



PARIS VAN JAVA

INTERNATIONAL
SEMINAR



1st Paris Van Java International Seminar
on Health, Economics, Social Science and Humanities



1st Paris Van Java International Seminar
on Computer, Science, Engineering and Technology

BOOK OF ABSTRACT

15|16
APRIL
2020

Organized by:



Co-host:



Preface

I want to say thank you to keynote speaker in The 1st PVJ-IS 2020, for your willingness to become the speaker in this conference. And Also to all the participants of The 1st PVJ-IS.

The Paris Van Java International Seminar (PVJ-IS), provides an excellent international forum for sharing knowledge and result in theory, methodology an applications of Computer, Science, Engineering and Technology in theoretical and practical aspects. And also the topic about Health, Economic, Social Science and Humanities. The aim of the conference is to provide a platform to the researchers and practitioners from both academia as well as industry to meet and share cutting-edge development.

This event supported by several universities as *Co-Host*, including: Universitas Muhammadiyah Sidoarjo, Universitas Muhammadiyah Bandung, Sekolah Tinggi Ilmu Kesehatan Aisyiyah Bandung, Sekolah Tinggi Keguruan dan Ilmu Pendidikan Setia Budhi, Universitas Langlangbuana, Universitas Suryakencana, Sekolah Tinggi Teknologi Industri dan Farmasi Bogor, Universitas Muhammadiyah Jakarta, Universitas Muhammadiyah Gresik, Universitas Jenderal Achmad Yani, Sekolah Tinggi Analisis Bakti Asih, Sekolah Tinggi Ilmu Kesehatan Respati, Sekolah Tinggi Ilmu Sosial dan Ilmu Politik Banjar, Sekolah Tinggi Ilmu Ekonomi Muhammadiyah Bandung, Sekolah Tinggi Teknologi Mandala, Universitas Muhammadiyah Kendari, Sekolah Tinggi Keguruan dan Ilmu Pendidikan Pangeran Dharma Kusuma, Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Bogor, dan Sekolah Tinggi Muhammadiyah Cileungsi. The conference program consist of 10 keynote speakers.

We would like to thank scientific committee, and reviewers, as well as the committee of the Universitas Muhammadiyah Tasikmalaya and Co-Host who have participated in the success of this event so that this event can be held as planned. We also conveyed to the Rector of Universitas Muhammadiyah Tasikmalaya who had supported this event both in terms of finance and other supporting facilities.

See you at the 2nd PVJ-IS 2021.

Dr. Mujiarto, S.T., M.T.



Conferences Program

Wednesday, April 15, 2020

Time Schedule	Activity
07.30 am – 08.00 am	Conference Registration / Join room
08.00 am – 08.20 am	Welcoming Speech by Conference Chair Opening Speech by Rector of Universitas Muhammadiyah Tasikmalaya Prayer
08.20 am – 09.00 am	Keynote Speaker 1 (Mohammad Adam Jerusalem, M. T., Ph.D.)
09.00 am – 09.40 am	Keynote Speaker 2 (Prof. Erwin Sulaeman)
09.40 am – 10.20 am	Keynote Speaker 3 (Assoc. Prof. Dr. Md. Ma'mun Habib)
10.20 am – 11.00 am	Keynote Speaker 4 (Prof. Dr. Anna Permanasari, M.Si)
11.00 am – 11.40 am	Keynote Speaker 5 (Dr. Turnad Lenggo Ginta)
11.40 am – 03.00 pm	Paralel Session I

Thursday, April 16, 2020

Time Schedule	Activity
07.15 am – 07.30 am	Conference Registration / Join room
07.30 am – 08.10 am	Keynote Speaker 6 (Prof. Dr. Muhtadi, M.Si)
08.10 am – 08.50 am	Keynote Speaker 7 (Mohamad Afendee Mohamed, Ph.D.)
08.50 am – 09.30 am	Keynote Speaker 8 (Prof. Dr. Harun Joko Prayitno, M.Hum)
09.30 am – 10.10 am	Keynote Speaker 9 (Assoc. Prof. Dr. Rosminah Binti Mohamed)
10.10 am – 10.50 am	Keynote Speaker 10 (Prof. Dr. Suswandari)
10.50 am – 03.00 pm	Paralel session II



Table of Content

Preface		i
Conferences Program		ii
Table of Content		iii
Topic: Computer and Mathematics		
ABS-204	Virulence of Entomopathogenic Fungi Isolates against Green Ladybug <i>Nezara viridula</i> L. (Hemiptera: Pentatomidae) Eggs	1
	<i>Muhammad Agung Permadi, Rafiqah Amanda Lubis, Mukhlis, Qorry Hilmiyah Harahap, Ulfa Sari Siregar</i>	
ABS-260	Hybrid Algorithm as alternative method for optimization, a combination Genetic Algorithm and Particle Swarm Optimization	2
	<i>T Mahardhika</i>	
ABS-271	On the numerical solution of Burger-Fishers equation by the Strang splitting method	3
	<i>Dadang Amir Hamzah, Muchammad Chusnan Aprianto</i>	
ABS-47	Usability, User Experience and Self-Determination Theory Motivation Analysis of Pregnancy Applications for Antenatal Care support Information System Requirements	4
	<i>Dianti Eka Aprilia, Albarda</i>	
ABS-339	A New 4-D Multistable Hyperchaotic Two-Scroll System, its Bifurcation Analysis, Synchronization and Circuit Simulation	5
	<i>Sundarapandian Vaidyanathan, Sudarno, Aceng Sambas, Mujiarto, Mustafa Mamat, Wilarso, W. S. Mada Sanjaya</i>	
ABS-340	Computer Modelling of the Information Properties of Hyper Chaotic Lorenz System and Its Application in Secure Communication System	6
	<i>Volodymyr Rusyn, Fajrillah, Mujiarto, Aceng Sambas, Mustafa Mamat, Firmansyah Azharul, and W. S. Mada Sanjaya</i>	
ABS-192	Implementation of Mathematics Learning -Assisted Cabri 3D Software to Improve Spatial Ability of High School Students On Three Dimensional Geometry	7
	<i>Ricki Yuliard, Asep Mahpudin, Abdul Rosyid</i>	
ABS-256	Wireless Scoreboard Technology Architecture for Athlete Performance Data Warehouse at Multiple Table Sports Games	8
	<i>Estiyan Dwipriyoko, Widjajani, Wahyu Purnama Sari</i>	
ABS-3	Education Game Explore The Old Museum Using Fuzzy State Machine	9
	<i>muhammad rozikin, Rohman Dijaya, Cindy Taurusta</i>	



