



Book of ABSTRACTS

INTERNATIONAL CONFERENCE ON
STATISTICS, MATHEMATICS, TEACHING, AND RESEARCH

2nd ICSMTR 2017

Theme :

*Advanced Research on Statistics, Mathematics, Science and Education
for Enhancing International Publication*



Book of Abstracts

*International Conference on Statistics,
Mathematics, Teaching, and Research*

2nd ICSMTR 2017

Makassar, South Sulawesi, Indonesia

October 9 – 10, 2017

**Faculty of Mathematics and Natural Sciences
Universitas Negeri Makassar
Indonesia**



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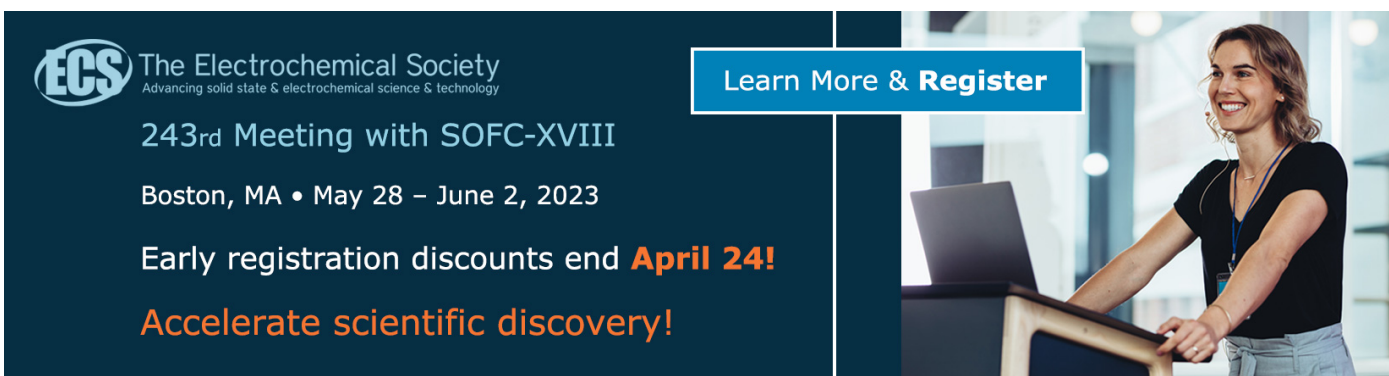
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WELCOME SPEECH

Forewords from the Head of Committee

Assalamu Alaikum Warahmatullahi Wabarakatuh.

The honourable, Rector of Universitas Negeri Makassar (UNM) and all Vice Rectors, the Dean of Mathematics and Natural Sciences Faculty and all Vice Deans, all invited Speakers and Participants.

First of all, let us praise and thank to Allah Subhana Wata'ala, because his Blessings and Helpings, we are able to gather here to attend this conference.

Second, I would like to give our welcome to all delegates, speakers, and participants coming today in The Second International Conference on Statistics, Mathematics, Teaching and Research 2017 (2nd ICSMTR-2017) "Advanced Research for Statistics, Mathematics, Sciences and Education for Enhancing International Publications" organized by Mathematics and Natural Sciences Faculty, UNM.

This conference is conducted in two days from 9th to 10th of October 2017 in Grand Clarion Hotel Makassar. It involves: a keynote speaker, six invited speakers and approximately 300 parallel speakers coming from the West to East Indonesia and several countries.

Ladies and gentleman as, I previously said, the conference proudly invites keynote speaker and six invited speakers coming from several countries. Therefore, on behalf of the committee, I would like to express my sincere thanks to them, specifically: 1) Directorate General of Research and Development Strengthening, Ministry of Research, Technology, and Higher Education; 2) Prof. M. Shaheed Hartley (University of Western Cape, South Africa); 3) Prof. Ahmed A. Bahnassy (King Fahd Medical City, Saudi Arabia); 4) Prof. Madya Dr. Ahmad Johari Bin Sihes (Universiti Teknologi Malaysia, Malaysia); 5) Prof. Dr. Khairil Anwar Notodiputro, MS (Bogor Agricultural University, Indonesia); 6) Abbas Panakkal, Ph.D (Ma'din Academy Research Center and International Study, India); 7) Prof. Hamzah Upu, M.Ed. (Universitas Negeri Makassar, Indonesia) and 8) Prof. Muhammad Arif Tiro, Ph.D. (Universitas Negeri Makassar, Indonesia).

Next, I would like thanks to all sponsors and also thanks to all organizing committee who have been showing very good work and determination for the accomplishment of this conference. All of them working since the beginning of the planning stage and they are still here today for all of us, even though, they are very busy with their personal responsibilities.

On this occasion, I would like to apologize to all of you when there are some inconvenience during the conference.

Finally, I would like thanks to the speakers and participants listed in the 2nd ICSMTR 2017. Have a nice conference and also that you have a very pleasant stay in Makassar city. Thank you very much for attention. Assalamu Alaikum Warahmatullahi Wabarakatuh.

Head of Committee,

Prof. Dr. Syafruddin Side, M.Si.



**Forewords from the Dean of Mathematics and Natural Sciences Faculty,
Universitas Negeri Makassar**

Your excellency Rector of Universitas Negeri Makassar
Honourable Vice Rectors and Dean of All Faculties
Honorable Keynote Speakers
Distinguished all invited speakers from outstanding universities
Distinguished all speakers and guests
All participants,
Ladies & Gentlement,

Assalamu'alaykum Warahmatullahi Wabarakatuh. My greetings for all of you. May peace and God's blessing be upon us all. *Alhamdulillah*, all praises be to the Almighty God, Allah *subhanahu wata'ala*.

