



Proceeding of The First Annual Seminar on Trends In Science and Science Education 2014

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PROCEEDING

First Annual International Seminar on Trends in Science and Science Education 2014

Organized by Faculty of Mathematics and Natural Sciences
State University of Medan

5th – 6th December 2014
Garuda Plaza Hotel - Medan

Editors :
Prof. Dr. Herbert Sipahutar, M.Sc.
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Fakultas Matematika dan Ilmu Pengetahuan Alam
Universitas Negeri Medan
2015

Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Negeri Medan, Medan - Indonesia

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TRENDS IN SCIENCE
AND SCIENCE EDUCATION
2014



Fakultas Matematika dan Ilmu Pengetahuan Alam

The Center of Excellency

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FROM THE EDITORS

The First International Seminar on Sciences and Science Education, ISOSE, organized by Faculty of Mathematics and Natural Science of State University of Medan, was held on 4 – 5 December 2014 in Medan, North Sumatera, Indonesia. The seminar particularly encouraged the interaction of research students and developing academics with the more established academic community in an informal setting to present and to discuss new and current work. The high quality of the papers and the discussion represent the thinking and experience of experts and practitioners, researches, lecturers and students in their particular fields and interests. The papers contributed the most recent scientific knowledge known in science and science education.

This proceeding contains all the paper presented in the seminar, consisted of 11 papers of Biological Sciences, 11 papers of Chemical Sciences, 3 papers of Mathematical Sciences, 14 papers of Physical Sciences and 39 papers of Science Education.

In addition to the contributed papers, an outstanding keynote presentation on National Curriculum 2013 was made by Prof. Dr. Syawal Gultom (formerly Rector of State University of Medan, Unimed), now as Head of Badan Pengembangan Sumberdaya Manusia Pendidikan of Department of Education and Culture of Republic of Indonesia. This presentation gives all participants a new and comprehensive perspective on the orientation of national education in the next era.

Two invited keynote presentations were given by Prof. Dr. Yaya Rukayadi from Department of Food Science, Faculty of Food Science and Technology and Laboratory of Natural Products, Institute of Bioscience, Universiti Putra Malaysia, Serdang, Selangor DarulEhsan, Malaysia who spoke on how to appreciate the nation through research javanese turmeric or temulawak (*Curcuma xanthorrhiza* ROXB.), and by Dr. Phattrawan Tongkumchum, Department of Mathematics and Computer Science, Faculty of Science and Technology, Prince of Songkla University, Pattani, Thailand who spoke about the applications of the weighted sum contrasts methods on graphing confidence interval for adjusted mean, their used for comparing two and several groups, and adjustment for covariates.

We would like to express our deep appreciation to Prof. Dr. Ibnu Hajar, Rector of State University of Medan for financial support by means of Dana DIPA Unimed FY 2014. We would like to express our deep appreciation to Prof. Dr. Motlan (Dean of FMIPA Unimed), all sponsors, all member of seminar committee, that make the seminar happen in a great success.

We thank all authors and participants for their contributions.

Medan, February 2015

Editors

TABLE OF CONTENT

FROM THE EDITORS	ii
FROM THE CHAIRMAN OF ISOSE 2014	iii
TABLE OF CONTENT	vi

Keynote Speaker

KS-001	Dasar Pertimbangan Penetapan Struktur Kurikulum 2013 <i>Prof. Dr. Syawal Gultom, M.Pd.</i>	1 - 10
--------	---	--------

Invited Speaker

IS-001	Confidence Intervals with Application to Environmental Studies in Southern Thailand <i>Phattrawan Tongkumchum</i>	11 - 21
IS-002	Appreciate the Nation Through Research Javanese Turmeric or Temulawak (<i>Curcuma xanthorrhiza</i> ROXB.): Xanthorrhizol an "Angel" Compound in the Rhizome of Temulawak and Its Applications <i>Yaya Rukayadi</i>	22