ABS-6	Identification Of The Growth Of Red Onion Growth In The Shopping Image Using The Algorithm Support Vector Machine (Svm) <i>nurma ayu putri lestari, Rohman Dijaya, Nuril Lutvi Azizah</i>	10
ABS-8	Classification Of Onion Disease On Leeks Image Using Artificial Neural Network (ANN) <i>Untari Novtriyah Mubarakhah, Rohman Dijaya, Metatia Intan Maulana</i>	11
ABS-17	Turn Based Strategy Games to Hone Your Knowledge Of Indonesian Culture Based On Android <i>Fietri Setiawati Sulaeman, Dwi Permana Aji</i>	12
ABS-276	Decision Support System For Determination Of Decoration Service Employee Us-ing Weighted Product Method (Case Study On Sanggar Puri Ethnic Decoration) <i>Hendra Gunawan, Moch. Ali Ramdhani, Chalifa Chazar, Yudhi W. Arthana</i>	13
ABS-24	Design Technology Of Geographical Information System Of Rice Pandanwangi Cianjur Prediction Factors Products <i>Ai Musrifah, Andri Adikusuma, Sutono</i>	14
ABS-36	Model of Decision Support Method with SMART According to Choosing Venue <i>Siti Sarah Abdullah, Finni Rizkia</i>	15
ABS-50	Design and Aplication Data Based Employee Eat Barcode Scanner <i>Ninik Sri Lestari, Sukirno, Hetty Fadriani, Ahmad Sujana, Yudi Herdiana, Rahmad Hidayat</i>	16
ABS-55	Design of waste management system using QR code for effective management in waste bank <i>Sri Widaningsih, Agus Suheri</i>	17
ABS-157	Analysis and Design of Web-Based Health Service Information Systems (E-Health), in the Industrial Revolution Era 4.0 <i>Wulan Andang Purnomo, Wahyu Prima, Yusran, Raimon Efendi, Suryadimal</i>	18
ABS-159	Design and Implementation of Computer Based Test (CBT) in vocational education <i>Raimon Efendi, Lido Sabda Lesmana, Firmansyah Putra, Efri Yandani, Ratih Agustin Wulandari</i>	19
ABS-167	Implementation of Natural Language Processing in Seller-bot for SMEs <i>Sutadi Triputra, Firas Atqiya</i>	20



ABS-183	Edge Detection To Make Drawing Sketch Using Laplacian Operator And Gabor Wavelet for Learning Devices <i>Samsir, Firman Edi, Kalvin Ginting, Srie Hartati, Sondang, R A Purba</i>	21
ABS-341	Four-scroll chaotic attractor and four-scroll hyperchaotic attractor generated from a new four-dimensional dynamical system <i>Khaled Benkouider, Toufik Bouden, Mustak E. Yalcin, Aceng Sambas, Misbahul Jannah, Mujiarto, Muhamad Ali Pahmi</i>	22

Topic: Economics and Management

ABS-5	Organizational Performance in SMEs Industry Jepara <i>Dasmadi; Ratih Pratiwi; Yulekhah Ariyanti</i>	23
ABS-7	Knowledge Management, Information Technology, and Acceptance Students Readiness for Industrial Revolution 4.0 <i>Sigit Hermawan, Fityan Izza Noor Abidin, Sriyono Sarwenda Biduri, Dwi Andi Kurniawan</i>	24
ABS-265	Analysis Of Financial Independence, Effectiveness Efficiency Of Regional Original Revenue In The Government In The South Sulawesi Province <i>Indri Hapsari</i>	25
ABS-285	The Influence of Financial Literacy towards Financial Managewivws in Islamic Community Jakarta, Indonesia <i>Farida Komalasari, Ramitha Janira Cindi</i>	26
ABS-31	Transforming the Baitul Maal Wal Tamwil Business Model Through the Patform Design Model <i>Fitri Nur Latifah, Masruchin, Bayu Wardhana, Eris Dwi Retno, Lela Monika</i>	27
ABS-37	Internal Control Based on Pamali in Indigenous Peoples <i>Abin Suarsa, Yeni Andriyani, Ia Kurnia</i>	28
ABS-293	Concept And Implementation Of Centralization Management In Management And Development Of Muhammadiyah Business (Study of Management and Development of AUM in PCM Cileungsi) <i>Firmansyah Azharul, Mustopa Idris</i>	29
ABS-40	From Zero To Hero: Leading With Muhammadiyahs Educational Philosophy <i>Abin Suarsa, Yuniati Yuniati, Toto Sugihyanto</i>	30
ABS-296	Review the Development of the Indonesia Property Sector amidst Global Economic Stagnation <i>Muhamad Ali Pahmi, Miftahul Imtihan, Mujiarto</i>	31



