

APTEKINDO 2018

by Erma Yulia

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PROCEEDINGS

International Conference

Asosiasi Pendidikan Teknologi dan Kejuruan Indonesia (APTEKINDO) 2018

Theme:

**“Revitalization of Technical and Vocational Education to Face
Industrial Revolution 4.0”**

Surabaya, 11-14 July 2018

Speakers:

Prof. Dr. Muhadjir Effendy, MAP.
Minister of Education and Culture, Republic of Indonesia

Michael Freiherr von Ungern – Sternberg
*Extraordinary and Plenipotentiary Ambassador of the Federal Republic of Germany to
Indonesia, ASEAN and Timor-Leste (Jerman)*

Prof. Dr. Wenny Rahayu
*Head of School of Engineering and Mathematical Sciences
La Trobe University Victoria (Australia)*

Prof. Dr. Muchlas Samani, M.Pd.
Rector of Universitas Negeri Surabaya period 2010-2014 (Indonesia)



Faculty of Engineering
Universitas Negeri Surabaya
2018

PROCEEDINGS

International Conference

Asosiasi Pendidikan Teknologi dan Kejuruan Indonesia (APTEKINDO) 2018

Theme:

“Revitalization of Technical and Vocational Education to Face Industrial Revolution 4.0”

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PREFACE

All praises be to Allah SWT, so that the 2018 International Conference of ***Asosiasi Pendidikan Teknologi dan Kejuruan Indonesia (APTEKINDO)*** could be held in Surabaya during 11-14 July 2018. APTEKINDO International Conference is conducted biennially in which this year host is Faculty of Engineering, State University of Surabaya. There were sixteen colleges attending this year Conference, most of which were former Institutes of Teacher's Education (LPTK).

This year theme is "*Revitalization of Technical and Vocational Education to Face Industrial Revolution 4.0*" aimed to respond to the development and acceleration of the industrial revolution 4.0 that has become the most discussed issues in many countries. Industrial revolution connects machines with internet systems. In regard to facing such phenomena, Indonesian government through the Ministry of Industry has launched "Making Indonesia 4.0", of which the program focuses on industries that are driving the development of the industrial revolution 4.0 such as food and beverages, electronics, automotive, textiles and chemicals. To achieve better results of the program actualization, vocational education helps to prepare compatible and competitive workers for the areas of the aforementioned industries. Henceforth, numbers of Conferences, conventions, and meetings among Indonesian practitioners in FPTK / FT-JPTK need to be held to initiate ideas in strengthening the role of LPTK within industrial revolution 4.0 era.

The Conference's proceedings contain 121 research papers and ideas that are relevant to the following nine sub-themes: *Technical and Vocational Teacher Competencies, Technical and Vocational Education Curricula, Technical and Vocational Education Models, Technical and Vocational Education Evaluation, Technical and Vocational Education Policy, Public-private Partnership in Technical and Vocational Education, Technical and Vocational Education Management, Technopreneurship, and Competencies Certification.*

Finally, all the committees send their gratitude to the participating speakers and all parties who support the run of the Conference. They also apologize for any inconvenience and wish a better undertaking event next year.

WELCOMING SPEECH RECTOR UNESA

Conference and Convention

Asosiasi Pendidikan Teknologi dan Kejuruan Indonesia (Aptekindo) 2018

Rich Palace Hotel Surabaya, 11-14 Juli 2018

Assalammu'alaikum Warahmatullahi Wabarakatuh.

Respectable Head of Universities, members of APTEKINDO

Distinguished Keynote speakers

Honorable authors, and fellow participants of APTEKINDO Conference and Convention 2018

Alhamdulillah, first of all, let us express our gratitude to Allah SWT because of his grace and blessings, we are able to attend this international Conference and convention of the Indonesia Association of Technology and Vocational Education or **Asosiasi Pendidikan Teknologi dan Kejuruan Indonesia (APTEKINDO)** held in Surabaya, 11-14 July 2018.

This international and national Conference is conducted biennially as a routine agenda held by Association of Technology and Vocational Education or *Asosiasi Pendidikan Teknologi dan Kejuruan Indonesia* (APTEKINDO), which consists of 16 different universities throughout Indonesia. We would like to thank for the opportunity given to Universitas Negeri Surabaya for hosting this year event.

In the raise of industrial revolution, Conferences, gatherings, and sharing of knowledge play an important meaning in supporting the acceleration of innovative science and technology. Therefore, this Conference's theme is **"Revitalization of Technical and Vocational Education to Face Industrial Revolution 4.0"**. This is an interesting and challenging topic not only for academic researchers but also for stakeholders and industry owners.

Ladies and gentlemen,

Since 2011, the industrial sector has been integrated with the online system known as industrial revolution 4.0. The first industrial revolution was marked by the use of steam engines to replace human and animal power. The second stage of the revolution was marked by the utilization of electrical power and the concept of mass production. Furthermore, the application of automation technology brought the industrial revolution to its third stage. Tremendous revolution happened when information and communication technology was introduced and fully utilized in industrial area, of which the condition brought the world in the fourth stage of the industrial revolution. The utilization of this technology changed not only the production process, but also across the industrial chains that result in a new digital-based business model which can achieve higher efficiency and better quality in industrial products. The consequences of this revolution are the increase of production efficiency as well as changes in the employment prerequisite. There is an increasing demand for new manpower, whilst the machines are replacing the role of workers. This condition leads to the importance of a new and more advanced method of preparing human resources that are ready to compete in the industrial revolution.

Ladies and gentlemen, in regard to prepare Indonesian human resource in facing the era of media convergence, there are at least two aspects that need our attention, namely the quality of human resources in accordance with the requirement of the digital-based industry and the equal distribution of qualified human resources especially in suburban and urban areas. Both aspects could be meant as a challenge and an opportunity for the higher education especially technology and vocational education to innovate and harmonize curriculum that connects with the industry. Thus, this Conferences becomes a perfect momentum for technology and vocational education to join and strengthen steps in preparing graduates that are ready to compete in the industrial revolution 4.0. Therefore, by starting with **“Bismillahirrahmanirrahim” The Conference and Convention of Association of Technology and Vocational Education or APTEKINDO 2018, is officially started”**

Ladies and gentlemen, we would like to thank the keynote speakers who are willing to attend and share knowledge in today’s Conference:

1. Prof. Dr. Muhadjir Effendy, MAP.Minister of Education and Culture, Republic of Indonesia
2. Michael Freiherr Von Ungern–Sternberg, **Extraordinary and Plenipotentiary Ambassador of the Federal Republic of Germany to Indonesia, ASEAN and Timor-Leste.**
3. Prof. Dr. Wenny Rahayu, **La Trobe University Victoria (Australia)**
4. Prof. Dr. Muchlas Samani, M.Pd., *Rector Universitas Negeri Surabaya (2010-2014).*

We also would like to thank the authors and all participants of the convention who have participated and contributed to sharing the knowledge and ideas. Hopefully, what we share and get here today can give benefits and contribute to improve a competitive atmosphere in Indonesia, Aamiin YRA.

Surabaya, July 2018
Universitas Negeri Surabaya
Rektor,

Prof. Dr. Warsono, M.S.

**WELCOME SPEECH BY THE DEAN OF FACULTY OF ENGINEERING
at the International Conference and National Convention of
Asosiasi Pendidikan Teknologi dan Kejuruan Indonesia (APTEKINDO) 2018
Rich Palace Hotel, 12 July 2018**

Assalamu'alaikum Warahmatullahi Wabarakatuh.

His Excellency, Rector of Universitas Negeri Surabaya
Respectable the Head of Universities as the members of APTEKINDO
Distinguished Keynote Speakers
Honorable authors and Participants

Alhamdulillahirobbil alamiin. Thanks God. First of all, let us express our gratitude to Allah SWT because of his grace and blessings we are able to attend the 9th International Conference and convention of ***Asosiasi Pendidikan Teknologi dan Kejuruan Indonesia (APTEKINDO)*** and the 19th workshop of the Technology and Vocational Education for FPTK/FT/FTK-JPTK in Indonesia. It is an honor for us, the Faculty of Engineering, Universitas Negeri Surabaya, to host this year Conference and convention.

On behalf of *Asosiasi Pendidikan Teknologi dan Kejuruan Indonesia (APTEKINDO)*, we would like to welcome keynote speakers, authors, delegates and participants from technology and vocational education to the city of heroes, Surabaya.

Today, we meet in Surabaya to attend a biennial agenda named APTEKINDO International Conference and Convention and National Workshop of the FPTK/FT/FTK-JPTK. Following the mandate from the 2016 APTEKINDO Convention in Medan, this year's Conference is held in Surabaya hosted by the Faculty of Engineering, Universitas Negeri Surabaya.

Ladies and Gentlemen, the theme of this year Conference is "*Revitalization of Technical and Vocational Education to Face Industrial Revolution 4.0*". The theme is chosen due to the fact that we have to quickly respond and act accordingly to the effects of the industrial revolution on vocational education. Well-programmed and structured efforts should be undertaken to ensure if technology and vocational education can produce globally competitive graduates especially for industrial revolution era.