Biological Science

BS-001	Isolation of Heat Shock Proteins Gene (HSPs-gene) in the Silkworm, <i>Bombyx mori</i> (C301) <i>Masitta Tanjung, Maryani Cycci Tobing, Syafruddin Ilyas, and Darna Bakti</i>	23 - 28
BS-002	Mating Behavior of Male Mice After MSG Administration during Intra Uterine to Mature Periods of Life <i>Herbert Sipahutar and Adriana Y.D. Lbn Gaoi</i>	29 - 38
BS-003	Ecobiological Review of <i>Neolissochilus sumatranus</i> (Ikan Batak) (Weber and de Beaufort, 1916) In Asahan River, North Sumatera <i>Ternala Alexander Barus, Hesti Wahyuningsih, Eva Marlina Ginting, and Charles PH Simanjuntak</i>	39 - 45
BS-004	The Growth of Orchid (<i>Dendrobium sp</i>) in <i>In Vitro</i> Giving with Coconut Water on Different Medium <i>Fauziyah Harahap</i>	46 - 53
BS-005	Diversity of Lichens on the Stands of Mahoni (<i>Swieteniamacrophylla</i>) Functioning as Shade Plants in Medan <i>Ashar Hasairin, Nursahara Pasaribu, Lisdar I. Sudirman, and Retno Wilhiastuti</i>	54 - 60
BS-006	Studies on Species Diversity and Growth Rate of Mold in Musk Lime Pickle (<i>Citrofortunella microcarpa</i>) Food Society of Melayu <i>Mhd. Yusuf Nasution and Ashar Hasairin</i>	61 - 67
BS-007	<i>In Vitro</i> Selection Uplandrice Nias Island to Aluminium Resistant Character and Low pH through Somaclonal Variation and Gamma-Rays Irradiation <i>Syahmi Edi, Lazuardi and Idramsa</i>	68 - 77
BS-008	Cassava Leaves Battery as Alternative Energy Based on Environment Friendly Technology <i>M. Gade</i>	78 - 81
BS-009	Description of Endophytic Fungi of Plants Raru (<i>Cotylelobium melanoxyton</i>) Genus <i>Alternaria</i> <i>Uswatun Hasanah, Riwayati and Idramsa</i>	82 - 90
BS-010	The Effect of Biji Mete (<i>Scomberomorus commerson</i>) in the Feed to the Decline in Blood Cholesterol Level Hypercholesterolemic Male Mice (<i>Mus musculus</i>) <i>Rudi Kartika and Eddiyanto</i>	91

BS-011	Frequency Attendance of Makrozoobentos with Physics Factor and Chemistry in Territorial Water of Babura River <i>Masdiaana Sinambela and Mariaty Sipayung</i>	92
BS-012	Inventory of Nematophagous Fungi in Sumatera Utara, Indonesia <i>Liana Dwi Sri Hastuti, Jane Nicklin and Ameilia Zuiyanti Siregar</i>	93
BS-013	Land Degradation in the Upstream of Deli Watershed in North Sumatera Based on Soil Erosion Rate Prediction and Soil Erosion Hazard Level <i>Sumihar Hutapea; Ellen Lumisar Punggabea and Endang Sari Simanullang</i>	94
BS-014	Diversity and Abundance of Insect Pollinators in Different Agricultural Lands in Jambi, Sumatera <i>Elida Hafni Siregar, Tri Atnowidi, and Sih Kahono</i>	95
BS-015	Biodiversity of Leaf-and Planthopper (Hemiptera: Auchenorrhyncha) on Rice Ecosystem at High Land Tapanuli Of North Sumatera-Indonesia <i>Binari Manurung, Puji Prastowo, and Erika Rosdiana</i>	96