ABS-45	Strategy For Strengthening Of Music Industry In Indonesia: How Is Rule Organization Commitment As A Variable Intervening	32
	<i>Sriyono Sriyono, Wisnu Panggah Setiyono, Sigit Hermawan, Dewi Komala, and Maulidha Kurnia</i>	
ABS-48	Environmental Accounting Cultural insights: A Learning From Indigenous Peoples	33
	<i>Verawaty Verawaty, Rustandi Rustandi, Erfan Erfiansyah, Abin Suarsa</i>	
ABS-307	E-Customer Relationship Management in Improving Service Quality	34
	<i>Ahmad Zaelani Adnan</i>	
ABS-311	Production Aspect as the Most Important Factor in the Development of Halal Small and Medium Industries (SMIs)	35
	<i>Syaeful Bakhri, Layaman, Toto Suharto, Cucu Herawati, Yudi Mahadianto</i>	
ABS-316	Significant Role of Economic Growth in Alleviating Poverty	36
	<i>Syaeful Bakhri, Bambang, Pahrul Fauzi</i>	
ABS-66	The Effect Of Self Esteem And Self Efficacy on Job Satisfaction and Its Implication on Teacher Performance	37
	<i>Wandy Zulkarnaen, Yayan Sofyan, Iis Dewi Fitriani</i>	
ABS-72	Customer Satisfaction toward PT. Tiki Jalur Nugraha Ekakurir Banjar: The Effect of Customer Relationship Management	38
	<i>Yogi Sugiarto Maulana, Dian Hadiani, Asep Endri Mulyana, Dara Siti Nurjanah, Agam Nurul Fajar</i>	
ABS-73	An Analysis of the Welfare Program in Improving the Work Spirit of KSPPS Al Uswah Indonesia Employees in Banjarsari Branch	39
	<i>Angga Gumilar, Dara Siti Nurjanah, Dindin Herdiansah, Yogi Sugiarto Maulana, Khoerul Umam</i>	
ABS-337	Solutions for Small and Medium Enterprises in The Covid-19 Pandemic	40
	<i>Frida Ramadini- Delyana Rahmawany Pulungan</i>	
ABS-82	Canadian Award for Excellences-System Quality Management (Cafe-Sqm) Extention Practices Toward Performance of Management Business Company: A Case Study in Indonesian Aerospace Industries	41
	<i>Sri Widodo Soedarso</i>	
ABS-338	Work Engagement Model in Turnover Intention Medical Representative Control	42
	<i>Muhammad Irfan Nasution</i>	

ABS-85	The Governance of Muhammadiyah Business Charitable Based on Information Systems Management <i>Wandy Zulkarnaen, Yayan Sofyan, Indra Sasangka</i>	43
ABS-95	The Influence Of Financial Knowledge, Financial Attitude, And Financial Behavior On Professional Millenials Financial Investment Choice <i>Reza Frendy Pradana, Ferdinand Dehoutman Saragih, Bernadus Yulianto Nugroho</i>	44
ABS-104	Model of Micro Business Development Through Management of Street Vendors Association In Sidoarjo District, East Java <i>Renny Oktafia*, Nihlatul Qudus, Devy Anggraeni</i>	45
ABS-119	Analysis of the impact of ussing syariah bonds (sukuk) and conventional bonds on stock returns for investors in Indonesia : Study of manufacturing companies listed on the IDX in the year 2015-2017 <i>Imelda Dian Rahawati, Nihlatul Qudus.SN, Ratna Dian Pertiwi</i>	46
ABS-145	Analysis Of Competitive Strategy To Create Sustainable Competitive Advantages Seen From The Nine Factor Model And Bacos Treacy Model <i>Nur Hayati, Evan Jaelani, Dani Sopian, Intan Pramesti Dewi</i>	47
ABS-155	Usage Behavior on Digital Wallet: Perspective of the Theory of Unification of Acceptance and Use of Technology Models <i>Sukaris, Wiki Renedi, Maulidyah Amalina Rizki, Budiyo Pristyadi</i>	48
ABS-156	Increasing Consumer Purchase Intention Through Private Label of Grocery: Empirical Evidence of Indonesian Consumers <i>Sukaris Sukaris, Fitri Dahlia, Budiyo Pristyadi, Al Kusani, Ahmad Qoni Dewantoro</i>	49
ABS-168	The Effects Of Intellectual Capital And Financial Leverage As A Strategy To Improve Financial Performance <i>Hadiyah Fitriyah, Dina Dwi Octaviarini, Farida Astriana</i>	50
ABS-175	Natural Disaster Mitigation Management in the case of Mount Tangkuban Parahu Eruption in West Java <i>Iis Dewi Fitriani, Wandy Zulkarnaen, Agus Bagianto</i>	51
ABS-184	Exploration Study Of Creative Industry: Antecedent Variables Of Individual Performance <i>Wiwiek Harwiki and Carlos Malet</i>	52