Numbers of important topics for technology and vocational education are discussed in this Conference. The topics include Technical and Vocational Teacher Competencies, Technical and Vocational Education Curricula, Technical and Vocational Education Models, Technical and Vocational Education Evaluation, Technical and Vocational Education Policy, Public-private Partnership in Technical and Vocational Education, Technical and Vocational Education Management, Technopreneurship, and Competence Certification.

Today's Conference has several outcomes. The accepted articles will be submitted for proceeding publication indexed by Atlantic Press. Meanwhile, the rejected articles by Atlantic Press will be published in the International Proceedings with International Standard Book Number (ISBN). Moreover, the articles written in Bahasa Indonesia will be published in the National Proceedings with ISBN.

Ladies and Gentleman, this meeting must be meaningful as a venue to communicate among researchers, academics, and members of FPTK / FT / FTK-JPTK from different universities as well as from related industries. By this regular Conference and convention, we can make a strong communication network and create innovative breakthrough and substantial blueprint of different aspects such as institutional quality, field study, and curriculum. We hope that this forum plays an important role in developing technology and vocational education to face the industrial revolution 4.0.

Finally, we would like to thank the organizing committee led by Mr.Tri Wrahatnolo, M.Pd., M.T., who gave an extraordinary support. Moreover, we would like to express our appreciation and gratitude to the members of steering committee from various regions in Indonesia, delegates, SC and OC members, sponsors, as well as personal or institutional support that make this event well-organized. I apologize if there are shortcomings from my part.

Good luck with the Conference of Indonesian Association of Technology and Vocational Education, APTEKINDO 2018, and wish the best improvement for technology and vocational education in Indonesia. Thank you.

Wassalammu'alaikum Warahmatullahi Wabarakatuh

CHAIRMAN'S SPEECH
at the International Conference and National Convention of
Asosiasi Pendidikan Teknologi dan Kejuruan Indonesia (APTEKINDO) 2018
Rich Palace Hotel, 11-14 July 2018

Assalammu'alaikum Warahmatullahi Wabarakatuh.

His Excellency, Rector of Universitas Negeri Surabaya,
Respectable the Head of Universities, members of Aptekindo, Keynote speakers, Authors, and fellow
participants of Aptekindo Conference and convention 2018.

Alhamdulillah, no words could represent the feelings but the gratitude of the presence of Allah SWT,
for His blessings, so that we can attend APTEKINDO Conference with the theme "*Revitalization
of Technical and Vocational Education to Face Industrial Revolution 4.0*".

In this pleased occasion, we would like to welcome all keynote speakers, authors, and participants of
the Conference to this city of heroes, the city of heroic histories, Surabaya. We would like also to
welcome to APTEKINDO 2018 Conference and convention held at the Rich Palace Hotel Surabaya,
11-14 July 2018.

The theme of this year Conference is "*Revitalization of Technical and Vocational Education to Face
Industrial Revolution 4.0*". This theme is chosen to respond to the development and acceleration of
industrial revolution 4.0 that has been impactful in various countries. This industrial revolution has
connected the utilization of machines to an internet system. To face such phenomena, Indonesian
government through the Ministry of Industry has launched a program called "Making Indonesia 4.0".
Currently, the government is focusing on industries that support the development of the industrial
revolution such as food and beverage, electronics industry, automotive, textile and clothing, and
chemical industries.

In addition, vocational education plays an important role in preparing competent and competitive
human resources. That is, Faculty of Technical and Vocational Education or *Fakultas Pendidikan
Teknik dan Kejuruan* (FPTK) in Indonesia aims to compile excellent ideas and vision, which later could
be shared through Conferences, conventions or meetings, and also be useful to encounter industrial
revolution 4.0.

Today's Conference will present competent keynote speakers in the field of technology and
vocational education, who are:

1. Prof. Dr. Muhadjir Effendy, MAP. Minister of Education and Culture, Republic of Indonesia
2. Michael Freiherr Von Ungern-Sternberg, Extraordinary and Plenipotentiary Ambassador of the
Federal Republic of Germany to Indonesia, ASEAN and Timor-Leste.
2. Prof. Dr. Wenny Rahayu, La Trobe University Victoria (Australia)
3. Prof. Dr. Muchlas Samani, M.Pd., Rector of Universitas Negeri Surabaya (2010-2014).

In addition, I would like to point out that there are 602 participants from 17 different universities participating in today's Conference involving:

1. Universitas Palangka Raya
2. Universitas Gorontalo
3. Universitas Islam Negeri Ar Raniry Aceh
4. Universitas Negeri Solo
5. Universitas Negeri Manado
6. Universitas Pendidikan Ganesha
7. Universitas Nusa Cendana
8. Universitas Malang
9. Universitas Negeri Jakarta
10. Universitas Negeri Padang
11. Universitas Negeri Yogyakarta
12. Universitas Pendidikan Indonesia
13. Universitas Negeri Makassar
14. Universitas Negeri Semarang
15. Universitas Negeri Medan
16. Universitas Negeri Surabaya
17. Universitas PGRI Adi Buana Surabaya

There are 491 articles submitted to this Conferences covering papers and posters. 76 articles were accepted to Atlantic Press, 156 articles published in international proceedings with ISBN, dan 129 articles published in the national proceedings with ISBN. All articles will be available for an online access through the Atlantis Press official website and through APTEKINDO 2018 website.

Today's Conference is actually held with the helps and good cooperation of various parties. Therefore, we would like to express our gratitude to the Minister of Research, Technology and Higher Education, Rector of Universitas Negeri Surabaya, keynote speakers, participants, sponsors, and other stakeholders for the supports. We also send our highest appreciation to the committees who have worked hard to succeed this Conference.

At last, we hope that all participants get benefits and knowledge that can contribute to reinforce vocational education and technology in facing the industrial revolution 4.0. WELCOME TO APTEKINDO CONFERENCE AND CONVENTION 2018, Thank you.

TABLE OF CONTENT

Cover	i
Preface	vi
Welcome Speech Rector UNESA	vii
Welcome Speech By The Dean of Faculty of Engineering	ix
Chairman's Speech	xi
Table of Content	xiii
Sub Theme 1: Evaluation of Technology and Vocational Education (ETVE)	
1 THE DEVELOPMENT OF COMPUTER BASED LEARNING MEDIA FOR PLC COURSE USING ADOBE FLASH <i>Syufrijal, Ika Yunsita Pratiwi</i> <i>Universitas Negeri Jakarta</i>	11.1-7
2 DEVELOPMENT E-LEARNING AND E-ASSESSMENT MODEL FOR "TRANSMISSION MAINTENANCE" SUBJECT BASE ON PROBLEM BASED LEARNING AT LIGHT VEHICLE PROGRAME - SMKN 1 WEST SUMATRA <i>Wakhinuddin Simatupang, Ambiyar</i> <i>Universitas Negeri Padang</i>	11.8-13
3 ANALYSIS OF RESISTANCE FACTORS IMPLEMENTATION KKN ORIENTED CURRICULUM WITH SIX "S" TADI SUTOPO UNIVERSITAS NEGERI MEDANASK AT ELECTRICAL ENGINEERING DEPARTMENT <i>Adi Sutopo, Mustamam, Dadang Mulyana</i> <i>Universitas Negeri Medan</i>	11.14-16
4 HANDWRITING RECOGNITION BASED ON CASCADING ADABOOST CLASSIFIER FOR AN ESSAY CORRECTION <i>Kartika Candra Kirana, Slamet Wibawanto, Azhar Ahmad Smaragdina, Gres Dyah Kusuma</i> <i>Ningrum</i> <i>Universitas Negeri Malang</i>	11.17-20
5 THE STUDY OF STUDENT LEARNING ACHIEVEMENT IN FASHION EDUCATION PROGRAM UNIVERSITAS NEGERI MALANG <i>Nurul Aini</i> <i>Universitas Negeri Malang</i>	11.21-25
6 RELEVANCE OF STUDENT KNOWLEDGE COMPETENCY ACCORDING TO NEEDS OF CONSTRUCTION BUSINESS <i>Herry Sumual, Rolly R. Oroh</i> <i>Universitas Negeri Manado</i>	11.26-30
7 EVALUATION OF IMPLEMENTATION VOCATIONAL SKILLS LEARNING MOTORCYCLE ENGINEERING AT SPECIAL SCHOOL <i>Sriyono, Soemarto</i> <i>Universitas Pendidikan Indonesia</i>	11.31-36
8 THE PROBLEMS SOLVING SKILLS ASSESSMENT ON STUDENTS' EMPLOYABILITY SKILLS OF VOCATIONAL HIGH SCHOOL	11.37-40