Chemical Science

CS-001	The Binding Behaviour and Conformation of <i>Rhodobacter sphaeroides</i> TSPO in DDM and DPC Detergents <i>Nora Susanti, Joshua Sharpe and Krisztina Varga</i>	97 - 102
CS-002	Synthesis, Crystal Structure and Magnetic Properties of the Spin Transition System $[Fe(pq)_3](ClO_4)_2$ Complex <i>Iis Siti Jahro, Djulia Onggo, Bohari M. Yanin, Ibrahim Baba and Nandang Mufti</i>	103 - 109
CS-003	The Utilization of Tamarillo Peels as Matrix of Bacterial Cellulose-Based Nanopaper <i>Joshua and Saharman Gea</i>	110 - 114
CS-004	Isolation and Characterization of α -Cellulose of Rice Leaves <i>Yusnaidar, Basuki Wirjosentono, Thamrin, and Eddiyanto</i>	115 - 119
CS-005	Inhibitory Activity of Alkaloid of Extract Ethanol Ranti Hitam (<i>Solanum blumei</i> Nees ex Blume) Fruit ON Leukimia L1210 Cancer Cells Growth <i>Murniaty Simorangkir, Ribu Surbakti, Tonel Barus and Partomuan Sinunjuntak</i>	129 - 126
CS-006	The Isolation of Nanocrystalline Cellulose from Palm Empty Fruit Bunches <i>Mahyuni Harahap, Fenny Aulia, and Saharman Gea</i>	127 - 131
CS-007	Study of Rubber Seed Oils Hydrocracking into Biogasoline and Diesel Fraction Over the Combination Y-Zeolite and Ni Catalyst <i>Ary Anggara Wibowo, Salsabila Firdausyah, Siti Hajjah, Dina Dwiyantri, Junifa Layla Sihombing, Ahmad Nasir Pulungan</i>	132 - 140
CS-008	Compregnated Oil Palm Trunk (<i>Elaeis guineensis</i> Jacq.) with 20% Dammar Resin (<i>Agathis dammara</i>) <i>Nurfajriani, Leni Widiarti, and Basuki Wirjosentono</i>	141 - 144
CS-009	The Activity Values of Cla (Conjugated Linoleic Acid) Synthesized from Castor Oil by Using Visible Spectrofotometer with DPPH as Free Radical <i>Marham Sitorus and Bajoka Nuinggolan</i>	145 - 147
CS-010	Preparation, Characterization and Activity Assay of NiO-CoO-MoO/Zeolite-Y Catalyst on Hydrocracking of Cashew Nut Shell Liquid in Fixed-Bed Reactor <i>Ahmad Nasir Pulungan, Junifa Layla Sihombing, Hafni Indriati Nasution, Ratu Evina Dibyantini, Rini Selly, Wega Trisumaryanti, and Triyono</i>	148 - 154
CS-011	Effect of Temperature and Composition Zeolite on the Performance Membrane-Zeolite for Separation of Ethanol-Water by Pervaporation <i>Ridwanto, Rahmat Nauli, Ani Sutiani, and Anny Sartika Danlay</i>	155 - 163
CS-012	Biofuel Production from Hydrocracking MEFA of Rice Bran Oils Over Natural Zeolit Supported Ni and Ni-Mo Metals <i>Junifa Layla Sihombing, Jasmidi, Nurmali, Ahmad Nasir Pulungan, and Ratna Sari Dewi</i>	164
CS-013	Preparation of Kraft Lignin Based Polyol from Pulp Mill Black Liquor through	165

	Oxypropylation Reaction <i>Abubakar, Basuki Wirjosentono, Thamrin, and Saharman Gea</i>	
CS-014	Characterization and Utilization of Bentonite Sabang of Aceh (Indonesia) as Fillers Polymer Nanocomposite <i>Saharman Gea, Julinawati, and Basuki Wirjosentono</i>	166
CS-015	Efficiency and Selectivity Improvement of the Silica Chitosan Hybrid by pH Optimilization in Simultan Heavy Metals Mg(II) and Ni(II) Adsorbtion Using Solid Phase Extraction Method <i>Lisnawaty Simatupang</i>	167
CS-016	Natural Rubber Modification: Graft-Copolymerization of Cyclic Natural Rubber by Free Radical Reaction with Maleic Anhydride <i>Eddiyanto, Alkhafi Maas Siregar, and Winsyahputra Ritonga</i>	168

Mathematical Science

MS-001	An Active Constrained Based Approach for Solving Problems for Positioning New Products Under Risk <i>Nerli Khairani</i>	169 - 178
MS-002	An Integrated Optimization Model for River Water Quality to Estimate Wastewater Removal <i>Syafari</i>	179 - 188
MS-003	An Improved Approach for Solving the Plant Cycle Location Problem <i>Agusman</i>	189 - 192