ABS-203	Analysis Of Decentralization Fiscal Effect, Economic Growth, Regional Tax And Labor On Income Inequality Of Central Sulawesi Province In 2011-2015 Period <i>Mohamad Ahlis Djirimu, Andi Darmawati, Tombolututu, Haerul Anam, Zainal Arifin</i>	53
ABS-216	Demographic Analysis of the China Mobile Apps Market for the Importance of Digital Economic Development in Indonesia <i>Yi Ying, Tirta Nugraha Mursitama, Shidarta, Lohannes</i>	54
ABS-229	The Influence Of Collaboration And Competitive Strategies On The Image Of The Star Hotel In West Java <i>Tanty Sondari, Widjajani, Estiyan Dwipriyoko</i>	55
ABS-246	Effect Of Brand Image On Motivation For Purchasing Yamaha Motorbike Products <i>Lutfi Rohmawati, Yuyud Susilo, Poy Saefullah Zavender, Toto Kuryanto, Marfua Suebudin, Hadi Sucipto, Beno Budiyanto</i>	56
ABS-247	The Intellectual Capital Efficiency Of Effectiveness Shariah And Corporate Social Responsibility Board Of Directors Mediated By Maqasid Performance In Sharia Banking <i>Sitti Zakiah M</i>	57

Topic: Education

ABS-264	Students Perception of Online Quiz as Supporting Tool in Learning Chinese as Second Language <i>Xuc Lin, Mariana</i>	58
ABS-13	Early Childhood Sex Education in Coastal Areas <i>Pahlita Ratri Ramadhani, Amir Syamsyudin</i>	59
ABS-14	Utilization of ICT Based Learning Media in Local History Learning <i>Bahri, Humaedi, Rizal, Mahmud M. Gamar, Misnah, Andi Dewi Riang Tati</i>	60
ABS-16	Design of Megalite Site As a Source of Learning For Youtube Multimedia Based Students <i>Nuraedah Nuraedah, Misnah Misnah</i>	61
ABS-19	Comparative Study between Slide Show Based-Tests and Paper Based-Tests on HIV / AIDS Vocabulary Learning at STIKes Aisyiyah Bandung <i>Perla Yualita</i>	62
ABS-277	The Effect of Massively Multiplayer Online Games on Player Behavior <i>Runik Machfiroh, Aris Rahmansyah, Arief Budiman</i>	63



ABS-278	Introduction of traditional lebak musical instruments through aplikasi android for early childhood <i>Eka Setiawati, Dentik Karyaningsih, Suci Aprilyati Ruiyat, Hadi Sutiawan, Iman Sampurna, Eneng Sri Susilawati</i>	64
ABS-279	Utilization Of Natural Materials In Increasing The Naturalist Intelligence Of Children Aged 5-6 Years <i>Eneng Sri Susilawati, Eka Setiawati, Elih Solihatulmillah, Ayu Fajarwati, Yusdiana, Yadi Heryadi</i>	65
ABS-26	The improvement of Chemistry Learning Outcomes of MAN 1 Cirebon City Students On the Material Structure of the Atom-Based Qurani Students Worksheet (LKPD) <i>Dewiantika Azizah, Evi Fidawat and Aliet Noorhayati Sutisno</i>	66
ABS-282	The Correlation Between Students Vocabulary Mastery And Students Speaking Skill <i>Obay Jambari, Rina Khaerina, Arief Setyo Nugroho, Berita Mamabarasi Nehe, Nunung Nurhayati, Puji Siswanto</i>	67
ABS-286	Improvement Of Public Speaking Skill Through Ice Breaking Method Ira Arini <i>Ira Arini, Dede Kurnia Adiputra, Ade Eka Anggraini, Iman Sampurna, Putri Yuniar Fatmawati, Ajeng Ginanjar, Yuyun Yuningsih, Habib cahyono</i>	68
ABS-288	EFL Teachers Beliefs And Practice About Learner Autonomy <i>Nunung Nurhayati, Obay Jambari, Berita Mambarasi, Habib Cahyono, Puji Siswanto, Arief Styo Nugroho</i>	69
ABS-289	The Development Of Video Learning Based On Videoscrieb Application For Social Science In Primary School <i>Usmaedi, Dede Kurnia Adiputra, Aan Subhan Pamungkas, Tjut Afrida(d), Ade Eka Anggraini, Deri Hendriawan, Puji Siswanto, Dentik Karyaningsih</i>	70
ABS-35	Implementation of Examles Non Examples in the Development Site Material in of Megalithic Lore Lindu Central Sulawesi for Student of Tadulako University, Indonesia <i>Misnah Misnah</i>	71
ABS-291	Development Vocational Learning Video Based On Local Ceremony In Pkn Learning In Elementary School <i>Dede Kurnia Adiputra, Dentik Karyaningsih, Suci Aprilyati Ruiyat, Yadi Heryadi, Iman Sampurna, Elih Solihatulmillah</i>	72