It is my pleasure to welcome you all to the opening of The 2nd International Conference on Statistics, Mathematics, Teaching, and Research (2nd ICSMTR). I am delighted to see that the Mathematics and Natural Sciences Faculty has again organized the second conference that capitalize on our strength and built on our commitment to promoting Mathematics, Science, Teaching and Research.

I do hope that this conference would bring a great opportunity for all of us to strengthen our contribution to the advancement of our nation.

I would like to take this opportunity to thank the conference organizing committee for their diligent work. I would also like to thank participants, especially those of you coming from abroad, for joining us and sharing your valuable experiences. Should you find any inconveniences and shortcomings, please accept our sincere apologies.

Finally, let me wish you fruitful discussion and a very pleasant stay in Makassar.

Thank you,
Wassalamu'alaykum Warahmatullahi Wabarakatuh

Dean of Faculty of Mathematics and Natural Sciences
Universitas Negeri Makassar

Prof. Dr. Abdul Rahman, M.Pd.

Forewords from Rector of UNM

Bismillahirrahmanirrahim

Assalamu'alaikum Warahmatullahi Wabarakatuh

Your respectable, the high officials of State University of Makassar, the committee, the speakers, and the participants of conference.

It gives me great pleasure to extend to you all a very warm welcome, especially to our keynote and invited speakers who have accepted our invitation to convene the conference. ICSMTR is one of our educational activities that covers a wide range of very interesting items relating to statistics, mathematics, teaching and research.

By taking participation of this conference, it is highly expected to all of us to share our research findings to society and continuously develop new ideas and knowledge. Those things are two significant steps in improving the quality of nations around the world, increasing our familiarity to each other, and even avoiding underdevelopment.

Furthermore, I would like to take this opportunity to express my heartfelt gratitude to all organizing committee for Faculty of Mathematics and Natural Sciences that primarily hosts this conference.

Finally, this is a great time for me to declare the official opening of the International Conference on Statistics, Mathematics, Teaching, and Research (ICSMTR) 2017.

I wish you a very enjoyable stay in Makassar

I warmly welcome you again, as in Makassar, we say "salamakki battu ri mangkasara"

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Prof. Dr. Husain Syam, M.TP

Rector of Universitas Negeri Makassar

Table of contents

Volume 1028

2018

[Previous issue](#) [Next issue](#)

**2nd International Conference on Statistics, Mathematics, Teaching, and Research 2017 9–10
October 2017, Makassar, Indonesia**

Accepted papers received: 09 May 2018

Published online: 14 June 2018

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Preface

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[2nd International Conference on Statistics, Mathematics,
Teaching, and Research 2017](#)

011001

[Open abstract](#)

[View article](#)

[PDF](#)

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[Peer review statement](#)

011002

[Open abstract](#)

[View article](#)

[PDF](#)

Papers

Applied Mathematics

OPEN ACCESS

[Knowledge and Attitudes with Family Role in Prevention
of Pulmonary Tuberculosis in Maros, Indonesia](#)

012001

Yermi, Muhammad Ardi, Lahming, Suradi Tahmir and Nurlita Pertiwi

[Open abstract](#)

[View article](#)

[PDF](#)

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The Roles of Family in Preventing Dengue Fever in Regency of Maros, South Sulawesi, Indonesia

012002

Musdalifah Syamsul, Sapto Haryoko, Lahming and Nurlita Pertiwi

[Open abstract](#)

[View article](#)

[PDF](#)

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Group Decision Making With Unbalanced-Expertise

012003

Shahryar Sorooshian

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

Response Surface Methodology to Optimize Microwave Sterilization of Palm Fruit

012004

Maya Sarah, Isti Madinah and Siti Salamah

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

Support Vector Machines for Classifying Policyholders Satisfactorily in Automobile Insurance

012005

Zuherman Rustam and Ni Putu Ayu Audia Ariantari

[Open abstract](#)

[View article](#)

[PDF](#)

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Using K-Means Clustering to Cluster Provinces in Indonesia

012006

Ansari Saleh Ahmar, Darmawan Napitupulu, Robbi Rahim, Rahmat Hidayat, Yance Sonatha and Meri Azmi

[Open abstract](#)

[View article](#)

[PDF](#)

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Mapping of Poverty Characteristics, based on the quality of Fisherman's House, Bajo Tribe, South Halmahera, Indonesia

012007

Rosmini Maru, Ramli Umar, Syukri Nyompa, Takdir Ismail, Amal Arfan, Sulaiman Zhiddiq and Uca Sideng

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

Biology

OPEN ACCESS

012008

Histological study of the circulatory system of Sulawesi Medaka fish (*Oryzias celebensis*) for animal model research

Dwi Kesuma Sari, Irma Andriani and Khusnul Yaqin

[Open abstract](#)[View article](#)[PDF](#)**OPEN ACCESS**

012009

In vitro cytotoxicity of *Artocarpus lakoocha* aqueous extract and oxyresveratrol in SH-SY5Y cells

Hasriadi and Nanteetip Limpeanchob

[Open abstract](#)[View article](#)[PDF](#)**OPEN ACCESS**

012010

The Potency Of Livestock Waste Into Renewable Energy (Biogas) In Palipu District Tana Toraja Regency

Frederik Palallo, Muhammad Ardi and Guntur Yusuf

[Open abstract](#)[View article](#)[PDF](#)**OPEN ACCESS**

012011

Response Surfaces of Linoleic Acid of *Swietenia Mahagoni* in Supercritical Carbon Dioxide

Hartati, Liza Md Salleh, Halifah Pagarra and Rachmawaty

[Open abstract](#)[View article](#)[PDF](#)**OPEN ACCESS**

012012

The Development of Students' Nature of Science Views in Cellular Respiration Context