Physical Science

PS-001	A Comparison of Methods for Testing Homogeneity of Average Temperature and Precipitation Series <i>Marzuki Sinambela and Esty Suryaningsih</i>	193 - 200
PS-002	Mapping for Groundwater Potential Based on Resistivity Data Interpretation in Pamah Paku Kutambaru Langkat Regency <i>Hengki Sembiring and Rita Juliani</i>	201 - 209
PS-003	Lithology of Ketuken Watershed in Langkat <i>Rochayanti N R Simatupang and Rita Juliani</i>	210 - 217
PS-004	Anthropogenic Causes Analysis on Heavy Metal Polluted in River Water and Sea Water in Middle Tapanuli Regency North Sumatera <i>Rahmatsyah, Eddy Marlianto, Mester Sitepu, and Motlan</i>	218 - 227
PS-005	Morphological Analysis and Content Elements of Limestone from Village Sulkam Langkat Using Scanning Electron Microscope (SEM) <i>Rita Juliani, Timbangan Sembiring, Mester Sitepu, and Motlan</i>	228 - 238
PS-006	Influence of Concentration and Post-Heating to the Crystal Size and Optical Properties of ZnO Thin Films <i>Nurdin Siregar, Eddy Marlianto, Saharman Gea, and Nurul Taufiqu</i>	239 - 248
PS-007	Synthesis and Characterization Optical Properties of Cu ₂ O Nanoparticles with Coprecipitation Method Based Concentration Variations Precipitator <i>Pintor Simamora, Juan R. S., and Berton M. Siahaan</i>	249 - 259
PS-008	Thermal Analysis and Structure of Nano Composite Palm Oil Boiler Ash <i>Eva Marlina Ginting and Nurdin Bukit</i>	260 - 269
PS-009	Effect of Rice Husk Ash and Palm Oil Boiler Ash as a Mixture on Concrete Porosity <i>Karya Sinulingga and Satria Mihardi</i>	270 - 278
PS-010	Geoelectric Investigation Schlumberger Configuration of Limestone Distribution in Cangap Kerabangen Area Kutambaru Subdistrict Langkat Regency <i>Rappel Situmorang and Sovian S.T. Sigiro</i>	279 - 288
PS-011	To Determine the Geothermal Fluid and to Identify Geothermal Stones Mineral at	289 - 296

	Geothermal Area Tinggi Raja Simalungun, North Sumatera Province Using 2D Resistivity Imaging and XRD <i>Muhammad Kadri and Eko Banjaruahor</i>	
PS-012	Correlation of Spectral Reflectance Characteristic Based on Spectrometer Cropcam MSR 16R and Satellite Image Landsat TM (Study Case In Medan-Indonesia) <i>Togi Tampubolon</i>	297 - 305
PS-013	Sensitivity of Breaks for Additive Seasonal and Trends (BFAST) Method to Detect the Vegetation Changes Based on the Choice of Vegetation Indices and Land Cover Types <i>Yahya Darnawan, Esti Suryaningsih, and Lamtupa Nainggolan</i>	306 - 314
PS-014	Influence of Sintering Time on the Properties of High Temperature Superconductor BPSCCO Based <i>Eidi Sihombing</i>	315 - 319
PS-015	Resistance Analysis of Rock and Mineral Under Surface by Using Geoelectric Method in the Village of Dolok Marawa Simalungun Distric <i>Abd Hakim S and Marausaha Simanjuntak</i>	320

Science Education

SE-001	Impact of Phet Simulation Media to Minimize Quantity Misconceptions Students in Learning Dynamic Electrical Material <i>A.Halim, Azzarkasyi and Ibnu Khaldun</i>	321 - 327
SE-002	Misconception on Biology Materials Among Biology Teachers and Science Students of Senior High School in North Sumatra <i>Adriana Y.D. Lbu Gaol and Herbert Sipahutar</i>	328 - 337
SE-003	Misconception Reduction Effectiveness in Physics Learning Through Laboratory Working Methods in the Concept of Temperature and Heat <i>A.Halim, Qusthalani and Ibnu Khaldun</i>	338 - 343
SE-004	The Effect of Problem Based Learning Model Toward Students' Science Process Skills in Senior High School <i>Tunip Betty, Simanjuntak Mariati Purnama, and Purba Erikson</i>	344 - 350
SE-005	The Development of Media Device on Problem Based Learning Applied Microbiology <i>Hasruddin and Mahmud</i>	351 - 358
SE-006	The Effectiveness of Using Developed Problem Based Learning Tools on General Physics II of Physics Student, State University of Medan <i>Jurubahasa Simuraya, Sehat Simatupang, and Ida Wahyuni</i>	359 - 367
SE-007	Application of Resource Based Learning Model for Improving Learning Outcomes Student in the Cube and Beams Matter in Class VIII SMP Negeri 5 Stabat T.A. 2013/2014 <i>Asrin Lubis</i>	368 - 378
SE-008	The Difference of Mathematical Problem Solving Achievement of Public Junior High School Based on Learning Approach <i>Ani Miatami</i>	379 - 386
SE-009	The Effect of Cooperative Learning Model Type Group Investigation on Student's Achievement of Static Fluid in Class XI of SMA Negeri 1 Perbaungan A.Y. 2013/2014 <i>Derlina and Riky Almeda</i>	387 - 393
SE-010	Effect of Cooperative Learning Model Type Numbered Heads Together (NHT) Assisted Animation Media of Student Learning Outcomes <i>Mariati Simanjuntak and Rebecca Sianturi</i>	394 - 402
SE-011	Effect of Project Based Learning Model with KWL Worksheet on Divergent Thinking in Solved Physics Problems <i>Satria Mihardi and Karya Sinulingga</i>	403 - 409
SE-012	The Improvement of the Mathematical Problem Solving Ability at MTSN 2	410 - 419