- Sri Subekti, Ana*
Universitas Pendidikan Indonesia
- 9 THE EFFECT OF IMPLEMENTING KAHOOT INTERACTIVE BASED QUIZ TOWARD STUDENT'S LEARNING OUTCOMES 1141-43
Gres Dyah Kusuma Ningrum, Kartika Candra Kirana, Ahmad Mursyidun Nidhom, Arisandi
Universitas Negeri Malang, STT STIKMA Internasional Malang
- 10 ANALYSIS OF NEEDS IN IMPLEMENTATION OF EDUCATION OF VOCATIONS OF HOSPITAL ACCOMODATION 11.44-47
Uswatun Hasanah, Nurlaela, Mulyati, Prastiti Laras Nugraheni
Universitas Negeri Jakarta
- 11 THE IMPLEMENTATION OF KIRKPATRICK EVALUATION MODEL ON THE TRAINING TO IMPROVE THE QUALITY OF PRODUCTS OF THE SALTED EGG INDUSTRY WORKFORCE IN THE SEMARANG REGENCY, INDONESIA 1148-52
Hadromi
Universitas Negeri Semarang
- 12 ANALYSIS OF ACADEMIC QUALITY SERVICES AT DEPARTMENT OF AUTOMOTIVE TECHNOLOGY EDUCATION FACULTY OF TECHNOLOGY MAKASSAR STATE UNIVERSITY 11.53-55
Rusyadi
Universitas Negeri Makassar
- 13 ANALYSIS OF CURRICULUM RELEVANCE OF VOCATIONAL WELDING TECHNIQUES COMPETENCE TOWARD INDUSTRIAL PRACTICE OF VOCATIONAL HIGH SCHOOL STUDENTS 11.56-60
Amiruddin, Fiskia Rera Baharuddin, Andi Muhammad Irfan, Sunardi
Universitas Negeri Makassar, Universitas Negeri Gorontalo
- 14 IMPROVING VOCATIONAL SCHOOL STUDENTS' ACHIEVEMENT THROUGH THE USE OF PROJECT BASED LEARNING-E-MODULE 11.61-63
Nyoman Sugihartini, Ketut Agustini, Komang Priatna, Pande Erick Suryadi, Kadek Sintya Dewi
Universitas Pendidikan Ganesha
- 15 THE INFLUENCE OF STUDENTS' PERFORMANCE ON THE PRODUCTIVE COMPETENCE OF VOCATIONAL SCHOOLS IN PADANG 11.64-68
Ramli
Universitas Negeri Padang
- 16 THE NEEDS ANALYSIS OF HIGHER ORDER THINKING SKILLS ON ENGINEERING TO IMPROVE TECHNICAL INSTRUCTION IN HIGHER EDUCATION 11.69-73
Syarif Suhartadi
Universitas Negeri Malang
- 17 EVALUATION ANALYSIS OF NUMERICAL ABILITY AND LEARNING INTEREST IN LEARNING ACHIEVEMENT OF ELECTRICITY CIRCLE STUDENTS OF SMK PUBLIC SCHOOL 2 KUPANG 11.74.-78
I Mada Parsa
Universitas Nusa Cendana
- 18 JOB SHEET DEVELOPMENT OF ELECTRIC MOTOR SPEED CONTROL USING DRIVE INVERTER IN THE ELECTRIC MOTOR INSTALLATIONSUBJECT 11.79-82
Joko, Indra Gunawan
Universitas Negeri Surabaya
- 19 IMPLEMENTATION OF STUDENTS' LEARNING OUTCOMES THROUGH THE APPLICATION OF 11.83-89

	RECITATION METHODS IN ENVIRONMENTAL SANITATION ENGINEERING COURSE <i>Nurmi Frida D.B. Pakpahan</i> <i>Universitas Negeri Surabaya</i>	
20	ASSESING MATHEMATIC PROBLEM-SOLVING SKILL AT VOCATIONAL STUDENTS <i>Sriatun</i> <i>Universitas Negeri Surabaya</i>	11.90-92
Sub Theme 2: Technopreneurship		
1	IMPROVEMENT OF ACADEMIC SERVICES WITH SELF SERVICE APPLICATION BASED ON SHORT MESSAGE SERVICE USING BREADTH-FIRST SEARCH ALGORITHM <i>Fahmy Syahputra, Rosnelli, Eka Daryanto</i> <i>Universitas Negeri Medan</i>	12.1-3
2	BISCUIT FORMULATION WITH SUBSTITUTIONOF BROWN RICE FLOUR <i>Slamet Widodo, Saifuddin Sirajuddin</i> <i>Universitas Negeri Makassar, Universitas Hasanuddin</i>	12.4-8
3	CONTRIBUTION OF APPLICATION OF OCCUPATIONAL SAFETY AND HEALTH TO MECHANICAL WORK PRODUCTIVITY <i>Nuzul Hidayat, Remon Lapisa, Ahmad Arif, Fajar Maulana</i> <i>Universitas Negeri Padang</i>	12.9-12
4	TECHNOPRENEURSHIP AND ECOPRENEURSHIP OF JAMBLANG FRUIT (SYZYGIUM CUMINI) BASED ON FACTORY <i>Jokebet Saludung</i> <i>Universitas Negeri Makassar</i>	12.13-18
5	WHAT PROMOTION STRATEGY ARE SUITABLE FOR DESA WISATA KUBU GADANG, PADANG PANJANG CITY THROUGH ELECTRONIC MEDIA? <i>Feri Ferdian</i> <i>Universitas Negeri Padang</i>	12.19-21
6	FUZZY FINANCIAL FEASIBILITY ANALYSIS FOR INTEGRATED LONTAR (Borassusflabellifer) SUGAR INDUSTRY: CASE STUDY IN ROTE NDAO DISTRICT, EAST NUSA TENGGARA PROVINCE, INDONESIA <i>Fahrizal, N.G. Yeheskial, Jasman, Kartiwan</i> <i>Universitas Nusa Cendana</i>	12.22-25
7	INTEGRATED LOCAL EXCELLENCE-BASED ENTREPRENEURSHIP CHARACTER IN MENSWEAR MANAGEMENT COURSE OF FASHION DESIGN EDUCATION STUDENTS <i>Sri Endah Wahyuningsih</i> <i>Universitas Negeri Semarang</i>	12.26-30
8	HOW IS THE IMPLEMENTATION OF SAPTA PESONA AT ARTA INDAH BEACH, SUNGAI LIMAU DISTRICT, PADANG PARIAMAN REGENCY <i>Ira Meirina Chair, Pasaribu</i> <i>Universitas Negeri Padang</i>	12.31-34
9	DOES THE MENU OF TH CAFE (A BUSINESS INCUBATOR, FPP, UNP) PROFITABLE AND POPULAR ENOUGH? <i>Pasaribu, Ira Meirina Chair, Feri Ferdian</i> <i>Universitas Negeri Padang</i>	12.35-37
10	DEVELOPMENT OF CONTEXTUAL BASED ENTREPRENEURSHIP MATERIALS FOR	12.38-45

- VOCATIONAL SECONDARY SCHOOL STUDENTS (SMK) NEGERI 8 MEDAN
Siti Wahidah
Universitas Negeri Medan
- 11 TEACHING FACTORY BASED LEARNING PARADIGM IN VOCATIONAL HIGHER EDUCATION ON THE ERA OF INDUSTRY 4.0 12.46-49
Ahmad Dardiri, Imam Alfiyanto, Mardji, Hadi Wasito, Sutrisno
Universitas Negeri Malang
- 12 THE VALIDITY OF ENTREPRENEURSHIP MODULE-BASED PRODUCTS IN VOCATIONAL EDUCATION 12.50-54
Asmar Yulastri, Syaiful Islami, Ganefri
Universitas Negeri Padang
- 13 IMPROVEMENT OF ACADEMIC SERVICES WITH SELF SERVICE APPLICATION BASED ON SHORT MESSAGE SERVICE USING BREADTH-FIRST SEARCH ALGORITHM 12.55-58
Mustika Nuramalia Handayani, Arrafi Diena Amalia, and Sri Handayani
Universitas Pendidikan Indonesia
- 14 "THE EDUCATIONAL MOBILE GAME AS AN EFFECTIVE MULTIMEDIA TO IMPROVE STUDENTS' ACHIEVEMENT IN ENGLISH LEARNING 12.59-63
M Wahyudin Wachid, Subiyanto, Tatyantoro Andrasto
Universitas Negeri Semarang
- 15 "DEVELOPMENT OF MAKE-UP FANTASY VIDEO OF EDUCATIONAL PROGRAM FOR MAKE-UP EDUCATION" 12.64-67
RohanaAritonang, Dina Ampera
UniversitasNegeri Medan
- 16 THE ROLE OF BLENDED MOBILE LEARNING IN ALGEBRA 12.68-78
Lipur Sugiyanta , Moch. Sukardjo
Universitas Negeri Jakarta

Sub Theme 3: Technology and Vocational Education Model (TVEModel)

- 1 APPLICATION OF COOPERATIVE LEARNING MODELS OF TYPE JIGSAW TO IMPROVE STUDENT LEARNING RESULT IN SMK 13.1-3
Patang Makkunessa, Nurlinda, Lahming
Universitas Negeri Makassar
- 2 THE EFFECT OF INDIRECT INSTRUCTION STRATEGY ON STUDENT LEARNING OUTCOMES OF SMK WITH HIGH AND LOW ACHIEVEMENT MOTIVATION 13.4-8
Edy Suprpto
Universitas Nusa Cendana
- 3 CREATING THE ENVIRONMENTAL ATTITUDE BY WORKSHOP ACTIVITIES IN CONSTRUCTION ENGINEERING EDUCATION 13.9-12
NurlitaPertiwij, Panennungi
Universitas Negeri Makassar
- 4 EFFECTIVENESS OF USING PROBLEM-BASED LEARNING MODEL ON ELECTRONIC LEARNING PROGRAM ELECTRONICS ANALOG AND DIGITAL OF INFORMATICS AND COMPUTER ENGINEERING EDUCATION UNM 13.13-19
Mustari Lamada, Satria Gunawan Zain

