about the related regulations of the 2013 curriculum would be helpful for the mathematics teachers to prepare their lessons.

### 3.2. *Design stage*

In the design stage, we discussed the learning approach suitable for the textbook. Based on the investigation findings, we agreed to use the project-based learning approach to make the students engaged in the various project while using the textbook. Each chapter is equipped with a project the students have to finish before continuing to the next chapter.

We designed the book in eleven chapters, including: (1) definition of curriculum, (2) the development of Indonesian curriculum from time to time, (3) basic framework of the 2013 curriculum, (4) structure of the high school curriculum, (5) analysis of graduate competence in senior high school mathematics, (6) analysis of the core competence and the basic competence, (7) analysis of the mathematics content standard in the senior high school level, (8) analysis of the mathematics learning process in the senior high school level, (9) syllabus, (10) lesson plan, and (11) semester program. These eleven chapters are the essential knowledge and skills which the preservice mathematics teachers need to understand.

### 3.3. *Construction stage*

In the construction stage, we finally arrived at the textbook with nine chapters. They are: (1) understanding the curriculum analysis, (2) the development of Indonesian curriculum from time to time, (3) basic framework and structure of the high school curriculum, (4) graduate competence in senior high school mathematics, (5) analysis on the graduate competence, the core competence, and the basic competence, (6) analysis of the mathematics material in the senior high school level, (7) analysis of the mathematics learning process in the senior high school level, (8) syllabus and lesson plan, and (9) semester program. We adjusted and combined some chapters to effectively presented in the textbook.

### 3.4. *Testing and revision stage*

The results of the validation gave the average score of 4.08 among experts and items validation. The score means that the textbook validated was in a valid condition. Valid means that the textbook was theoretically good for the use in the school mathematics curriculum analysis subject. The detail of the validation process is presented in Table 1.

**Table 1.** Validation results of the mathematics textbook.

| No            | Aspects   | Expert 1 | Expert 2 | Expert 3 | Average Score |
|---------------|---|----------|----------|----------|---------------|
| 1             | The numbering of the textbook   | 4        | 4        | 4        | 4             |
| 2             | The type and size of the font used  | 5        | 5        | 5        | 5             |
| 3             | The layout  | 4        | 4        | 4        | 4             |
| 4             | The visual appearance   | 3        | 3        | 5        | 3,67          |
| 5             | The textbook is relevant to the purposes of learning.                     | 4        | 4        | 4        | 4             |
| 6             | The validity of concepts  | 4        | 4        | 4        | 4             |
| 7             | The order of topics   | 5        | 4        | 5        | 4,67          |
| 8             | The application of concepts and projects                                  | 4        | 4        | 4        | 4             |
| 9             | The material  | 3        | 4        | 5        | 4             |
| 10            | The completeness of the scope of the topic                                | 3        | 4        | 4        | 3,67          |
| 11            | The appropriateness of the Bahasa used                                    | 4        | 4        | 4        | 4             |
| 12            | The appropriateness of the language based on the students' thinking level | 4        | 4        | 4        | 4             |
| Average score |   |          |          |          | 4,08          |

Based on the validation score criteria that the scale of 1 to 5 representing the quality from Poor to Excellent, then the textbook validity is at the good quality and s ready to be used for the field testing.

Nevertheless, the experts also gave some feedback for the textbook revision. They are: (1) that the textbook contains some terminologies which have to be replaced with the more understandable ones based on the appropriateness of Bahasa, (2) the project needs to be detailed with clear instruction, and it was not only a question which needs to be answered, (3) the textbook needs to be equipped with an index and a glossary, and (4) the projects needs to be relevant to the material presented.

#### 4. Conclusion

Based on the results and discussion, we can conclude that the textbook for school mathematics curriculum analysis is valid to be used for the learning. The development of the textbook has accommodated the needs of the pre-service mathematics teachers to have a textbook which can technically guide them analyzing the school mathematics curriculum.

#### Acknowledgement

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# ICMSE 2018

The 5<sup>th</sup> International Conference on Mathematics, Science, and Education

## CERTIFICATE

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This is to certify that

*Afit Istiandaru*

has participated as

*Presenter*

in the 5th International Conference on Mathematics, Science and Education (ICMSE) held by Faculty of Mathematics and Natural Sciences, Universitas Negeri Semarang on October 8 - 9, 2018, Bali - Indonesia



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