A C Pratiwi, S Kijkuakul and P Sangin

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

OPEN ACCESS

012013

Active Compounds Extraction of Cocoa Pod Husk (*Thebroma Cacao* l.) and Potential as Fungicides

Rachmawaty, A. Mu'nisa, Hasri, Halifah Pagarra, Hartati and Zulkifli Maulana

[Open abstract](#)

[View article](#)

[PDF](#)

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012014

Effectivity of Anatagonistic Bacteria in Controlling of Fusarium Wilt Diseases of Banana (*Musa paradisiaca*) by in Vitro

Hilda Karim, Hamka L, Nani Kurnia and Muhammad Junda

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012015

Characterization of Actinomycetes Antagonist *Fusarium oxysporum* f.sp. *passiflora* Isolated from Rhizosphere Soil of Purple Passion Fruit Plants, South Sulawesi, Indonesia

Alimuddin Ali, Muhammad Junda, Herlina Rante and Riska Nuramelia

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012016

The Effect of Education Level on Farmer's Behavior Eco-Friendly to Application in Gowa, Indonesia

Fatmawati, Lahming, Ahmad Rifqi Asrib, Nurlita Pertiwi and Gufran Darma Dirawan

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012017

Antibacterial Activity of Mold Isolate from "Wikau Maombo" Based on Incubation Period

Nurhayani H. Muhiddin, Nur Arfa Yanti and Nur Asni

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012018

Dielectric properties of carbon from cassava starch synthesized from hydrothermal process

Fendi and Akhiruddin Maddu

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012019

Menstrual Cycle Length in Women Ages 20-30 years in Makassar

Andi Asmawati Azis, N Kurnia, Hartati and Andi Bida Purnamasari

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012020

Development of Intensive Shrimp Farming, *Litopenaeus vannamei* In Land-Based Ponds: Production and Management

Muhammad Junda

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012021

Antioxidant Capacity of Snakehead Fish Extract (*Channa striata*) at Different Shelf Life and Temperatures

Dewi Hidayati, Amirotul Faizah, Endry Nugroho Prasetyo, Nurul Jadid and Nurlita Abdulgani

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012022

Identification of Secondary Metabolite Compounds in Kirinyuh (*Chloromelaena odorata*) Leaf as Organic Pesticides for Wide Leafy Vegetables

Rachmat S. Santoso

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012023

Bioactive compound and Antioxidant Activity Analysis of Some Medicinal Plants of Province of Western Sulawesi

A. Mu'nisa, Syamsia, Rachmawaty and A. Muflihunna

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012024

Vegetation structure of sapling plant at Bantimurung Bulusaraung National Park Balloci Resort South Sulawesi

Muhammad Wiharto, Lahming, Diyahwati, Muhammad Wijaya, Hamka Lodang and Fatma Hiola

[Open abstract](#)

[View article](#)

[PDF](#)

Biology Education

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012025

Identification of Misconceptions on Cell Concepts among Biology Teachers by Using CRI Method

Yusmina Hala, U A Syahdan, Halifah Pagarra and S Saenab

[Open abstract](#)

[View article](#)

[PDF](#)

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012026

Project-based Learning as the Atmosphere for Promoting Students' Communication Skills

Sitti Saenab, Sitti Rahma Yunus, Andi Rahmat Saleh, Andi Nurul Virinda, Hamka L and Nurul Arifah Sofyan

[Open abstract](#)

[View article](#)

[PDF](#)

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012027

Blended Learning Media in Biology Classroom

Nurhikmah H, Suradi Tahmir, Muhammad Junda and Baso Asrul N. Bena

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[View article](#)

[PDF](#)

OPEN ACCESS

012028

Development and Validation of Learning Strategy for Metacognitive Skills Empowerment: PBLRQA (PBL integrated with

Reading, Questioning, and Answering)

Arsad Bahri and Irma Suryani Idris

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012029

Enhancing Student's Learning Outcomes with Different Academic Level Using Metacognitive Strategies

Yusnaeni

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012030

Profile of Students' Metacognitive Skill Based on Their Learning Style

Muhiddin Palennari, Mushawwir Taiyeb and Siti Saenab

[Open abstract](#)

[View article](#)

[PDF](#)

Chemistry

OPEN ACCESS

012031

Nutrition Literacy Program for Improving Public Wellness

Chaerul Rochman, Dindin Nasrudin, Imelda Helsy, Neni Hermita, Wahyudin Darmalaksana and Nasrullah

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012032

Purification of Palm Biodiesel Using Deep Eutectic Solvent (DES) Based Choline Chloride (ChCl) and 1,2-Propanediol (C₃H₈O₂)

R Manurung, A Syahputra and M A Alhamdi

[Open abstract](#)

[View article](#)

[PDF](#)

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012033

Fabrication and Characterization of Activated Carbon from Charcoal Coconut Shell Minahasa, Indonesia

Meytij Jeanne Rampe and Vistarani Arini Tiwow

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012034

Syntheses of Chitosan Macropore and Application as Procion Red Dyes Adsorben

Abu Masykur, Atmanto Heru Wibowo, Tri Martini and Khofifah Cyntia Laras

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012035

Particular variety of tobacco (*Nicotiana tabacum*) exhibits distinct morphological and physiological responses against periodic waterlogging stress

Tutik Nurhidayati, R. Yuvita Rahman, Hery Purnobasuki, Sucipto Hariyanto and Nurul Jadid

[Open abstract](#)

[View article](#)

[PDF](#)

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012036

Risks Assessment due to the Exposure of Copper and Nitrogen Dioxide in the Goldsmith in Malimongan Makassar

Anwar Mallongi, Muhammad Nadjib Bustan, Nur Juliana and Herawati

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[View article](#)

[PDF](#)