	<i>Universitas Negeri Makassar</i>	
5	IMPROVING STUDENTS'™ LEARNING RESULTS USING DISCOVERY LEARNING MODEL OF THE STUDENTS OF FAMILY WELFARE EDUCATION DEPARTMENT, FACULTY OF ENGINEERING, STATE UNIVERSITY OF MAKASSAR <i>Syamdidah</i> <i>Universitas Negeri Makassar</i>	13.20-25
6	MARINE AS SURYA DESALINATION LEARNING LEARNING IN NTT <i>Hari Rarindo</i> <i>Universitas Nusa Cendana</i>	13.26-29
7	STATICAL LECTURES WITH APPROACH TOUCH READING LEARNING CONSTRUCTIVENESS AND CONVENTIONAL <i>Priyono</i> <i>Universitas Nusa Cendana</i>	13.30-34
8	THE CONTRIBUTION OF VOCATIONAL COMPETENCIES LEARNING TO THE CREATIVITY IN APPAREL MAKING OF VOCATIONAL SCHOOL STUDENTS <i>Siti Aisyah, Djoko Kustono, Syamsul Hadi</i> <i>Universitas Negeri Makassar</i>	13.35-39
9	EMPLOYING ANDI LEARNING MODEL IN CULINARY ARTS COURSE: HOW DOES IT CONTRIBUTE TO EMULATION ABILITY AND STUDENTS'™ CREATIVITY? <i>Andi Hudiah, Marji, Eddi Sutadji, Titi Mutiara Kiranawati</i> <i>Universitas Negeri Makassar</i>	13.40-45
10	DEVELOPMENT OF MODELS PRODUCTS-BASED LEARNING THROUGH DESIGN OF LEARNING DEVICES USING OIL PALM EMPTY FRUIT BUNCH (OPEFB) FIBER <i>Bisrul Hapis, Nurdiana, Batumahadi Siregar</i> <i>Universitas Negeri Medan</i>	13.46-50
11	UNDERSTANDING HYDRAULIC LESSON CONCEPT THROUGH THINKING CRITS (critical thingking) STUDENTS BUILDING STUDENTS IN SMKN 5 KUPANG <i>Paul G Tamelan</i> <i>Universitas Nusa Cendana</i>	13.51-54
12	METHOD OF WORKFORCE RECRUITMENT PROGRAMME FOR INDUSTRIAL CLASS STUDENTS <i>Widiyanti, Yoto, Duwi Leksono Edi, Andika Bagus Nur Rahma Putra</i> <i>Universitas Negeri Malang</i>	13.55-58
13	EFFECT OF USE OF TRAINER KIT MICROCONTROLLER MCS51 ON STUDENT LEARNING CREATIVITY <i>Edidas</i> <i>Universitas Negeri Padang</i>	13.59-62
14	DEVELOPMENT OF WORK-BASED LEARNING SPSG MODEL ON BLASTING TECHNIQUE <i>Murad Munir Soos, Selamat Triono Ahmad, Fahmi Riza</i> <i>Universitas Negeri Padang</i>	13.63-67
15	THE DEVELOPMENT OF MOBILE LEARNING BASED ON ANDROID ON GRAPHIC DESIGN SUBJECT IN SMA ADABIAH 2 PADANG <i>Nurhasan Syah, Rijal Abdulah, Yulius Marta</i> <i>Universitas Negeri Padang</i>	13.68-71
16	WINDMILL TECHNO PARK FOR THE INTEGRATED EDUCATIONAL TOURSM MODEL	13.72-76

- (INNOVATION OF FIELD TRIP METHOD VOCATIONAL AND TECHNOLOGY EDUCATION)
Hasanuddin, Refdinal, Wawan Purwanto
Universitas Negeri Padang
- 17 APPLICATION OF PROJECT-BASED LEARNING TO IMPROVE CREATIVITY AND KNOWLEDGE COMPETENCE 13.77-82
Waskito, Hasanuddin, Hendri Nurdin, Yogi Dian Alfana
Universitas Negeri Padang
- 18 EFFECTIVITY OF THE COOPERATIVE-PROJECT BASED LEARNING (CPJBL) IN ENHANCING HOTS OF VOCATIONAL EDUCATION STUDENTS 13.83-86
Nizwardi Jalinus, Syahril, Rahmat Azis Nabawi
Universitas Negeri Padang
- 19 BLENDED LEARNING: AN EXPERIMENTAL STUDY FOR CORROSION AND METALS COATING COURSE 13.87-89
Yusep Sukrawan, Soemarto, Mumu Komaro
Universitas Pendidikan Indonesia
- 20 THE READINESS OF STUDENT TO ENTREPRENEUR THROUGH INCORPORATION OF THE PILOT PROJECT PRACTICE 13.90-94
Ernawati Nazar
Universitas Negeri Padang
- 21 THE INFLUENCE OF COOPERATIVE LEARNING JIGSAW MODEL AND LEARNING MODULE ON LEARNING OUTCOMES IN VOCATIONAL EDUCATION 13.95-100
Suparno, Bulkia Rahim, Arwizet K, Zoni Amanda Putra, Jasman
Universitas Negeri Padang
- 22 THE OPTIMIZATION MULTIPLE SKILLS GENERATED WITH PROJECT-BASED LEARNING MODEL ON ELECTRONICS BASIC CLASS FOR AUTOMOTIVE 13.102-105
Muhammad Ihwanudin, Fuad Indra Kusuma
Universitas Negeri Malang
- 23 THE DEVELOPMENT OF GAME-BASED LEARNING MEDIA AS SUPPORT ON BASIC PROGRAMMING SUBJECTS IN SMK 13.106-109
Refdinal, Ambiyar, Sukardi, Novi Febriyanti
Universitas Negeri Padang
- 24 DEVELOPING LAB ACTIVITY MATERIALS FOR SEMI-AUTOMATIC PIPE WELDING 13.110- 113
Solichin, Imam Sudjono, Muhammad Chabibi
Universitas Negeri Malang
- 25 THE INSTRUCTIONAL AND NURTURANT EFFECT OF EXPERIENTIAL LEARNING ON CONCRETE STONES PRACTICE 13.114-119
Syafiatun Siregar, Harun Sitompul
Universitas Negeri Medan
- 26 IMPACT MEDIA DEVELOPMENT BASED ON INFORMATION TECHNOLOGY LEARNING TO INCREASE CREATIVITY AND INNOVATION IN HIGH SCHOOL STUDENTS VOCATIONAL 13.120-126
Constantinus Rudy Prihantoro
Universitas Negeri Jakarta
- 27 HANDBOOK OF DECORATIVE FASHION DESIGN ASSISTED BY CORELDRAW AND ITS EFFECT ON STUDENTS CREATIVITY 13.127-129
Yenni Idrus

- Universitas Negeri Padang*
- 28 THE ROLE OF SOFT SKILLS IN IMPROVING THE COMPETENCE OF GRADUATES FOR ENTERING THE WORKING WORLD 13.130-133
I Made Sudana, Delta Apriyani
Universitas Negeri Semarang
- 29 DESCRIPTION AND MANAGEMENT OF PROBLEM BASED LEARNING MODELS IN VOCATIONAL EDUCATION TO AGAINST ERA DISRUPTION AND ERA INDUSTRIAL 4.0 13.134-137
Sri Sukamta, Totok Sumaryanto Florentinus, Rasdi Ekosiswoyo, S. Martono
Universitas Negeri Semarang
- 30 INTEGRATING STEM (SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS) EDUCATION ON ADVANCING VOCATIONAL STUDENT’S TRANSVERSAL SKILLS 13.138-143
Marsono, Tuwoso
Universitas Negeri Malang
- 31 EFFECTIVENESS OF LEARNING MODEL BLENDED LEARNING BASED ON CONSTRUCTIVISTIC EQUIPMENT Course CNC MACHINE TECHNIQUES 13.144-148
Muslim, Selamat Riadi
Universitas Negeri Malang
- 32 LEARNING MODEL DEVELOPMENT IN A COOKING CLASS ACTIVITY FOR EARLY AGE CHILDREN IN IMPROVING FINE MOTORIC SKILL 13.149-152
Octavianti Paramita
Universitas Negeri Semarang
- 33 CREATIVE AND PRODUCTIVE LEARNING MODEL OF CAKE DECORATING SUBJECT CULLINARY ART DEPARTMENT OF STATE UNIVERSITY OF MEDAN 13.153-159
Fatma Tresno Ingtias
Universitas Negeri Medan
- 34 THE IMPLEMENTATION OF THE TECHNOLOGY PEDAGOGY CONTENT KNOWLEDGE (TPCK) FRAMEWORK TO CULTIVATE THE VOCATIONAL STUDENTS’ CREATIVE THINKING SKILLS 13.160-163
Tjahyani Busono, Erna Krisnanto, Nanang Dalil Herman
Universitas Pendidikan Indonesia
- 35 JOB SHEET DEVELOPMENT OF COSMETICS ASSISTED IN INQUIRY METHOD IN THE STUDY PROGRAM OF MAKE-UP EDUCATION UNIVERSITAS NEGERI MEDAN 13.164-168
Lina Pangaribuan
Universitas Negeri Medan
- 36 PROJECT-BASED LEARNING AS A STUDENT CHARACTER AND CREATIVITY BUILDING 13.169-171
Atika, I Made Sudana
Universitas Negeri Semarang
- 37 IMPLEMENTATION OF MEDIA COMPACT DISK INTERACTIVE SUB COMPETENCE OF HAND CARE AND NAIL MAKE UP (MANICURE) 13.172-180
Rizki Yulianingrum Pradani, Mutimmatul Faidah
Universitas Negeri Malang
- 38 DESIGN IMPROVEMENT OF ENERGY-SAVING AND ECO-FRIENDLY CAR AS TRANSPORTATION FACILITY 13.181-185
Zainal Arifin, Herminarto Sofyan, Moch. Solikin, Kir Haryana
Universitas Negeri Yogyakarta