	Through Realistic Math Approach <i>Muhammad Arif Hidayat</i>	
SE-013	The Influence of Inquiry Training Learning Model Toward Students' Achievement on the Topic of Heat in Class X Semester II MAN Kisaran A.Y. 2013/2014 <i>Sehat Simatupang and Iku Nurjannah Sirait</i>	420 - 428
SE-014	Analysis Implementation of Practical Appropriate with Standard of Competency Biological Lesson and the Application at Class X in SMA Negeri 11 Medan Tembung in Academic Year 2009/2010. <i>Venisha E.A. Pardede and Tri Harsono</i>	429 - 436
SE-015	Analysis of Competency and Performance of Secondary Teachers: Case Study at Five Cities/Districts in South Sumatra <i>Umi Chotimah, Zahra Alwi, and Farida</i>	437 - 445
SE-016	An Intensive Study of Teaching Model of Quantum Physics at Study Program of Physics Education in University <i>Mara Bangun Harahap</i>	446 - 452
SE-017	The Effectiveness of Laboratory Experiment Method to Increase Activity and Student's Achievement on Teaching Salt Hydrolysis <i>Ramlan Silaban, Agustina M.L. Tobing, and Irving Josafat Alexander</i>	453 - 460
SE-018	Contribution of Formal Thinking Ability on the Concept Mastery of Kinematics <i>Sondang R Manurung</i>	461 - 469
SE-019	The Use of Equation Worked Examples for Solving Electrochemistry Problem <i>Erdawati</i>	470 - 477
SE-020	The Effect of Predict Observe Explain Strategy (POE) on Students Activity and Learning Outcome on Human Respiratory System Sub Topic in Grade XI Science Program at SMA Negeri 15 Medan Academic Year 2013/2014 <i>Suyedi Hendra Yanto and Syahmi Edi</i>	478 - 484
SE-021	The Difference Between the Ability of Students in Solving Problem by Applying Cooperative Learning Type STAD With and Without the Help of Geogebra <i>Sinta Daneria Simanjuntak</i>	485 - 493
SE-022	Effect of Creative Learning Techniques and Reasoning Ability Toward Student Achievement in Physics <i>Purwanto</i>	494 - 507
SE-023	Improving Speaking Ability of the Students in English Lessons by Using Learning Model TPS (Think Pair Share) in Class V SD Immanuel Medan <i>Naeklan Simbolon, Fridawati R. Tambunan</i>	408 - 517
SE-024	The Application of Quantum Model Learning to Improve Student Learning Motivation on Science Subject State Class V SD 064 978 Medan Denai <i>Nani Barorah Nasution</i>	518 - 523
SE-025	Group Investigation Assisted E-Learning: Assessing the Impact of Interactive Media on Student's Learning Achievement and Critical Thinking <i>Wenny Pintalitna and Herbert Sipahutar</i>	524 - 532
SE-026	A Gametogenesis Module Development in POE (Prediction, Observation and Explanation) Oriented Model <i>Hafizah Ilmi Sufa and Meida Nugrahalia</i>	533 - 539
SE-027	Scientific Creativity in Learning Biology in Senior High School Tebing Tinggi City, North Sumatra <i>Widya Arwita</i>	540 - 546
SE-028	Application of Cognitive Theory of Content on Learning Ability to Increase Physical Science Using Generic Injection Needle Kit <i>Nurmaulita</i>	547 - 556
SE-029	The Perceptions of Global Warming and Environmental Benefits of Biodiesel for Sustainable Energy Among High School Students in Jakarta <i>Desnita</i>	557 - 565
SE-030	Ability Profile of Multiple Representations (MR) Students of Teacher Prospective on Static Electricity Topic	566 - 571