OPEN ACCESS

012037

The Content of Polycyclic Aromatic Hydrocarbons (PAH) in The Green Mussels (*Perna Viridis* L) Around The Coast of Makassar

Muhammad Syahrir, Hasri and Maryono

[Open abstract](#)

[View article](#)

[PDF](#)

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012038

Invisible Ink from ZnO Waste Batteries

Susilo Sudarman Desa, Hasri and Suriati Eka Putri

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

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012039

Performance Test of Gelcasted Porous Ceramic as Adsorbent of Azo Dyes

Suriati Eka Putri, Diana Eka Pratiwi, Rachmat Triandi, Diah Mardiana and Sumiati Side

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

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012040

Microalgae Growth and Morphology of *Skeletonema costatum* On Physiological Stress Nutrient Silicon (Si)

Endang Purwanti Setyaningsi, Tutik Nurhidayati, Syam Pratiwi, Sri Nurhatika, Dini Ermavitalini, Anton Muhibuddin, Kristanti I

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

Chemistry Education

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012041

Development of Chemistry Instructional Tools and Its Effect on Critical Thinking Skills, Metacognition, and Concept Mastery of Students

Muhammad Danial, Muhammad Sawal and Nurlaela

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

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012042

Indonesian Teachers' Perceptions on Green Chemistry Principles: a Case Study of a Chemical Analyst Vocational School

Army Auliah, Muharram and Mulyadi

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012043

The Analysis of Basic Chemistry Mastery of Students of Prospective Chemistry Teacher of State University Makassar (Study on Chemical Bonding)

Muhammad Anwar, Ramdani and Ahmad Fudhail Majid

[Open abstract](#)

[View article](#)

[PDF](#)

Computer

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012044

eConf: an Information System to Manage the Conference

Ansari Saleh Ahmar, Rahmat Hidayat, Darmawan Napitupulu, Robbi Rahim, Yance Sonatha and Meri Azmi

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[View article](#)

[PDF](#)

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012045

Implementation of Information Technology System Innovation Strategy Application of Premarital Course Based on Android

Herlinah, Baso Habibi and Rachman Suwandaru

[Open abstract](#)

[View article](#)

[PDF](#)

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012046

Harmonic Oscillation Characteristic using Visual Basic Application

Zakaria Victor Kareth, Khaeriah Dahlan, Muhammad Akbar and Octolia Togibasa

[Open abstract](#)

[View article](#)

[PDF](#)

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012047

The development of information system of IT-Based scientific works to improve the quality of the students' final project publication

Ansari Saleh Ahmar and Riny Jefri

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012048

Classification of Epileptiform Waves Based on Frequency by Using Backpropagation Neural Network

A.I Jaya, Gifarini Soemarno and J.W. Puspita

[Open abstract](#)

[View article](#)

[PDF](#)

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012049

Security Device for Motorcycle Using Smartphone Android with Promini

Baihaqi Siregar, Chairul Saleh Nasution, Dani Gunawan, Sawaluddin Sawaluddin, Ulfi Andayani and Fahmi Fahmi

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012050

The Development of Research Management Information System Based on Web at Universitas Negeri Makassar

Rusli, Nurdin Noni, Nasrul Ihsan and Ansari Saleh Ahmar

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012051

Design of Android Base Fuzzy Wireles Sensor Network for mini Smart Green House

Diana Rahmawati, Miftachul Ulum and Heri Setiawan

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012052

TOPSIS Method Application for Decision Support System in Internal Control for Selecting Best Employees

Robbi Rahim, S Supiyandi, A P U Siahaan, Tri Listyorini, Andy Prasetyo Utomo, Wiwit Agus Triyanto, Yudie Irawan, Siti Aisyah
al

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012053

Secure a Transaction Activity with Base64 Algorithm and Word Auto Key Encryption Algorithm

Heri Nurdianto, Robbi Rahim, Ansari Saleh Ahmar, Muhammad Syahril, Muhammad Dahria and Herlina Ahmad

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012054

Web Based Application for Decision Support System with ELECTRE Method

Ahmad Yanie, Abdurrozaq Hasibuan, I Ishak, M Marsono, Syamsuddin Lubis, N Nurmalini, M Mesran, Surya Darma Nasution, I al

[Open abstract](#)

[View article](#)

[PDF](#)

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012055

Employee Recruitment Fraud Prevention with the Implementation of Decision Support System

Tulus Suryanto, Robbi Rahim and Ansari Saleh Ahmar

[Open abstract](#)

[View article](#)

[PDF](#)

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012056

Combination Base64 and Hashing Variable Length for Securing Data

M Mesran, Dahlan Abdullah, Dedy Hartama, R Roslina, A Asri, Robbi Rahim and Ansari Saleh Ahmar

[Open abstract](#)

[View article](#)

[PDF](#)

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012057

RC4 Algorithm Visualization for Cryptography Education

S Sriadhi, Robbi Rahim and Ansari Saleh Ahmar

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012058

Soil Moisture Monitoring System using Wireless Sensor Network

Baihaqi Siregar, AB Azmi Nasution, Lukman Adlin, Ulfi Andayani and Fahmi Fahmi

[Open abstract](#)

[View article](#)

[PDF](#)

Engineering

OPEN ACCESS

012059

Design of Web-based Lightweight Interactive Multimedia for Distance Learning

Didik Dwi Prasetya, Aji Prasetya Wibawa and Ansari Saleh Ahmar

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012060

The Effect of Gravitational Field on *Brachistochrone* Problem

Mohammad Lutfi

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012061

The Effect of Drying Temperature on Natural Rubber Latex (NRL) Films with Modification of Nanocrystal Cellulose (NCC) Filler

Hamidah Harahap, Hamda Eka Agustini, Taslim, Iriany, Halimatuddahlia and Yuni Aldriani Lubis