- 39 THE IMPLEMENTATION OF TEACHING FACTORY PROGRAM FOR EDUCATION OF FAMILY WELFARE (PKK) PROGRAM STUDY 13.186-190
Saptariana, Noor Hudallah
Universitas Negeri Semarang
- 40 IMPLEMENTATION OF THE SCIENTIFIC BLENDED LEARNING ON ELECTRICAL MEASUREMENT STUDY 13.191-196
Rosnelli, Kinanti Wijaya
Universitas Negeri Medan
- 41 VIDEO LEARNING MODEL IN CONSTRUCTION DRAWING COURSE 13.197-202
Abdul Haris Setiawan, Ida Nugroho Saputro, A.G. Tamrin
Universitas Sebelas Maret
- 42 THE INFLUENCE OF THE IMPLEMENTATION CHARACTERISTICS OF LIFE-BASED LEARNING ON THE LEARNING PROCESS TOWARDS ACADEMIC SKILLS 13.203-206
Syaad Patmanthara, Heru Wahyu Herwanto, Ni'matul Hidha Wulansari
Universitas Negeri Malang
- 43 THE MODULES DEVELOPMENT OF MATERIAL TESTING BY USING CONSTRUCTIVIST APPROACH AT MECHANICAL ENGINEERING DEPARTMENT OF UNIMED 13.207-210
Erma Yulia
Universitas Negeri Medan
- 44 DISCOVERY LEARNING MODEL ON LEARNING TECHNOLOGY IN DEPARTMENT OF FASHION EDUCATION UNIVERSITAS NEGERI MEDAN 13.211-217
Dina Ampera
Universitas Negeri Medan
- 45 THE INFLUENCE OF THE PROBLEM BASED LEARNING AND PRIOR KNOWLEDGE TOWARDS THE RESULTS OF STUDY OF MECHANICS MATERIALS 13.218-225
Tri Kuncoro, Waras, Made Wena, A, Dardiri
Universitas Negeri Malang
- 46 JUST IN TIME" TEACHING MODEL AND PROBLEM BASED LEARNING AS ALTERNATIVES TO IMPROVE THE EFFICIENCY AND EFFECTIVENESS OF VOCATIONAL LEARNING 13.226-230
Bambang Supriyanto, Suparno, Made Wena
Universitas Negeri Malang
- 47 EFFECTIVENESS OF MODEL NATIONAL CHARACTER BUILDING THROUGH MANNERS EDUCATION BASED ON REGIONAL CULTURE OF NORTH SUMATERA 13.231-235
Efendi Napitupulu, Hamonangan Tambunan, Keysar Panjaitan
Universitas Negeri Medan
- 48 DESIGN FOR DEVICES OF PROJECT-BASED TRAINING PRODUCING OIL PALM EMPTY FRUIT BUNCH (OPEFB) FIBER 13.236-240
Batumahadi Siregar, Sumarno, Nizwardi Jalinus
Universitas Negeri Medan
- 49 AN ENVIRONMENTAL EDUCATION PROGRAM FOR VOCATIONAL HIGH SCHOOLS IN INDONESIA: A DISCOVERY LEARNING MODEL TO UNDERSTAND ENERGY SAVING STRATEGY 13.241-245
Maknun Johar, Surahman Usep, Barliana Mokhamad Syaom
Universitas Pendidikan Indonesia
- 50 THE EVALUATION OF BLENDED LEARNING PROGRAM BY USING KIRKPATRICK MODEL ON THE MACHINE INTERFERENCE DIAGNOSIS IN STATE UNIVERSITY OF MALANG 13.246-255

	<i>Erwin Komara Mindarta, Eddy Sutadji, Andika Bagus Nur Rahma Putra, Fuad Indra Kusuma, M. Ihwanudin, Windra Irdianto</i> <i>Universitas Negeri Malang</i>	
51	DEVELOPMENT OF ENGINEERING VOCATIONAL LEARNING MODEL FOR STUDENTS IN REMOTE AREAS <i>Sumarto, Wahid Munawar, Ridwan Adam MN</i> <i>Universitas Pendidikan Indonesia</i>	13.256-261
52	THE IMPLEMENTATION OF PROBLEM BASED LEARNING METHOD IN LEARNING PRACTICE OF GRINDING MACHINING <i>Thomas Sukardi, Achmad Arifin, Surono Surono, Endri Triwiyono</i> <i>Universitas Negeri Yogyakarta</i>	13.262-269
53	Implementation Of Problem Solving Learning Model To Increase Students' Learning Outcomes <i>Budihardjo Achmadi Hasyim, Fery Kurniawan Ady Putra</i> <i>Universitas Negeri Surabaya</i>	13.270-273
Sub Theme 4: General Papers (GP)		
1	THE EFFECT OF BLENDED LEARNING MODEL TO THE STUDENTS COMPETENCY ON THE ENGINEERING PHYSICS <i>Usmeldi</i> <i>Universitas Negeri Padang</i>	14.1-4
2	RELATIONSHIP OF EDUCATION 3.0 APPLICATION ON THE ABILITY OF ANDRAGOGY AND PEDAGOGY PROSPECTIVE TEACHER VOCATIONAL SCHOOL <i>Ahmad Mursyidun Nidhom, Setiadi Cahyono Putra, Hary Suswanto, Andika Bagus N.R.P.</i> <i>Universitas Negeri Malang</i>	14.5-9
3	BUILT DESIGN IN INTERACTIVE MEDIA APPLICATIONS BASED ANDROID PLATFORM ON DIGITAL SIMULATION SUBJECT <i>Almasri, Asrul Huda, Yasdinul Huda, Rahmi Anita Azmi</i> <i>Universitas Negeri Padang</i>	14.10-15
4	SPREADSHEET BASED MODULE FOR STATISTICS COURSE <i>Adhi Kusumastuti</i> <i>Universitas Negeri Semarang</i>	14.16-20
5	WORK-BASED PEER ASSISTED LEARNING TOWARDS PNEUMATIC AND HYDRAULIC LEARNING OUTCOMES AT DEPARTMENT OF MECHANICAL ENGINEERING EDUCATION <i>Fiskia Rera Baharuddin</i> <i>Universitas Negeri Makassar</i>	14.21-27
6	PERFORMANCE OF VOCATIONAL HIGH SCHOOL AND UNIVERSITY STUDENTS DURING APPRENTICESHIP <i>Hary Suswanto</i> <i>Universitas Negeri Malang</i>	14.28-32
7	THE EFFECT OF NEODYMIUM-IRON-BORON MAGNETISM ON FUEL TOWARDS FOUR-STEP MOTORCYCLE EXHAUST EMISSIONS <i>Hasan Maksum</i> <i>Universitas Negeri Padang</i>	14.33-38
8	THE PIPE WELDING TRAINER FOR GROOVE JOINT IN ALL WELDING POSITIONS	14.39-41

	<i>Asep Hadian Sasmita</i> <i>Universitas Pendidikan Indonesia</i>	
9	POTENTIAL AND NEED OF PRODUCTS BASED ON CATFISH TO IMPROVE NUTRITION QUALITY OF CHILDREN AND COMMUNITY FOOD SECURITY <i>Yuliana</i> <i>Universitas Negeri Padang</i>	14.42-48
10	DESIGN OF MOBILE APPLICATION TO IMPROVE THE QUALITY OF VOCATIONAL EDUCATION <i>Khoirudin Asfani</i> <i>Universitas Negeri Malang</i>	14.49-53
11	THE EFFECT OF A WATER EXTRACT OF BROWN SEAWEED ON THE CHARACTERISTIC OF JELLY CANDY AS A FUNCTIONAL FOOD <i>Anni Faridah</i> <i>Universitas Negeri Padang</i>	14.54-57
12	THE NEW INDUSTRIAL REVOLUTION IS BEGINNING: ELECTRICAL GENERATOR WITHOUT FUEL IS NOT A LIE (THEORETICAL REVIEW OF NEWTON LAW OF INERTIA PROVES THAT ENERGY CAN BE CONTINUOUSLY RESURRECTED) <i>Bambang Triatma</i> <i>Universitas Negeri Semarang</i>	14.58-61
13	THE VALIDITY OF ENTREPRENEURSHIP MODULE-BASED PRODUCTS IN VOCATIONAL EDUCATION <i>Asmar Yulastri</i> <i>Universitas Negeri Padang</i>	14.62-66
14	THE INFLUENCE OF LEARNING MEDIA AND TECHNIQUE DRAWING CAPABILITY TOWARDS THE LEARNING OUTCOMES OF CNC II TU-2A MACHINE TOOL <i>Robert Silaban, Keysar Panjaitan, and Hidir Efendi</i> <i>Universitas Negeri Medan</i>	14.67-73
15	HUMAN RESOURCES MANAGEMENT MODEL AS A SUPPORT FOR ELENA SYSTEM IN UNIVERSITAS NEGERI SEMARANG <i>Djuniadi</i> <i>Universitas Negeri Semarang</i>	14.74-77
16	COLOR QUALITY OF MARBLING TECHNIQUE MOTIFS USING GEL OF TAPIOCA FLOUR <i>Siti Nurrohmah, and Rifani Nugraheny</i> <i>Universitas Negeri Semarang</i>	14.78-80
17	"WATER QUALITY ANALYSIS AND THE POSSIBILITY OF HEAVY METAL CONTAMINATION Hg, Pb AND Cd ON WATER ZONE IN VILLAGE PITUSUNGGU of Pangkep Regency" <i>Subariyanto, Patang, Fajar Wiramas Prabowo</i> <i>Universitas Negeri Makassar</i>	14.81-89
18	ELECTRICAL EQUIPMENT CONTROL BASED RELAY RASPBERRY <i>Yunus Tjandi, Ruslan, Syarifuddin Kasim</i> <i>Universitas Negeri Makassar</i>	14.90-94
19	UPGRADING THE CALORIFIC VALUE OF LOW RANK COAL WITH DRYING METHOD WITHOUT OXYGEN <i>Rijal Abdullah, Joni Pradinata</i> <i>Universitas Negeri Padang</i>	14.95-99
20	A PILE HEAD WORK ON INTEGRAL BRIDGE CONSTRUCTION SECTOR P18- P22 ON THE	14.100-103