	<i>Nurliana Marpaung and Liliasari</i>	
SE-031	Low Achievement of Indonesian Student in PISA and TIMSS Test Results and the Related Factors <i>Ridwan Abdullah Sani</i>	572 - 588
SE-032	The Effect of Guided Discovery Based Learning Model Towards Students Learning Outcomes of Chemistry on Redox Reaction Concept <i>Anna Juniar, Dede Suriyani, Pravit Mistryanto, and Debby Masteriana</i>	589 - 595
SE-033	A New Breakthrough in Chemistry and Management <i>Wesly Hutabarat</i>	596 - 604
SE-034	Evaluation of Sports Training Program Guidance Center Student (PPLP) North Sumatra <i>Sabaruddin Yumis Bangun</i>	605 - 615
SE-035	The Characteristics of Theology of Moslem Batak Toba in State University of Medan <i>Ranli Nur, Usman Pelly, Hasan Bakti Nasution</i>	616 - 625
SE-036	Pengembangan Model Pembelajaran Hybridlearning Mata Kuliah Pengantar Sosiologi di Universitas Negeri Medan <i>Trisni Andayani</i>	626 - 630
SE-037	Pre Competency Test Standardization on Program of Field Experience HAT Competency-Based Graduate Education Through Item Analysis <i>Pargaulan Siagian, Elvis Napitupulu, Arifin Siregar, Hudson Sidabutar</i>	631

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THE EFFECTIVENESS OF USING DEVELOPED PROBLEM BASED LEARNING TOOLS ON GENERAL PHYSICS II OF PHYSICS STUDENT, STATE UNIVERSITY OF MEDAN

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ABSTRACT

This study aimed to describe: (1) the effectiveness of the product development of problem-based learning tools to improve learning outcomes of general physics II among the student of Faculty of Mathematics and Natural Science, and (2) students' learning motivation after using problem-based learning tools. The learning tools used in this study are: (1) general physics textbook II, (2) problem-based student worksheet general physics II, and (3) a set of test results in general physics II. This type of research is a quasi-experimental design "one group pretest-posttest design". The populations of this study were students in physical education class I, State University of Medan. The sample was selected randomly numbered 30 people. There are two forms instruments used which are the test results of learning and motivation questionnaire. To analyze the data, it is used the gain normalization test and percentage. The results of this study illustrate that the use of product development software is quite effective problem-based learning ($\langle g \rangle = 0.56$) in improving learning outcomes general physics II, and make the students sufficiently motivated (72.83) to learn more general physics.

Keywords: *Problem-based learning, physics, learning outcomes, learning motivation*

INTRODUCTION

The outcomes characteristic of Faculty Mathematics and Natural Science students, State University of Medan is expected to have the same ability in the basic concepts of Mathematics and Natural Science. This course consists of: Calculus I & II, General Physics I & II, General Chemistry I & II, and General Biology I & II. It is a compulsory for all students to pass the Basic Mathematics and Science subjects.

To measure learning outcomes General Mathematics and Natural Science obtained from the competency test administered and implemented by the management team of Faculty of Mathematics and Natural Science. The Competency test conducted by the Faculty Team called formative three (F3). The test results for the last three years is still below the score of 70 (Sinuraya, et al., 2012) [1]. Score of 70 is the minimum score mastery of learning outcomes for all students.

The learning outcomes that still not achieved optimally cannot be separated from the constraints faced by General Physics lecturer team on the field. The constraints are such as the

number of students in a class is too much, the amount of material that must be taught is too much, student activity sheets have not been ready, and generally still use the Basic Physics book as the main source of student learning (Sinuraya, et al., 2004) [2].

The presence of these constraints makes it difficult for lecturers to implement student-centered learning approach. The approach chosen is learning-centered approach to the lecturer. Lecturer-centered approach does not give space to the students for an interactive discussion, because lecturers control over all class information that they delivered to students (Al-Zu'be, 2013) [3].

Changing the study habits of students to actively participate in lectures is necessary to change the lecturer-centered approach to student-centered approach. Cornelius & Gordon (2008) [4] found that student-centered approach was facilitated by flexibility in content delivery and study strategies, and individual students learning needs were accommodated.

Slunt & Giancarlo (2004) [5] called the student-centered approach as student-centered method. Student-centered methods explained that through the provision of teaching materials to students allow students to control the learning activities; they feel the need to take responsibility and be actively involved in learning activities.