ABS-41	Educating with paying attention to individual differences: Case study of slow learner students in inclusion schools <i>Sutipyo Ruiya</i>	73
ABS-49	Implementing Circumlocution To Improve The Speech Performance In Public Speaking <i>Dian Rahma Santoso, Wahyu Taufiq</i>	74
ABS-308	4Cs Analysis of 21st Century Skills-Based School Areas <i>Ahmad Khoiri, Evalina, Nur Komariah, Rahayu Tri Utami, Vip Paramarta, Siswandi, Janudin, Denok Sunarsi</i>	75
ABS-53	Learning materials based on Digital art student creativity in Universitas Muhammadiyah Tapanuli Selatan <i>Rizky Ariaji, Ahmad Husein Nasution, Andes Fuady Dharma Harahap, Abubakar, Sahlan Tuah, Darwis, and Lelya Hilda</i>	76
ABS-309	The fullness of Higher Order Thinking Skills (HOTs) in Applied Science Textbooks of Vocational Schools <i>Achmad Rozi, Ahmad Khoiri, R. Dewi Mutia Farida, Denok Sunarsi, Jasmani, Paeno, Munawaroh, Udi Iswadi</i>	77
ABS-310	Primary School Teachers Perceptions Toward Preschool Education <i>Deri Hendriawan, Susilawati, Nenden Sundari, Ita Rustiati Ridwan, Tiurlina, and Fatihaturosyida</i>	78
ABS-312	Benefits of Using Mobile Apps as a Support for Mandarin Language Learning <i>Jureynolds, Theresia, Yi Ying</i>	79
ABS-313	Mandarin M-Comic Application Design in Supporting Mandarin Vocabulary Learning <i>Jureynolds, Yi Ying, Kelly Rosalin</i>	80
ABS-314	Comic Strip Project in the M-Comic Application for Mandarin Vocabulary Learning <i>Jureynolds, Kelly Rosalin, Yi Ying</i>	81
ABS-60	Wordless Picture Books: A Media to Facilitate Students in Writing Descriptive Text <i>Nur Rochania, Yuli Astutik, Vidya Mandarani</i>	82
ABS-61	Child Friendly School Through Hizbul Wathan In Indonesia Muhammadiyah School <i>Eni Fariyatul Fahyuni, Moch. Bahak Udin By Arifin</i>	83
ABS-318	Critical Multiliteration: An Alternative Learning Model for Developing Metacognition Skills in Elementary School Students <i>A Hendriani, Y Tri Herlambang, E Rohayati, Ernalis, D Setiawan</i>	84



ABS-319	The Effectiveness of Multiliteration Learning Models in Increasing Ecological Literacy of Primary School Students <i>Dede Margo Irianto, Yusuf Tri Herlambang, Hana Yunansah, Tita Mulyati, Dadan Setiawan</i>	85
ABS-320	Professional Competency Gap Analysis Teacher In Professional Development Teacher <i>Wawan Karsiwan, Naufal Ramadian, Jasra Putra, Ana Ratnasari</i>	86
ABS-321	The Implementation of the Amora Learning Model to Improve Students^ Digital Literacy Skill of Indonesia University of Education <i>Ocih Setiasih, Wawan Setiawardani, Nandi, Rusman and Sandi Budi Iriawan</i>	87
ABS-69	The Harmonization of Spiritual and Intellectual Intelligence In Education For Gifted Children Based on Islamic Theological Perspective <i>Kemil Wachidah, Udin Syaefudin, Dian Novita, Joko Susilo, Niko Fediyanto</i>	88
ABS-328	Improve mathematics pedagogical content knowledge and verbal communication skills through cooperative learning type jigsaw <i>Mahmudin Sudin, Cecep Maman Hermawan, Okta Rosfiani, Wahyuliana Ristiawati, Saifatul Hasanah</i>	89
ABS-330	The Effect of Social Media on Introverted Behavior and the Quality of Interpersonal Communication of Students in Primary Schools <i>Kharisma Reza Adrianto- Freddy Widya Ariesta</i>	90
ABS-334	Teacher's Efforts to Enhance Students Competence in Madrasah Ibtidaiyah in Science Skills and Academic Achievement <i>Aep Saepuloh , Okta Rosfiani, Cecep Maman Hermawan, Sutiawati , Mita Apriyana</i>	91
ABS-79	Scientific Reasoning Abilities in Religion Major on Biology Course to utilize the Project-Based Learning <i>Lesy Luzyawati, Idah Hamidah, Anilia Ratnasari</i>	92
ABS-335	Collaboration on Involvement in Improving Science Learning Outcomes through Group Investigation <i>Okta Rosfiani, Cecep Maman Hermawan, Siti Maisaroh, Labib Romannada, Nur Fadillah Mawartika, Anwar Ilmar Ramadhan</i>	93
ABS-87	Needs analysis of web-based performance asesment of network administration learning to improve HOTS competence <i>Ambiyar, Raimon Efendi, Waskito, Nur Zamalia Afifa, Ratih Agustin Wulandari</i>	94



ABS-96	The Role Of The Teacher To Construct Teaching And Learning Activities Creating A Freedom To Learn (Action Research Study) <i>Martiman Suaizisiwa Sarumaha</i>	95
ABS-97	The Relationship between Student Motivation in Choosing Study Program of Arabic Language Education and Their Perception toward Teachers Profession <i>Nelly Mujahidah, Dinn Wahyudin, Rusman</i>	96
ABS-102	Picture Book: Its Effect on EFL Reading Comprehension <i>Oktia Wardini, Fika Megawati, Yuli Astutik</i>	97
ABS-106	Application of Web Based Learning to Measure Students Learning Interest <i>Selvy Sulyanah; Fitria Nur Hasanah; Rahmania Sri Untari</i>	98
ABS-107	Wayang : How is it used to improve childrens language skills ? <i>Santi Alfiyah, Choirun Nisak Aulina, Agus Salim</i>	99
ABS-112	Improving Students Creativity through Sharing and Jumping Task in Mathematics Lesson Study Activity <i>Nur Fauziyah, Sri Uchtiawati, Andi Husniati</i>	100
ABS-122	Profile of Metacognition Skill of Students with dependent Field Cognitive Style in Solving HOTS Science Problems <i>Noly Shofiyah, Miftakhul Zannah, Fitria Eka Wulandari</i>	101
ABS-129	An Analysis of Teacher Candidates Scientific Literacy through Nature of Science (NoS) in Inquiry-Based Learning <i>F Wulandari, E Setiyawati, F Suudiyah</i>	102
ABS-131	Musical Materials Development To Improve Musicality Of Pre-School Teachers To Support Musical Intelligence Of Early Childhood <i>Evie Destiana, Luluk Iffatur Rochmah, Rugaya Meis Andhiarini</i>	103
ABS-133	Lesson of Drama in Language Education: Why do we have to learn English through Drama performance? <i>Meita Lesmiaty Khasyar</i>	104
ABS-142	Understanding profiles of students with autism spectrum disorder (ASD) in visualizing geometric objects based on different levels of intelligence <i>Nur Fauziyah, Irwani Zawawi</i>	105
ABS-150	Need Analysis for Development of Web-Based Flipped Classroom Learning Models in Vocational Education <i>Ambiyar, Raimon Efendi, Waskito, Iffah Rojiyyah, Ratih Agustin Wulandari</i>	106