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012062

Performance of Asphalt Concrete with Chrome and Hot Rolled Sheet with Chrome Using Portland Cement Filler and Prevent Exfoliation by Empirical Mechanism

Sabib, Roesdiman Soegiarso, Adinus Saleh, M. Ikhsan Setiawan and Ansari Saleh Ahmar

[Open abstract](#)

[View article](#)

[PDF](#)

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012063

Designing Cost Production of Concrete

Yunan Hanun, Sofia W. Alisjahbana, Dadang M. Ma'soem, M. Ikhsan Setiawan and Ansari Saleh Ahmar

[Open abstract](#)

[View article](#)

[PDF](#)

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012064

Utilization Visualgo.net as a Data Structure Learning Media based on CDIO

Aji Prasetya Wibawa, Felix Andika Dwiyanto, Triyanna Widiyaningtiyas, I Made Wirawan, Wahyu Sakti Gunawan Iriyanto and /

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012065

Stand-Alone Data Logger for Solar Panel Energy System with RTC and SD Card

Mokh. Sholihul Hadi, Arif Nur Afandi, Aji Prasetya Wibawa, Ansari Saleh Ahmar and Kurniyawan Hardi Saputra

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012066

A Study of VHS Culture of Quality through Improving the Role of ICT Center Management

Hakkun Elmunsyah, Dwi Prihanto, Suwasono, Soenarto, Ansari Saleh Ahmar and Rusli

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012067

Analysis of Nitrogen and Carbon Content on Mangrove Forests in Tongke –Tongke, Sinjai

Ernawati Syahrudin Kaseng

[Open abstract](#)

[View article](#)

[PDF](#)

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012068

Optimize Performance of Cross Flow Turbine with Multi Nozzle

Corvis L Rantererung, Titus Tandisenso and Mika Mallisa

[Open abstract](#)

[View article](#)

[PDF](#)

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012069

Sensitivity Analysis with AHP Method: Selection of Foundation Design on Bridge Sei Muara Bulan Anak 2

Hendrik Sulistio, Mega Waty, Muhammad Ikhsan Setiawan, Nuning Kurniasih and Ansari Saleh Ahmar

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012070

Sound Absorption Type Single Reflex Bandpass from Rolled Kinds of Areca Nut with Polyurethane and Gypsum Matric

Hasbullah Panggabean, Selamat Triono, S Sukardi, Muhammad Iqbal Siregar, A Abdillah, W Warman, Dicky Nofriansyah, Ansar

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012071

Dynamic Soil-Structure Interaction Using ITM-FEM Approach

Hidajat Lesmana, Roesdiman Soegiarso, Josia Irwan Rastandi, Cholil Hasyim, Muhammad Ikhsan Setiawan, Nuning Kurniasih a

[Open abstract](#)

[View article](#)

[PDF](#)

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012072

Development Model of Community College (CC) Curriculum Management Bases on Pre-Eminent Potency of District and Public Requirement

Andi Muhammad Irfan, Ahmad Sonhadji KH, Eddy Sutadji, Soetyono Iskandar and Sunardi

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012073

Employability Skill Development of Mechanical Engineering Students Through Project Based Learning in Vocational High School in South Sulawesi

Amiruddin, Abdul Muis Mappalotteng, Nurlaela and Sunardi

[Open abstract](#)

[View article](#)

[PDF](#)

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012074

Dynamics of *Unit Kegiatan Mahasiswa* Organization in Makassar (Case Study at STIM Nitro and STMIK Handayani)

Rachman Suwandar and Herlinah

[Open abstract](#)

[View article](#)

[PDF](#)

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012075

Fitness and Learning Performance among Polytechnic Students

A. R. Shadiqin, Endang Sri Dewi and Sri Rahayu

[Open abstract](#)

[View article](#)

[PDF](#)

OPEN ACCESS

012076

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Developing Supporter Community of Makassar Football Association (PSM)

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The Development of The Model of Control of the Regional People's Legislative Assembly Based on Performance of Regional Regulation to Governance Accountability and Transparent Government in Barru Regency and Pangkajene Islands Regency of South Sulawesi Province

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012203

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[Value-at-Risk Modeling on Stock Return with Exogenous Variables using ARMAX-GARCHX Approach](#)

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[Total Idle Time Density Function of M/C₂/1 Systems under \(0,k\) Policy](#)

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CONFERENCE SCHEDULE
The 2ndICSMTR

Faculty of Mathematics and Natural Sciences
Universitas Negeri Makassar

Clarion Hotel, Makassar, Indonesia, 9 – 10 October 2017

Day 1: Monday, 9 October 2017		
07.00 – 08.00	Registration	Jasmine Hall
08.00 – 09.00	Opening Ceremony Traditional Dance Doa National Anthem: Indonesia Raya Welcome speech: a. Head of Committee Prof. Dr. Syafruddin Side, M.Si. b. Dean of Math & Natural Sciences Faculty Prof. Dr. Abdul Rahman, M.Pd. c. Rector of Universitas Negeri Makassar Prof. Dr. Husain Syam, M.TP.	Jasmine Hall
09.00 – 09.45	Keynote Speaker Directorate General of Research and Development Strengthening, Ministry of Research, Technology, and Higher Education	Jasmine Hall
09.45 – 10.00	Coffee Break	Jasmine Hall
10.00 – 12.00	Invited Speakers 1. Prof. M. Shaheed Hartley, Ph.D. 2. Prof. Dr. Hamzah Upu, M.Ed. 3. Prof. Madya Dr. Ahmad Johari Bin Sihes	Jasmine Hall
12.00 – 13.00	Lunch & Pray	
13.00 – 15.30	Parallel Sesion 1	Parallel Rooms
15.30 – 16.00	Coffee Break	Parallel Rooms
16.00 – 18.00	Parallel Session 2	Parallel Rooms
Day 2: Tuesday, 10 October 2017		
08.00 – 10.00	Invited Speakers 1. Prof. Dr. Khairil Anwar Notodiputro, M.S 2. Prof. Ahmed A. Bahnassy, Ph.D. 3. Prof. Muhammad Arif Tiro, Ph.D. 4. Abbas Panakkal, Ph.D.	Jasmine Hall
10.00 – 10.10	Coffee Break	Jasmine Hall
10.10 – 11.30	Parallel Session 3	Parallel Rooms
11.30 – 12.00	Closing Ceremony	Jasmine Hall
12.00 – 13.00	Lunch & Pray	
13.00 – End	City Tour	