- PROJECT (SURABAYA-MOJOKERTO TOLL ROAD DEVELOPMENT) SECTION 1B STA 11 + 100 - 15 + 400
Djoni Irianto
Universitas Negeri Surabaya
- 21 "EMOTIONAL MATURITY DETERMINANTS OF VOCATIONAL EDUCATION STUDENTS" 14.104-109
Nathanael Sitanggang, Putri Lynna A. Luthan
Universitas Negeri Medan
- 22 THE INFLUENCE OF STUDENTS' UNDERSTANDING IN CONSERVATION CHARACTERISTICS AND SCIENTIFIC ATTITUDE TOWARDS ENVIRONMENTAL CARE IN UNIVERSITAS NEGERI SEMARANG 14.110-115
Asih Kuswardinah, Wahyuningsih
Universitas Negeri Semarang
- 23 THE IMPORTANCE OF LITERACY COMPETENCY DATA AT SMK STUDENTS TO FACING ERA INDUSTRIAL REVOLUTION 4.0 14.116-119
Diana Putri Pratiwi Sulistyorini, Mohammad Zainal Sabarudin
Universitas Negeri Surabaya
- 24 "PERFORMANCE ANALYSIS OF TECHNOLOGY EDUCATIONAL STUDY PROGRAM BASED ON QUALITY OF ACCREDITATION" 14.120-128
Agus Dudung, Lipur Sugiyanta
Universitas Negeri Jakarta
- 25 NOMINAL OF MONEY AND COLOUR READER FOR THE BLIND PEOPLE 14.129-135
Jaja Kustija, Furqon Andika
Universitas Pendidikan Indonesia
- 26 CAPABILITIES OF STUDENT ADAPTATION S1 PTE LPTK AS PRESERVICE OF VOCATIONAL TEACHERS IN JAVA INDONESIA 14.136-142
Setiadi Cahyono Putro, Tri Rijanto, I Made Sudana, Iwa Kuntadi, Wisnu Jatmiko, Giri Wiyono
Universitas Negeri Malang
- 27 DEVELOPMENT OF VOCATIONAL EDUCATION BY LOOKING AT THE FACTORS INFLUENCE SUPPORTING TO REGIONAL POTENTIALS 14.143-146
Agus Wiyono
Universitas Negeri Surabaya
- 28 THE APPLICATION OF SANITATION AND HYGIENE PRACTICE OF PRODUCTION UNITS TO ENHANCE THE ENTREPRENEURSHIP READINESS TO PRODUCE QUALITY FOOD PRODUCTS FOR VOCATIONAL HIGH SCHOOL STUDENTS OF CULINARY PROGRAM 14.14-152
Diana Evawati
Universitas PGRI Adi Buana
- 29 PERCEPTION TOWARDS TRANSFERABLE SKILLS IN INDONESIAN UNIVERSITIES 14.153-156
Agus Setiawan, Iwa Kuntadi, Masriam Bukit
Universitas Pendidikan Indonesia
- 30 THE PERFORMANCE OF MULTI-CYLINDER GASOLINE ENGINE FUELLED WITH THE MIXTURE OF BIOETHANOL FROM SOLANUM LYCOPERSICUM AND PREMIUM 14.157-161
Muhaji
Universitas Negeri Surabaya

Sub Theme 5: Technology and Vocational Education Management (TVEM)

- | | | |
|---|---|----------|
| 1 | STUDENT ANALYSIS CHARACTERISTIC IN THE EFFORT OF APPLYING TOTAL QUALITY MANAGEMENT (TQM) IN LEARNING PROCESS
<i>WawanPurwanto, Bahrul Amin, NuzulHidayatSukardjo, ErzeddinAlwi</i>
<i>Universitas Negeri Padang</i> | 15.1-2 |
| 2 | MANAGEMENT AND OPTIMIZATION OF VOCATIONAL EDUCATION TECHNOLOGY (VET) AND DEVELOPMENT OF VOCATIONAL FIELD
<i>Legiman Slamet</i>
<i>Universitas Negeri Padang</i> | 15.3-7 |
| 3 | NEEDS ANALYSIS OF PRODUCTIVE SUBJECT TEACHERS OF CONSTRUCTION TECHNOLOGY AND PROPERTY PROGRAMEko Nugroho Julianto, Soesanto, FathurRokhman, HeriYanto
<i>Universitas Negeri Semarang</i> | 15.8-13 |
| 4 | THE ACCELERATED LEARNING
<i>Dedy Irfan</i>
<i>Universitas Negeri Padang</i> | 15.14-16 |
| 5 | IMPLEMENTATION OF ISO CERTIFICATION IN EDUCATIONAL ORGANIZATION
<i>Sudjani</i>
<i>Universitas Pendidikan Indonesia</i> | 15.17-21 |
| 6 | VOCATIONAL EDUCATION MANAGEMENT IN DISRUPTION ERA
<i>Danar Susilo Wijayanto, Herminarto Sofyan</i>
<i>Universitas Sebelas Maret</i> | 15.22-28 |

Sub Theme 6: Technology and Vocational Education Curriculum (TVEC)

- | | | |
|---|--|----------|
| 1 | FISH JOURNEY “ INNOVATION EDUCATIONAL GAMES BASED ON PSYCHOMOTOR TECHNOLOGY AS IMPLEMENTATION CURRICULUM 2013 ON EDUCATION INDONESIA
<i>Dieta Wahyu Asry Ningtias, Muhamad Iqbal Fahrian, Arimaz Hangga</i>
<i>Universitas Negeri Semarang</i> | 16.1-4 |
| 2 | IMPLEMENTATION OF INTERACTIVE MULTIMEDIA LEARNING BASED ON WEBSITE FOR DISTANCE AND GEOMETRY OF VOCATIONAL HIGH SCHOOL
<i>Moch. Sukardjo, LipurSugiyanta</i>
<i>Universitas Negeri Jakarta</i> | 16.5-7 |
| 3 | IMPROVING PRE TEACHER’S SOFT SKILL THROUGH THE MIX AND MATCH LEARNING METHOD
<i>Anis Rahmawati</i>
<i>Universitas Sebelas Maret</i> | 16.8-16 |
| 4 | LEARNING METHOD FOR IMPROVEMENT THE QUALITY OF STUDENTS AS A MILLENIAL GENERATION
<i>Veronika Asri Tandirerung</i>
<i>Universitas Negeri Makassar</i> | 16.17-20 |
| 5 | EFFECTIVENESS OF THE PROJECT-BASED LEARNING (PJBL) INSTRUCTIONAL MODEL ON POWER ELECTRONICS COURSE
<i>Ruslan, Lu’muTaris, Zulfiati Syahrrial, Basuki Wibawa</i>
<i>Universitas Negeri Makassar</i> | 16.21-25 |
| 6 | STRENGTHENING VOCASIONAL SCHOOL WITH RENEWABLE ENERGY COMPTENCY TO FACE GREEN JOB ERA | 16.26-29 |