ABS-162	Nature Walk As A Learning Method Of Character Education For Homeschooling Learners <i>Dr. Rebecca Evelyn Laiya</i>	107
ABS-176	Certification And Competence Of Professionalism Teachers 21ST Century <i>Wita Kurnia, Mohammad Ali, Dinn Wahyudin</i>	108
ABS-181	Error Analysis and Its Causal Factors in Solving Mathematical Literacy Problems in Terms of Habits of Mind <i>Nani Ratnaningsih, Edi Hidayat</i>	109
ABS-186	Character Education of Muhammadiyah <i>Nana Sutarna, Edo Dwi Cahyo, Bobby Agustan, Nanang Mulyana</i>	110
ABS-208	Evaluation Of The Children Friendly School Policy Implementation In The Depok City <i>Jasra Putra</i>	111
ABS-213	Effectiveness Test of News Text Classification Using Naive Bayes Classification Text Mining Method <i>Yi Ying, Tirta Nugraha Mursitama, Shidarta, Lohansen</i>	112
ABS-215	Advantages Of Pleco And Google Translate Applications To Help Learn Mandarin Language <i>Yi Ying, Theresia, Vivi</i>	113
ABS-217	The Role Of The Mandamonic Games In Supporting Mandarin Learning At Elementry School <i>Yi Ying, Putri Mustika, Fu Ruomei, Titi Rahardjanti</i>	114
ABS-219	The Model of Teaching Material for Poetry Study Based on Character Education <i>Rina Nuryani , Sukardi Muhammad, Sofiat</i>	115
ABS-222	Contributing Factors for Statistics Achievement: A Study Among Psychology Students <i>Ratna Jatnika, Fitri Ariyanti Abidin</i>	116
ABS-242	Learning Difficulties for Retarded Students: Case Studies on Biology Subjects in High School <i>Lissa lissa; Ipah Budi Minarti; Nur Subkhi; Nerih</i>	117
ABS-249	Representation of Students Creative Thinking Skills: Case Studies on Basic Biology Course <i>Ipah Budi Minarti, Lissa</i>	118
ABS-250	Profile of Mathematical Proficiency of Prospective Mathematics Teacher Students <i>Iwan Gunawan , Lina Nurhayati, Widjajani</i>	119
ABS-253	Whatsapp Messenger Usage On Students Achievement At University <i>Tri Indah Rusli, Citra Prasiska Tohamba, Maulina, Rosmayasari</i>	120

ABS-254 **Students Metacognition on Writing Performance** 121
Rahmat Nasrullah, Tri Indah Rusli

Topic: Engineering and Technology

ABS-257 **Numerical Study on Behavior of Spiral Concrete Columns and Slender Concrete Filled Steel Tube (CFST) Columns against Concentric Axial Loads** 122
Usman Wijaya and William Sanjaya

ABS-258 **The Relationship Between Strategic Agility And Company Resource With The Business Model In Manufacturing Industry** 123
Risris Nurjaman, Agus Rahayu, Lili Adi Wibowo, Widjajani

ABS-267 **Navigation Lamp Model on Maritime Vocational Education Integrated With STEM Approach: Analysis and Design** 124
Ing Mustain, Abdurohman, Endang Iskandar, Dedi Nuryaman

ABS-22 **Evaluation Of The Number Of City Transport In Cianjur City (Case Study Of Transport City Trayek 05b)** 125
devi setiawan

ABS-27 **Analysis of Scour Depth around Bridge Piers with Round Nose Shape by Hec-Ras 5.0.7 Software** 126
Cut Suciatina Silvia, Muhammad Ikhsan, Alfin Wira Yuda, Mastiar

ABS-28 **Design and Development of Student Activity Record Systems Using the Concept of Reactive Streams In Data Stream Processing** 127
Aila Gema Safitri, Denny Chandra, Mervin Tangguar Hutabarat

ABS-290 **Addition Of Synthetic Fiber On Materials Plastic Injection To Minimize Product Defects** 128
Firmansyah Azharul, Rahmawati, Harno, Wilarso, Mujiarto

ABS-295 **Hotel Wastewater Treatment by Integrating Mixing and Electrocoagulation Processes** 129
F.A. Nugroho, S.K. Lestari, W. Pebriani, and P.T.P. Aryanti

ABS-43 **Performance Analysis Using the Supply Chain Operations Reference (SCOR) and AHP Method** 130
Akhmad Sutoni, Ali Subhan, Widy Setyawan, Fitri Oktavia Bhagyana