INVITED SPEAKER SESSION

Day 1: Monday, 9 October 2017		
10.00 – 12.00	Professor M.Shaheed Hartley, Ph.D. University of Western Cape, South Africa <i>Training, supervision and mentorship on a professional development journey from 2010 to 2017: A reflection by students and supervisors</i>	Jasmine Hall
	Professor Dr. Hamzah Upu, M.Ed. Universitas Negeri Makassar, Indonesia <i>The Effectiveness of Mathematics Learning Packages Based on Bilingual Approach.</i>	
	Professor Madya Dr. Ahmad Johari Bin Sihes Universiti Technology Malaysia, Malaysia <i>Transformation of Higher Education Curriculum to Meet the 4th Industrial Revolution Challenges</i>	
Day 2: Tuesday, 10 October 2017		
08.00 – 10.00	Professor Dr. Khairil Anwar Notodiputro, M.S Bogor Agricultural University, Indonesia	Jasmine Hall
	Professor Ahmed A. Bahnassy, Ph.D. King Fahd Medical City, Saudi Arabia	
	Professor Muh. Arif Tiro, Ph.D. Universitas Negeri Makassar, Indonesia <i>National Movement for Statistical Literacy in Indonesia: An idea.</i>	
	Abbas Panakkal, Ph.D. Ma'din Academy Research Center, India <i>Technological Trajectories and Epistemological Paradigms in Social Science Researches.</i>	

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The development of learning media based on visual, auditory, and kinesthetic (VAK) approach to facilitate students' mathematical understanding ability

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The development of learning media based on visual, auditory, and kinesthetic (VAK) approach to facilitate students' mathematical understanding ability

Risnawati^{1*}, Zubaidah Amir¹, Novita Sari¹

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Abstract. This study aimed to develop learning media based on Visual, Auditory, and Kinesthetic (VAK) approach that was valid and practical and able to facilitate students' mathematical understanding ability. This research is conducted at State Junior High School 20 Pekanbaru. The subjects of this research are media experts and subject matter experts as validators and students of Grade 8th at State Junior High School 20 Pekanbaru. The objects of this research are learning media based on Visual, Auditory, and Kinesthetic (VAK) approach and students' mathematical conceptual understanding ability. Based on the validity test, the learning media based on Visual, Auditory, and Kinesthetic (VAK) approach was categorized as very valid with 86.20% validity rate. Based on practicality test, learning media based on Visual, Auditory, and Kinesthetic (VAK) approach was very practical for small group with 90.51% practicality level, and very practical for large group with 90.17% practicality level. Based on the students' mathematical understanding ability test, the learning media based on Visual, Auditory, and Kinesthetic (VAK) was very effective with 89.74% effectivity rate. From these results, the developed learning media was very valid, very practical, and very effective to facilitate students' mathematical understanding ability.

1. Introduction

Understanding has become a very important aspect in mathematics learning principle, because through understanding, student can really learn meaningfully. Brownel (1953) said that learning happen through meaningfulness and understanding[1]. Without understanding, students will not learn, and make the learning process become meaningless. Understanding also becomes basic ability in every learning process, including mathematics. Students cannot starting solving problem or thinking creatively without understanding the concept that they learn.

In the practice, understanding became one of the factors of students' mathematics achievement that less satisfactory. This is because the main problem of low achievement of mathematics is an understanding of mathematical concepts that are less deep, which is mostly limited to memorizing. Thus, an effort is needed so that students can really understand the concepts given and for the learning of mathematics can take place effectively to produce a meaningful learning.

To improve the effectiveness of learning, teachers should use teaching materials in accordance with the needs and characteristics of students. One of the teaching materials that can be used by teachers is learning media. Learning media that serves as a communication tool is used for channeling messages



and can stimulate the thoughts, feelings, and ability of students so as to encourage the process of effective and efficient learning[2].

Djamarah (2010) argues that media play a role in the learning process, because in the event the obscurity of the material presented can be helped by presenting the media as an intermediary[3]. Besides, learning media also helps learners improve understanding, presents data with interesting and reliable, facilitate interpretation of data, and compact information[4].

In addition, at the age of 12-15 years, the students' thinking is still semi concrete but the teacher has provided the learning material in the form of abstract, so it takes tools to concrete ideas and provides clarity so that knowledge and learning experience can be clearer and more easily understood[5]. Sundayana (2015) also asserts that learning media can be used to build understanding and mastery of educational objects[6].

From the authors' observation of the learning process, the presentation of the material is based on textbooks and electronic books in circulation, media usage is very minimal, and if there is media use, it usually in the form of media that spend a lot of time, energy, and money of students and teachers, such as making cubes and cuboid of cardboard and wire. The use of media like this cannot be done for many times, as it will disturb the learning program in the school for the time consumed in the making and using of the media.

One of the solutions to the problem is the use of computer-based learning media, such as Microsoft Office Power Point. The advantages of Microsoft Office Power Point media is to combine all the elements of media such as text, video, animation, image, graphics, and sound into a single presentation, so that all those elements can be combined with the student learning modalities. Rusman said that this program can accommodate students who are visual, auditory and kinesthetic types[7].