One approach that is centered on student learning is problem-based learning. Nurhadi as cited in Handayani (2009) [6] explained that the problem-based learning is a teaching approach that uses real-world problems as a context for students to learn about critical thinking and problem solving skills, as well as to acquire the knowledge and the essential concepts of the material lessons, enrich and develop the knowledge, skills and attitude.

Essential problem-based learning for the provision of a variety of problem situations are authentic and meaningful to students who can serve as the foundation for students to conduct an investigation (Arends, 2008) [7]. In line with the views Arends, Nurhadi (2004) [8] define the problem-based learning is a teaching approach that uses real-world problems as a context for students to learn about critical thinking and problem solving skills, as well as to acquire knowledge and essential concept of the material lesson. Problem-based learning can improve critical thinking skills, communication, mutual respect, team work, improve interpersonal skills, and increase interest in learning (Gordon, et al., 2001) [9].

Jacobsen, et al. (2009) [10], called the term of teaching problem-based learning with problem solving, which is the solving the problem that begins with a problem in which the student is responsible to solve it with the help of the lecturer. Further explained, step-by-step problem-solving learning there are five, namely: (1) identify the problem, (2) confirms the problem, (3) selecting a strategy, (4) implementing the strategy, and (5) evaluate learning outcomes. Reasons for the selection problem based learning is due to the implementation can

accommodate students to empower creative thinking skills. Students are encouraged to express ideas that are varied and give students the opportunity to interpret a phenomenon or a demonstration, this activity can accommodate aspects of creative thinking skills that fluency and flexibility.

The next stage is students gather appropriate information to get an explanation and problem solving. Students can add original ideas in solving the problem. This activity will help students develop the aspects of authenticity.

Students then plan and prepare a report and present it to other friends in this activity are expected. Other students can add their ideas to enrich the ideas that have been presented, so as to develop the capability to elaborate.

The ability to judge will appear in the process of problem-based learning. Analysis and evaluation of problem solving, assisted by faculty, students give consideration to the resolution of a problem that has been put forward on the basis of the student's own viewpoint.

In addition, problem-based learning students are actively involved in finding problems and express alternatives solutions. The active involvement of students in each stage of learning makes students motivated to learn. Implementation of a student-centered learning can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and a more positive attitude on the subject being taught Collins & O'Brien, 2003) [11]. Student motivation is an essential element for the quality of education. When students are motivated, they pay attention, started tasks, answering questions and giving answers, and showinh the fun and excitement (Palmer, 2007) [12]. There are five elements that influence student motivation, namely: students, lecturer, content, methods / processes, and the environment. These five elements are only element method / process that can be manipulated by the lecturer. In this study a method / process called problem-based learning.

Application of problem-based learning and other learning models that make students as learning centers often fail or become less effective because the tools does not support the learning. Learning tools that have been produced in the previous activity is textbook and problem-based activity sheets in General Physics II course. The use of the product development is expected to improve the effectiveness and student learning motivation. To obtain empirical evidence, then do the research.

METHODOLOGY

This research was conducted at the Department of Physics, Faculty of Mathematics and Natural Science, State University of Medan. The population of this study was students of Physics Education, Faculty of Mathematics and Natural Science, State University of Medan

Table 3. The Average score of motivation to learn

Average Score	Learning Motivation
100 – 80	Very high
80 – 70	High
70 – 60	Enough
60 – 0	Very low

RESULTS AND DISCUSSION

Based on the results of statistical calculations and data analysis, some research results summary described as in the following Table 4.

Table 4. Summary of average normalized gain calculation

Group/Test Frequency	$\bar{Y}_{Pre tes}$	\bar{Y}_{Postes}	$\langle g \rangle$	$\langle \bar{g} \rangle$	Conclusion
Experiment Group					
1 st Test	43.83	74.77	0.55	0,56	Quite Effective
2 nd Test	43.80	75.40	0.56		
Control Group					
1 st Test	42.33	66.50	0.41	0.44	Quite Effective
2 nd Test	43.33	69.30	0.46		

Scores gain normality in product development classes using problem-based learning tools (experimental class) is higher than the score gain class that uses the conventional (control class), but the conclusions gain scores in the two groups are in quite effective category. This illustrates that the learning tools for this use has been quite effective in improving student learning outcomes Physics students, Faculty of Mathematics and Natural Science, State University of Medan. What matters is the average of the results of learning in the classroom using conventional learning tools products below the minimum standard score, while the average score of achievement of learning outcomes in the classroom that they apply above a minimum standard score. These differences illustrate that the effectiveness of the use of the product development of problem-based learning software gives a better indication than the use of conventional tools.