ABS-299	Preparation of Polyvinyl Chloride/ZnO Composite Ultrafiltration Membrane for Peat Water Treatment <i>E. Putri, N.A. Putri, D. Sidabutar, S. Sakinah, and P.T.P. Aryanti</i>	131
ABS-301	Evaluation of Performance and Service Quality of Damri Bus (case study Ledeng Terminal to Leuwi Panjang Terminal) <i>Antono Damayanto, Miftaahul Fauzi, and Mochamad Amin</i>	132
ABS-46	Information System Of Indekos/ Boarding House Booking And Rentation Locations In Cianjur District Area Based On Android <i>Tarmin Abdulghani, Lalan Jaelani, Japar Sidi</i>	133
ABS-304	Simulation of Mixing Synthetic with hydrocarbons Refrigerant to Reduce the Value of Global Warming Potential with Refprop Software <i>Widodo, Berkah Fajar TK, MSK Tony Suryo, SH Winoto</i>	134
ABS-51	Electrical Energy Alternative of Magnetic Field Around Wire of Power Line <i>Yakob Liklikwati, Syafruddin, Givy Devira Ramady, Ninik Sri Lestari, Herawati YS, Rahmad Hidayat</i>	135
ABS-54	Analysis Of Unsignalized Intersection Using PKJI 2014 Method (Study Case : Intersection Of Jalan Sukajadi-Jalan Sukawangi-Jalan Sindang Sirna, Bandung) <i>Hetty Fadriani, Iman Hidayat, N.R Adinda, Samun Haris, Andrew Ghea Mahardika, Budi Nuryono</i>	136
ABS-64	3 Phasa Inverter Switching Algorithm for Industrial Needs <i>R Syafruddin, D Nataliana, R Hidayat, Anung, A G Mahardika, G D Ramady</i>	137
ABS-71	Calculation Analysis of Overall Equipment Effectiveness (OEE) and Six Big Losses Towards The Productivity of Cortical Machines In Oni Jaya Motor <i>Widy Setyawan, Akhmad Sutoni, Muhammad Taufik Munandar</i>	138
ABS-78	Development of Campus Hotspot Network Infrastructure using PCQ Method Based on Voucher System <i>Givy Devira Ramady, Yakob Liklikwatil, Ninik Sri Lestari, Ganjar Kurniawan Sukandi, Rahmad Hidayat, Rosyidin Sufyani</i>	139
ABS-98	Alternative Management Of Traffic Accidents With Road Geometric Repair On The Road Gekbrong - Bangbayang, Cianjur <i>Fatchur Rochman Al Fauzi, Ageung Perkasa</i>	140

ABS-103	Protection of Construction Workers with Personal Protective Equipment <i>Muntyono, Samun Haris, Budi Nuryono, Andrew Ghea Mahardika, Hetty Fadriani, Iman Hidayat</i>	141
ABS-132	Implementation Of Backpropagation Artificial Neural Network For Heart Disease Abnormality Diagnosis <i>Jaya Kuncara Rosa Susila, Muhammad Afit, Pujo Laksono</i>	142
ABS-134	Analysis Of Water Resources In Irrigation Channels As Kinetic Energy Sources <i>Mangambit Juliandar Simanjuntak, Yakub Siahaan, Didik Trimono, Andrew GM, Darmono Sardjoe, Ahmad Sujana</i>	143
ABS-136	Characteristics Of Porous Asphalt Mixture By Using A Bottom Ash Boiler As A Filler <i>Chaira, Meidia Refiyanni, Azwanda</i>	144
ABS-137	Experimental Study of Heat Transfer Using Water - Cooled Condensers To Increase Oil Production From Plastic Waste <i>Suryadimal, Rizky Arman, Elmi Sundari, Yeasy Darmayanti, Raimon Efendi</i>	145
ABS-140	Modeling and Performance Analysis of Synchronous Reference Frame Phase-Locked Loop for Three-phase Grid-connected PV Generation System <i>Syafrudin Masri, Mohamed Hariri, Jaya Kuncara Rosa Susila</i>	146
ABS-147	Analysis Of Effect Electric Field Strenght On Safe Distance Below Main Substation Busbar 150 Kv <i>Herawati Ys, Nur Ahkadun</i>	147
ABS-151	Analysis of high strength reinforced concrete beams composite bamboo fibers <i>Andi Yusra, Lissa Opirina, Triwulan, I Gusti Raka, Ryan Novebri</i>	148
ABS-152	A Design for Self Balancing Scale Model Bicycle using Arduino <i>Umar Tsani Abdurrahman, Pria Sukamto, Mujiarto</i>	149
ABS-154	Analysis of SOS results for engine lubricants contaminated by the fuel in the 3516 TA diesel engine generator set <i>Wilarso, Aswin Domodite, Hilman Sholih, Mujiarto</i>	150
ABS-171	Analysis of Occupational Safety and Health Systems in Bridge Construction Development Logistics Systems : Case Study at Cibereum Bridge, Sukabumi <i>Moch. Ichwan NE, Akhmad Sutoni, Siti Tsana Khoerunnisa</i>	151
ABS-172	The Analysis of Banana Peels are used as Water Purifying Materials	152