One of the approaches that can be applied to Microsoft Office PowerPoint learning media is Visual, Auditory, and Kinesthetic (VAK) approach. The learning media based on this VAK approach will include the three characteristics of Visual (learning by sight), Auditory (learning by listening), Kinesthetic (learning with motion and emotion)[8]. Basically, these three characteristics are different information processing. Based on the dual coding theory of multimedia learning, someone has separated channel to process visual information and auditory information. Images are processed in visual channel and narration is processed in an auditory channel[9]. This also applies to movements and emotions which are processed in different channels. However, in the presence of media that can combine all of these characteristics, learning will be more effective.

Based on the results of research stating that by adding animation to the narration, it can help students understand more about the material or explanations presented[10], then the use of media that combine these three characteristics is very good to facilitate students' mathematical understanding.

The VAK approach consists of three stages: exploration, elaboration, and confirmation[11]. In exploration activities, teachers guide the students to discover new subject matter independently, fun, and, relevantly, involving the five senses suitable with the learning style of VAK. In elaboration activities, teachers help students to integrate and absorb new knowledge and skills which is appropriate for VAK learning style. In confirmation activities, or can be referred as the performance stage of the results, teachers assist students to apply and extend new knowledge and skills that they get on learning activities so that the learning outcomes have good progress.

Based on those, authors will conduct a research to develop a learning media that is valid, practical, and effective to facilitate students' mathematical understanding ability. The result of the research will show the validity, practicality, and effectivity of the learning media based Visual, Auditory, and Kinesthetic (VAK) approach to facilitate students' mathematical understanding ability.

2. Method

This research used research and development (R & D) method. Research and development is a process or steps to develop new products, or to improve the existing products. This research was conducted at State Junior High School 20 Pekanbaru for 8th grade students. The study was developed using ADDIE (Analysis-Design-Development-Implementation-Evaluation) model. Benny A. P (2009) states that one

model of learning system design is simple and easy to learn is the model of ADDIE [12]. Ningsih (2013) also agrees that the ADDIE research model is one of the model of learning system design that shows the basic stages of the design of the learning system is simple and easy to learn [13]. Learning media development steps using the ADDIE model according to Moelanda (2003) consists of five stages: analyze, design, develop, implement, and evaluate [14]. The steps in product development, research and development model is more rational and more complete than the 4D model. Therefore, this model can be used for various forms of product development such as models, learning strategies, learning methods, media and teaching materials.

The procedures involved are Analysis (performance analysis and need analysis), Design (product making), Development (validation) Implementation (practicality and effectivity test) and Evaluation (revision based on validators and practicality tester's comments).

The data analyses used are the qualitative and quantitative descriptive questionnaires. The descriptive qualitative analysis is used to analyze data from technology experts and subject matter expert, and the comments of the revised educational game. The descriptive quantitative analyses are:

$$\text{Validity} = \frac{\sum \text{obtained score}}{\sum \text{score criteria}} \times 100\%$$

$$\text{Practicality} = \frac{\sum \text{obtained score}}{\sum \text{score criteria}} \times 100\%$$

The level of validity and practicality can be seen in the following table:

Table 1. Level of validity / practicality of educational games [12]

Ideal Percentage (%)	Categories
0-20	Not Valid/ Not Practical
21-40	Less Valid / Less Practical
41-60	Enough Valid/ Enough Practical
61-80	Valid / Practical
81-100	Very Valid / Very Practical

As for effectivity, students' score are categorized based on Minimum Mastery Criteria (MMC), which are 75 for mathematics at State Junior High School 20 Pekanbaru.

$$\text{Effectivity} = \frac{\sum \text{students who meet the MMC}}{\sum \text{students who take post test}} \times 100\%$$

The level of effectivity can be seen from the following table:

Table 2. Level of Effectivity of Educational Game to Facilitate Student Mathematical Problem Solving Ability [13]

Effectivity Level	Categories
81% - 100%	Very Effective
61% - 80%	Effective
41% - 60%	Enough Effective
21% - 40%	Less Effective
< 20%	Not Effective

3. Result and discussion

The first step of learning media development is Analysis that consists of performance analysis and need analysis. Performance analysis conducted with interviewing mathematics teacher at State Junior High School 20 Pekanbaru, where we found that majority mathematics learning at State Junior High School 20 Pekanbaru still using textbooks as main sources, with a little use of teaching aids and non-IT learning media. Need analysis conducted with curriculum and concept analysis, and we found that one of mathematics ability that need to be facilitated is mathematical understanding and one of the subject that with suitable Visual, Auditory, and Kinesthetic (VAK) approach is cube and cuboid. As it was researched by Melton (1990) found that Chinese (PRC) university students (N = 331) favored Kinesthetic, Tactile and Individual styles, and disfavored Group styles.

The next step is Design that consists of creating the media using Microsoft Office Power Point 2013. In designing the product, the focuses are to make an interesting interface and content of cube and cuboid based on Visual, Auditory, and Kinesthetic (VAK) approach and can facilitate Mathematical understanding ability of 8th grade students.

The Development step after that is the validation. The validation process is done by technology and subject matter experts.