	<i>Yuni Rahmawati, Arif Nur Affandi, Ahmad Sonhadji, RM Sugandi</i> <i>Universitas Negeri Malang</i>	
7	MODELS FOR STUDENT COMPETENCY IN SUNDAPUTRI'S BRIDAL BASED ON INDONESIAN NATIONAL WORKING STANDARDS COMPETENCE (SKKNI) <i>Sri Usodoningtyas, LuthfiyahNurlaela, Munoto</i> <i>Universitas Negeri Surabaya</i>	16.30-34
8	DEVELOPMENT OF STONEWORK JOB SHEET PRACTICES TOWARDS VOCATIONAL CURRICULUM <i>Nurhayati Aritonang, Nur Andajani, Satriana Fitri Mustika Sari</i> <i>Universitas Negeri Surabaya</i>	16.35-37
9	CURRICULUM 2013: IMPLEMENTATION AT ENTREPRENEURSHIP AND PRODUCTION UNITS IN VOCATIONAL HIGH SCHOOLS IN INDONESIA <i>Marniati, Mein Charnolis</i> <i>Universitas Negeri Surabaya</i>	16.38-42
Sub Theme 7: Teacher Technology and Vocational Competencies and Professions (TTVCP)		
1	ANALYSIS OF PROJECT MANAGEMENT NEEDS AND STUDENT'S COMPETENCIES THROUGH A MAKERSPACE APPROACH IN DEALING WITH DISRUPTIVE TECHNOLOGY ERA <i>Andika Bagus Nur Rahma Putra, Amat Mukhadis, Eko Edi Purwanto, Hary Suswanto, Widiyanti, Tuwoso, Ahmad MursyidunNidhom, Erwin Komara Mindarta</i> <i>Universitas Negeri Malang</i>	17.1-6
2	THE FIRST JOB OF CULINARY EDUCATION PROGRAM GRADUATES OF UNIVERSITAS NEGERI SEMARANG IN 2011 – 2017 <i>Muhammad Ansori, Leli Rizka Mawalidia, Musdalifah</i> <i>Universitas Negeri Semarang</i>	17.7-10
3	THE INFLUENCE OF STUDENTS' PERFORMANCE ON THE PRODUCTIVE COMPETENCE OF VOCATIONAL SCHOOLS IN PADANG <i>Ramli Bakar</i> <i>Universitas Negeri Padang</i>	17.11-14
4	STUDENT TEACHING COMPETENCE EDUCATIONAL FIELD PRACTICE IN SMKN 5 PADANG <i>Juniman Silalahi</i> <i>Universitas Negeri Padang</i>	17.15-19
5	CONTINUOUS PROFESSIONAL DEVELOPMENT PROFILE OF MECHANICAL AND AUTOMOTIVE TEACHER AT VOCATIONAL HIGH SCHOOL IN SOUTH SULAWESI INDONESIA <i>Samnur, Asmah Adam</i> <i>Universitas Negeri Makassar</i>	17.20-24
6	EFFECTIVENESS OF TRAINING MODELS BASED ON KNOWLEDGE MANAGEMENT SYSTEM <i>Kasman Rukun, Gunawan Ali</i> <i>Universitas Negeri Padang</i>	17.25-30
7	CORRELATION BETWEEN SOFT SKILLS AND HARD SKILLS WITH PREPARATION TO BE TEACHER OF MECHANICAL ENGINEERING EDUCATION STUDENTS <i>Budi Harjanto, Budi Harjanto, Nyenyep Sri Wardani, NiaNurAini</i> <i>Universitas Sebelas Maret</i>	17.31-34
8	VOCATIONAL FIELD TEACHERS' COMPETENCES IMPROVEMENT IN IMPLEMENTING CHARACTER VALUES IN STUDENTS	17.35-41

	<i>Sugiyanto Sugiyanto , Priyono, Made Wena</i>	
	<i>Universitas Negeri Malang</i>	
9	MASTERY LEARNING BASED LEARNING ENRICHMENT THROUGH INFORMATION TECHNOLOGY TO INCREASE VOCATIONAL HIGH SCHOOL STUDENTS LEARNING RESULTS	17.42-46
	<i>Priyono</i>	
	<i>Universitas Negeri Malang</i>	
10	IMPROVING TEACHERS IN DEVELOPING & ANALYZING MADE TEST THROUGH FOLLOW-UP AT CNC MACHINE TRAINING	17.47-53
	<i>Yufrizal, EkoIndrawan Abdul Aziz</i>	
	<i>Universitas Negeri Padang</i>	
11	THE RELATION OF STUDENT PERCEPTIONS TO TEACHER PROFESSIONALISM AND PARTICIPATION IN CLASSROOM WITH SCIENCE SUBJECT STUDY RESULTS AT SMAN I MANADO	17.54-61
	<i>Billy Morris Kilis, Moudy M. Kambey</i>	
	<i>Universitas Negeri Manado</i>	
12	EFFECTIVENESS OF PATTERN CONSTRUCTION MODULE IN THE STUDY PROGRAM OF FASHION EDUCATION UNIVERSITAS NEGERI MEDAN	17.62-69
	<i>Fariyah, Dina Ampera, SurniatyChalid</i>	
	<i>Universitas Negeri Medan</i>	
13	CONTRIBUTION OF HARD SKILL, SOFT SKILL AND WORK ENVIRONMENT ON K3 BEHAVIOR OF WELDING PRACTICE OF VOCATIONAL HIGH SCHOOL STUDENTS IN NORTH SULAWESI	17.70-75
	<i>Parsaoran Tamba</i>	
	<i>Universitas Negeri Manado</i>	
14	REDESIGNING THE TOOL OF BRIQUETTE PROCESSING AS A VOCATIONAL LEARNING MEDIA ON MECHANICAL ENGINEERING	17.76-78
	<i>Indra Koto</i>	
	<i>Universitas Negeri Medan</i>	
15	RESEARCH AND DEVELOPMENT APPROACH (R & D) IN THE PROCESS OF MENTORING TESTING CERTIFICATION SYSTEM OF COMPETENCY PROFITENCY INFORMATICS BASED ON UBIQUITOUS LEARNING	17.79-89
	<i>Rangga Firdaus, Basuki Wibawa, Khaerudin</i>	
	<i>Universitas Negeri Jakarta</i>	
16	SEARCHING NEW FORMULA FOR INCREASING ICT COMPETENCE OF VOCATIONAL TEACHERS	17.90-95
	<i>Wahyu Nur Hidayat, Muladi, Syaad Patmanthara, and Tri Atmadji Sutikno, Rahajeng Kartika Sari</i>	
	<i>Universitas Negeri Malang</i>	
17	IMPROVING VOCATIONAL TEACHERS' PEDAGOGICAL COMPETENCES THROUGH INTRODUCTION TO LIFE-BASED INNOVATIVE LEARNING PRACTICE MODEL	17.96-102
	<i>Made Wena, Sugiyanto, Pribadi</i>	
	<i>Universitas Negeri Malang</i>	
 Sub Theme 8: Public-Private Partnership Technology and Vocational Education (PPPTVE)		
1	OPTIMIZATION OF HYBRID POWERED REFRIGERATOR SYSTEM (SOLAR CELL PLUS DIESEL ENGINE) FOR TRADITIONAL FISHING VESSELS IN MAKASSAR.	18.1-6

- Soetyono Charles Iskandar, Moch. BruriTriyono, A. Muh.Idkhan*
Universitas Negeri Makassar
- 2 DEVELOPMENT OF WEB-BASED INFORMATION SYSTEM FOR WOMEN EMPOWERMENT 18.7-10
RESEARCH CENTER IN UNIVERSITAS NEGERI MAKASSAR
Lu'mu, Harifuddin, Wahyuni Yusuf
Universitas Negeri Makassar
- 3 THE PARTNERSHIP APPROACH BETWEEN VOCATIONAL EDUCATION INSTITUTIONS AND 18.11-13
ENTERPRISES
Nur Qudus, Virgiawan Adi Kristianto
Universitas Negeri Semarang
- Sub Theme 9: Technology and Vocational Education Policy (TVEP)**
- 1 THE CONTRIBUTION OF EMPLOYABILITY SKILL TOWARD TECHNICAL ABILITY OF 19.1-5
AUTOMOTIVE BUSINESS LABOR OF VOCATIONAL HIGH SCHOOL GRADUATE
Darmawang
Universitas Negeri Makassar

The Modules Development of Material Testing by Using Constructivist Approach at Mechanical Engineering Department of UNIMED

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Abstract— *This research aims to develop the material testing modules by using constructivist approach at mechanical engineering department of State University of Medan (Unimed). The method used was Research and Development Approaching Methode (R & D) by Borg and Gall. The model development phases for the studies referred to the development model of Dick and Carey, consisting of need analyse phase, development phase and evaluation phase. Data collection technique was performed through observations, questionnaires and objectivity tests. The result of reaserch and development was modules of material testing by using constructivist approach. The modules validity was determined by having some experts' validations, one to one evaluations and small group evaluations. The results of reaserch showed that the expert validity giving an average rating of 89,08 %, one to one evaluation was 87,03% average and small group evaluation was 89,09% average, this showed that the reaserch was valid to be used. The effectiveness of study was obtained from pretest and post test which was conducted at field trial, and proved the increasing of study results i.e 86,22% The research and development delivered good implications to the improvement of students' instructional outcomes who were taking material testing at mechanical engineering department of Unimed.*

Keywords : *modules, material testing, constructivist, mechanical engineering*

I. INTRODUCTION

The colleges need to creatively develop the new instructional process more comprehensive to improve the skills of the learners. Conceptually the development of instructional materials is the means for universities to provide and broaden the insights of learning about knowledge, skills and other basic values with expectation it can be reflected in the ways of thinking and acting. This is relevant to the research conducted by Mursid (2009), entitled " Model Development of Learning Practice based Competency with Production Oriented in Mechanical Engineering Study Program ", Journal of Educational Technology UNJ.