The not optimal achievement of learning outcomes General Physics II is due to several things, among others, that some of the stages of learning contained in problem-based student worksheet General Physics II has not been optimally by students, namely: data collection, discussion, and conclusions manufacture. Students choose a material not understand what is important and appropriate for the written part of data collection; students often move existing results on the internet or in books of physics, studies on the discussion very little (25%) linking the results of studies with the theory, and the making conclusions largely (70%) did not

correspond with the formulation of hypotheses that have been defined previously. Weakness weaknesses illustrates that the understanding and experience of the stages of problem-based learning and preparing reports still lacking. These weaknesses should be minimized, if the stages of problem-based learning has been developed systematically in problem-based student worksheet General Physics II and guidance Lecturer done as well as possible by the students.

Another weakness is caused not optimal learning outcomes General Physics II is due to toxicity was less effective student learning. This is illustrated by the results of a questionnaire completed by 30 students gained some habits of students who are less well studied, namely: (a) 63% of students are not trying to remember formulas of physics, (b) 80% of students do not make a summary of learning, (c) 75% of students do not repeat the tasks that have been worked on and collected the Lecturer, (d) 93% of students in the habit of doing practice questions by looking at the formulas of physics in physics books or records. The fourth study habits illustrate less effective study habits. Given the formula, makes a summary of learning, relearn tasks that have been collected to the faculty, and train working on the exercises without seeing it first formula is an effective learning strategy, but the strategy has not been done by the students.

In addition to the lack of effective study habits, positive habit that needs to be appreciated is the involvement and enthusiasm of students when the session activity report presentation by each group. Students are quite active and debated between the presenters and discussants group. Besides being active in the debate discussion, students were quite excited tasks and mengumpkannya investigation in a timely manner. Correspondingly, Kennedy (2009) [16] found that after participation in a debate, the range of positive experiences on learning strategies to increase from 75% to 85%, including among students who were initially reluctant to participate become participate and become a force among the students.

The achievement of learning outcomes other is student motivation to learn. Students' motivation levels after using the product development of problem-based learning tools are motivated Puspitarini, et al. (2014) [17], concluded: "No effect of the use of teaching materials based enough (72.83). Relevant research findings, Integrated Science STAD to increase students 'motivation'. Anwar, et al. (2012) [18] concluded that the development of student activity sheet-based design of active-cooperative learning can improve their understanding of science concepts and generic skills of students. Wahyudi (2012) [19] concluded that the student worksheet inquiry can be used by students to develop a scientific attitude associated with detachment, critical, tenacious, humble, in collaboration with others, and a positive outlook towards failure.



CONCLUSION AND PROSPECT

The findings of this study illustrate that the use of problem-based product development is effective to improve learning outcomes General Physics and make the students sufficiently motivated to learn more General Physics II. Learning tools comprising: General Physics textbooks, problem-based student activity sheets General Physics II, and achievement test General Physics II.

The essence of science holds that science as products and processes. As a product, science is structured knowledge gained through the process of active, dynamic and exploratory of inductive activity (Carin, 1997) [20]. The nature of science direct the learning designers including Physics, State University of Medan lecturer to design learning that can make students active, dynamic, and able to explore the results obtained through learning activities that follow.

One of the very important component of learning is developing a learning tools in accordance with the approach or learning model used by the lecturer. Improvement efforts have been made to improve the quality and process of learning outcomes of General Physics II at Faculty Mathematics and Natural Science students, State University of Medan is developing problem-based learning tools. Development process begins with an analysis of needs relating to improving the learning outcomes of General Physics at Faculty Mathematics and Natural Science students, State University of Medan. The step-by-step for its development used the design models Dick and Carey. Structuring the content of learning contents, especially the problem-based student worksheet is compiled systematically and problem-based so-called problem-based learning. Problem-based learning can help students to develop the skills to think and solve problems, was studying the roles of adults, and become independent learners (Arends, 2007) [21].

The results of this research have the good prospects in the future because of the products produced in this research oriented to the needs of students, the nature of science, instructional design models, and activities-based model. Therefore this activity should be conducted continuously.

The product of this research and development can be used as one good alternative model to be applied in an effort to improve learning outcomes, especially in Faculty of Mathematics and Natural Science, State University of Medan.

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