The validation results from technology experts can be seen in the following table:

Table 3. Validation Results of Learning Media Based on VAK Approach Developed from Technology Experts

Variables of validity	Validity score	Criteria
Simplicity	85.77%	Very Valid
Alignment	90.52%	Very Valid
Learning Interactions	83.92%	Very Valid
Balance	89.34%	Very Valid
Form	91.43%	Very Valid
Colour	86.73%	Very Valid
Language	88.51%	Very Valid
Sound and Media Usage	87.17%	Valid Very
Average Score	87.92%	Very Valid

The validation results from subject matter experts can be seen in the following table:

Table 4. Validation Results of Learning Media Based on VAK Approach Developed from Subject Matter Experts

Variables of validity	Validity score	Criteria
Content Quality	86.82%	Very Valid
Learning Quality	81.22%	Very Valid
Interaction Quality	87.56%	Very Valid
Display Quality	82.67%	Very Valid
Visual, Auditory, and Kinesthetic (VAK) Approach	84.13%	Very Valid
Average Score	84.48%	Very Valid

The average validation score from technology and subject matter experts can be seen in the following table:

Table 5. Validation Score of Learning Media Based on VAK Approach Developed from Technology and Subject Matter Experts

Experts	Validity score	Criteria
Technology Experts	87.92%	Very Valid
Subject Matter Experts	84.48%	Very Valid
Average Score	86.20%	Very Valid

The results of data analysis showed that the learning media based on VAK approach that developed is very valid in technology and subject matter side and can be used for Implementation after small revisions. It means that based on technology and content used, the developed learning media can be used in learning process.

The next step is Implementation, consists of practicality test with small group tester and large group tester followed by effectivity test. The practicality test phase I was conducted with small group tester consisting of six students. The results are presented below.

Table 6. Practicality of Learning Media Based on VAK Approach Developed from Small Group Tester.

Variables of practicality	Practicality score	Criteria
Student Interest and Media Display	94.77%	Very Practical
Usage Process	95.16%	Very Practical
VAK Approach and Mathematical Understanding Ability	82.58%	Very Practical
Time	93.39%	Very Practical
Evaluation	86.64%	Very Practical
Average Score	90.51%	Very Practical

From the data above, it showed that the learning media based on VAK approach that developed is very practical for small group using and can be used for large group test after small revisions.

Then, practicality test phase II was conducted with large group tester consisting of 39 students. The results are presented below.

Table 7. Practicality of Learning Media Based on VAK Approach Developed from Large Group Tester.

Variables of practicality	Practicality score	Criteria
Student Interest and Media Display	87.43%	Very Practical
Usage Process	89.57%	Very Practical
VAK Approach and Mathematical Understanding Ability	92.46%	Very Practical
Time	91,23%	Very Practical
Evaluation	90.18%	Very Practical
Average Score	90.17%	Very Practical

From the data above, it showed that the learning media based on VAK approach that developed is very practical for large group using and can be used without any revisions. It means that the developed learning media is very interesting to be used and that students can understand the content without difficulty. It also means that the developed learning media can be produced and used for large.

The effectivity of the learning media based on VAK approach that developed is done in the form of post-test with mathematical understanding based question to large group tester. The result of the post-test was 35 of 39 students that take the post-test meet the Minimum Mastery Criteria (MMC) or have scored at least 75. It means that the effectivity score of the educational game that developed has effectivity rate of 89.74%, with very effective criteria to facilitate students' mathematical understanding ability.

Finally, the last step is Evaluation that consists of revision based on validators' comments and revision based on students from small group tester comments.

The revisions based on validators' comments can be seen in the following table:

Table 8. Revisions of Learning Media Based on VAK Approach Developed Based on Validators' Comments

Validators	Revisions
Technology Expert I	<ul style="list-style-type: none"> • Fixing some slides that have typing errors. • Fixing some links that have linking errors. • Replacing back sound with softer music.
Technology Expert II	<ul style="list-style-type: none"> • Fixing the choice of writing's font and colour.
Technology Expert III	<ul style="list-style-type: none"> • Adjusting learning media with VAK approach. • Adding practice questions that related to daily life. • Giving specificity to the learning media.
Subject Matter Expert I	<ul style="list-style-type: none"> • Writing the formula in italic. • Fixing editorial writing.
Subject Matter Expert II	<ul style="list-style-type: none"> • In the example, giving the lag time between the appearance of the questions and the solutions so that students can think for a moment before looking at the answers.
Subject Matter Expert III	<ul style="list-style-type: none"> • Repairing how to determine the angle dot.

After the learning media based on VAK approach that developed is revised based on validators' comments, the learning media developed could be used for implementation for small group tester, which comments are became a base for the next revision, as can be seen in the following table.

Table 9. Revisions of Learning Media Based on VAK Approach Developed Based on Small Group Testers' Comments

Testers	Revisions
Student 2	<ul style="list-style-type: none"> • Fixing writing mistake in the answer's elaboration on Activity Example 2.
Student 3	<ul style="list-style-type: none"> • Fixing the shapes' colour in subject presentation that was too dark, that make the writing less visible.
Student 5	<ul style="list-style-type: none"> • Fixing the question writing mistake in Exercise 3.

4. Conclusion

Based on this research, the learning media based Visual, Auditory, and Kinesthetic (VAK) approach that authors developed has 86.20% validity (very valid), 90.51% practicality (very practical) for small group tester, 90.17% practicality (very practical) for large group tester, and 89.74% effectivity (very effective). Therefore, the developed learning media based on VAK approach can facilitate students' mathematical understanding ability.

Acknowledgement

This work would not have been possible without the financial support of the State Islamic University of Sultan Syarif Kasim Riau. I am especially indebted to Dr. H. Mas'ud Zein, M.Pd., Dean of Teacher

Training and Education Faculty who have been supportive of my career goals and who worked actively to provide me with the protected academic time to pursue those goals. I am grateful to all of those with whom I have had the pleasure to work during this and other related projects.

Nobody has been more important to me in the pursuit of this project than the members of my family. I would like to thank my parents, whose love and guidance are with me in whatever I pursue. They are the ultimate role models. Most importantly, I wish to thank my loving and supportive husband and son who provide unending inspiration.

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