Instructional process in colleges that applied lecturer of Mechanical Engineering Departement of Unimed has not shown as an effective instructional, where the Instructional process that is applied in the subject of material testing is classical instructional.

The weakness of classical instructional forces all students to study the same instructional materials at the same rate. Learners with higher learning ability will wait for other students, so they difficult to explore theirs ability and ultimately individual learning ability is not optimal. In order to learners' learning ability to the maximum can be done by providing materials and a series of tasks by using the module so that learners can learn independently at home. On that basis this module was developed by using constructivist approach tailored to the learning objectives

One form of instructional materials are modules. The term modules is a complete measurement tool, an independently functioning unit, separately, but also can serve as an overall unity of other units. The modules also means "is a free-standing, self-contained component of an instructional system (Heinich et al., 2007).

The module is a unit of planned instructional program, designed to help learners achieve instructional objectives, (Hermawan et al, 2010: 7).

From the description above it can be concluded that the module is a unit consisting of a series of instructional activities systematically arranged to help learners achieve the objectives that have been formulated with effective results, or simply be said that the module is a packaged curriculum is provided for students to learn independent.

Each module contains at least the subject matter, a matter of practice and test capabilities.

Alternative approach to instructional that can be apply is constructivist where learners construct their own knowledge in mind both individually and with friends (discussion).

Constructivist is a philosophical school that holds the view that the knowledge we have is the result of construction or form of ourselves, so that will be able to build and improve the knowledge of learners.

The form of instructional strategy that is considered complying with constructivist is a instructional strategy of Problem Based Learning (PBL). Refer to Hmlo Silver et. al (2013) that problem based learning is a learner centered pedagogical approach in which students engage in goal directed inquiry. In PBL, students work collaboratively to learn through solving complex and ill structured problems.

Development of learning materials requires a model as a reference for developmental steps. Popular models used in the development of learning materials, including Model Assure, Model ADDIE, Model PPSI, Model Banathy, Model Kemp, Dick and Carey Model. As a reference, this research used Dick and Carey Model whose stages of development consisted of identifying stage, developing stage and evaluation phase.

This research aimed to (1) know the validity of material testing modules by using constructivist approach at mechanical engineering department of Unimed; (2) know the effectiveness of material testing modules by using constructivist approach at mechanical engineering department of Unimed.

II. METHOD

This research was conducted on Mechanical Engineering Department of Unimed. The method used in this research was the Research and Development (R & D) approach by Borg and Gall (2007) which started that R & D method was used to design new products and procedures to meet the criteria of effectiveness, quality and standardized .

This research started with requirement analysis by collecting information about current condition of instructional process of material testing and information of ideal condition of instructional needed by students. Information was obtained through observation activities, questionnaire distributions, and focused group discussion (FGD) involving students and lecturers of material testing,. All information obtained was applied as data used for the next steps.

The steps of developing the material testing modules referred to the Dick and Carey Model consisting of 8 (eight) steps (Carey and Carey, 2009): (1) identifying the instructional needs and formulating the TIU; (2) performing the instructional analysis (3) identification of the initial characteristics of the students, (4)formulating the purpose of special instructional (TIK) , (5) determining benchmark of test reference, (6) developing instructional strategy, (7) developing instructional materials, (8) conducting formative evaluation. This formative evaluation was done after the draft of result of product development was completed.

Formative evaluation began by conducting validation by experts, namely: 2 (two) instructional design experts, 2 (two) instructional material experts, and 2 (two) experts of instructional media.

The revised draft product after validating by experts, continued with one to one evaluation on 3 students, followed by revisions and then small group evaluation on 12 students. The next step was to perform field trials on 30 students, as the last step of the evaluation phase.

III. RESULTS AND DISCUSSION

The results of research were presented in 2 parts, namely : (1) the validity of material testing modules by using constructivist approach at mechanical engineering department of Unimed; (2) the effectiveness of material testing modules by using constructivist approach at mechanical engineering department of Unimed.

Validity of Material Testing Modules

The validity of material testing modules development results could be found out from experts' validations, one to one evaluation and small group evaluation. Instrument of data collections to find out the validity of model was using questioners.

Experts' validations, this stage involved three (3) areas of experts instructional design experts, instructional material experts and media learning experts. The results of data analysis taken from the experts' validations showed that the design expert of the study giving an average rating of 87,70%, the material expert giving an average rating of 89,30%, and the instructional media expert giving an average grade of 90,25%. The results of reaserch showed that the expert validity giving an average rating of 89,08 %,

One to one evaluation, this evaluation involved three (3) students who had high , medium and low academic abilities. The results of the assessment provided in the one to one evaluation was 87.03% average.

Small group evaluation, this test involved twelve students where four students had low academic abilities, four students had medium academic abilities, and four students had high academic abilities. The analysis of data obtained from this kind of small group evaluation was at 89.09% average.

The results of experts' validations, one to one test and the small group test proved that the modules of the development result was valid to be implemented.

Effectiveness Material Testing Modules

To know the effectiveness of the modules developed was by collecting data through a field trial test involving thirty students. The data were obtained through a class

observation which was conditioned based on the same the actual condition. Field trial started from pre-test followed by presentation of modules using constructivist approach and ended with post-test. The effectiveness of modules of development results was done by comparing the pre-test and post-test results.

Based on the calculation of the average pre-test value was 45,63 and the average post-test was 85,77. The results of pre-test and post-test showed the increasing incurred by 40,14 or 87,97%. It meant that there was an increasing of instructional outcomes during the instructional process of material testing study by using a constructivist approach as applied. The use of material testing modules, proved to be effective in increasing students' knowledge and insights based on the increasing of post-test values.

DISCUSSION

An instructional design should be in line between the instructional objectives and needs analysis. If instructional objectives are not based on needs analysis, a very high qualified instructional will not give any advantages for the students. Vice versa, if the needs analysis is not in accordance with the purpose of learning, the results of needs analysis does not reflect the purpose of instructional. This is in accordance with Anderson's and Krathwohl's opinions (2015).

The results of this research indicated that quality improvement and instructional process in universities need to creatively develop new educational concepts that are more comprehensive and competitive. This can be done with the renewal of a more flexible instructional approach, by placing the students as the subject rather than as the object of instructional. Therefore, the development of instructional materials conducted on the material testing study is appropriate and can be used as a reference in the development of instructional models for other studies.

Instructional objectives are the abilities or skills (competencies) that are expected to be possessed by students after they perform a particular instructional process (Sanjaya: 2008: 110). Similarly, according to Munthe (2009), "where the competency is the ability of students to do something well as a result of the process of instructional or education that followed".

The facts on the ground show the development of material testing modules refers to theoretical competency by having affective, cognitive, and psychomotor aspects. The specific instructional objective is a reference for lecturers to develop benchmark of reference assessments, develop instructional strategies, develop instructional materials, and as a basis for selecting appropriate instructional media

The facts on the ground show that in the modules developed, the lecturers' instructional activities have performed reinforcement by explaining the benefits of material testing knowledge and skills. Basically the reinforcement is performed to provide the strengthening to

students in order to have motivations and passion to follow the instructional activities.

Besides the instructional approach and learning strategy, an important factor for the success of instructional activities is media utilization. The process of instructional a process of communication requires media to deliver messages can be effectively accepted by students. Gerlach and Ely in Sanjaya (2015) stated "that the media included people, instructional materials, tools or activities that create conditions that enable students to acquire knowledge, skills, and attitudes of behavior".

The modules of material testing development outcomes are validated by the instructional media experts. According to the media expert of material testing textbook, the development results are feasible to be used in the instructional process. This is in line with the opinions of Smaldino, Loether, and Russell (2011) i.e "the text elements must consider the style or type of letters, size, spacing, and color. The visual elements presented in the instructional material were layout settings, color balance, readability, and interest".

Miarso (2007) in his book "Sowing the Seeds of Educational Technology", citing Wright's opinion, based on his study of a number of studies, identified seven (7) indicators that demonstrate effective instructional, namely (1) well organized lectures, (2) effective communication, (3) mastery and enthusiasm in the course (4) positive attitudes toward students, (5) giving test and fair value, (6) flexibility in teaching approach, (7) good student instructional outcomes. In line with these indicators, the development of material testing moduls has been effective and provides good instructional outcomes.

The final products are ; instructional text books of material testing, lecturers' manuals and students' manuals. These products have some advantages: (1) recorded as the first book about material testing compiled by following the steps of developing of the existing instructional model in Mechanical Engineering Department of Unimed; (2) modules are in accordance with the needs of students, graduate and users; (3) interesting and easy to understand in terms of color selection and display of illustrations of images, photographs, and tables; (4) train students to solve problems and think logically and systematically.

IV. CONCLUSION

Based on the research objectives and discussions on the research results that have been raised, then from this research and development , it can be concluded that:

1. The validity of the material testing modules by using constructivist approach has been valid to be implemented because it has been proved through the formative evaluation. The formative evaluation was performed by the instructional design experts, instructional material experts, and media instructional experts. Next step is to perform a validity test by having a one to one evaluation and small group evaluation. Each stage always held revisions to product result of material testing modules development.

2. The effectiveness of material testing modules of the developed result was known by performing pre-test and post-test on field trial. The results of pre-test and post-test showed an increasing of students' instructional outcomes of 86,22%. It can be a proof that the material testing modules developed by constructivist approach has been effective.

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