	<i>Prantasi Harmi Tjahjanti, Iswanto, Ariyanto Budi Kusuma, Arasy Fahrudin, Rico Ryan Ernanda</i>	
ABS-178	The use of User-centered Design Canvas For Rapid Prototyping	153
	<i>Irwan Alnarus Kautsar, M. Ruslianor Maik</i>	
ABS-199	2D detection model of defect on the surface of ceramic tile by artificial neural network	154
	<i>1B Mariyadi, 2N Fitriyani, 3T R Sahroni</i>	
ABS-218	The Impluence of Longitudinal and Transversal Beams on the Weight of the Basic Grid Structure Resulting from GA Optimization in the Case of Stiffened Panels	155
	<i>I Gusti Ngurah Sudira, Reza Ahdafian, Bayu Sapto Wicakso</i>	
ABS-220	Machine Learning Sentiment Analysis In Detection System For Rupiah Currency Value Using SysML Language	156
	<i>Rio Aurachman, Luthfi Ramadani, Nino Setyo Utomo</i>	
ABS-221	Information System Control and Improvement Process Design based on Clause 8 ISO 20000-1:2018 using SysML Language	157
	<i>Rio Aurachman, Nur Ichsan Utama, Jauhari Habibie</i>	
ABS-225	Strategic agility on SME: a case study of small doll industry in Bandung	158
	<i>Widjajani, Risris Nurjaman, Estiyan Dwipriyoko</i>	

Topic: Health, Medical, Pharmacy, and Technology

ABS-259	Optimization of Polyethylene Glycol Concentration as an Agglutination Potentiator for Examination of Blood Types of Dry Blood Sample	159
	<i>R Handriani, G M Warouw, A Oktari</i>	
ABS-261	Stability Test Color Extract Skin Fruit Dragon Red (Hylocereus Polyrhizus) For Coloring Egg Preparate Egg	160
	<i>H Syafrullah, Y Supriatin, E Yuliani, N Aurora</i>	
ABS-262	Evaluation of Roselle (Hibiscus Sabdariffa L.) Calyx Extract Stability as an Eosin 2% Substitute in the Intestinal Nematode Worm Eggs Stain	161
	<i>N Vanawati, A Oktari, T Y Febrian</i>	
ABS-263	Temperature Effects on Plasma Li-heparin and Transaminase Activity in Children Blood with Tetralogy of Fallot	162
	<i>F Fadhilah, I Rahmawati, N Anggraeni, S A Riyadi</i>	

ABS-9	Impact Of Curricullum Integration Related To Spiritual Care On Nurse Competence In Providing Spiritual Nursing Care	163
--------------	--	-----

	<i>Popy Siti Aisyah, Rosyanti, Nurr</i>	
ABS-11	Differences of Bio (Chemical) Characterization of Garlic and Blackgarlic on Antibacterial and Antioxidant Activities	164
	<i>Lia Siti Halimah, Khomaini Hasa</i>	
ABS-21	Relationship Between Spiritual Well-Being, Children Temperaments, And Pain Scale While Invasive Procedure In Lukmanul Hakim Ward Of Al-Ihsan Hospital West Java Province	165
	<i>Yusi Sofiyah, Lestari Nurhidayah</i>	
ABS-23	Optimum Combination Of Alphamangostin-Dihydroartemisinin In Vitro As Antimalaria	166
	<i>Susy Tjahjani, Din Syafruddin, Rita Tjokropranoto</i>	
ABS-25	The Relationship Of Emotion Regulation With Anxiety In Hemodialysis Patients In The Hemodialization Room Al Islam Bandung Hospital	167
	<i>Hendrie Firmansyah , Anggriyana Tri Widiati , Perla Yualit</i>	
ABS-29	The Variation of Ethanol Concentration and Kombucha Characterization on Several Incubation Periods	168
	<i>Nisa Ihsani, Nelis Hernahadini, Muhammad Fauzi</i>	
ABS-30	Life Scenery of Javanese Person With Type 2 Diabet	169
	<i>Cahyu Septiwi, Somporn Rungreangkulkij</i>	
ABS-33	Nutritional Status of Vegetarian and Non-Vegetarian Children	170
	<i>Susianto</i>	
ABS-34	Investing in the Elimination of HIV & AIDS in Indonesia: What is the Impact on HIV Epidemic After 10 years of the Investment?	171
	<i>Lely Wahyuniar</i>	
ABS-58	Relationship Of Obesity In Pregnancy with Preeclampsia In RSUD Sidoarjo	172
	<i>Evi Rinata, Zahro Rosyidah Mustikaningru</i>	
ABS-68	The Influence of Husband Support and Psychosocial Conditions of Adolescent Pregnancy on Antepartum Depress	173
	<i>Ariani Fatmawati, Asrie Alifah, Nina Gartika</i>	
ABS-80	Antioxidant Activity Combination Extract Ethanol 70% of Basil Leaves (<i>Ocimum americanum</i> Linn) and Binahong Leaves (<i>Anredera cordifolia</i> (Ten.) Steenis) use DPPH	174
	<i>Herson Cahaya Himawan , and Achmad Fauzi Isa</i>	
ABS-336	The Relationship of Self-Efficacy with Adherence in Restricting Fluid Intake in Middle Adult Hemodialysis Patients	175
	<i>N Gartika , A Mustopa and A Fatmawati</i>	



ABS-84	The Correlation Between The Knowledge Improvement On Early Identification Of Speech Disorders In Children Under 3 Years And The Motivation Of The Posyandu Cadres Through The Socialization of DeGaBBi Poste <i>Shiane Hanako Sheba1, Dian Nuramdiani1, Euis Reliyanti Arum, Wiwin Winarti, Muh Husen Arifin</i>	176
ABS-90	Analysis Of Drug Effectiveness And Efficiency Of Use Of Amlodipine-Captopril Combination Compared To Amlodipine-Valsartan In The X Hospital Patients Of Bogor <i>Ferry Effendi, Sri Septiani, Leny Fitri Lubis</i>	177
ABS-93	The Best Pasteurization Method to Reduce The Number of Bacteria in Cows Milk at The Peoples Cattle Farm <i>Eka Noneng Nawangsih, Iis Inayati Rahmat, Lia Siti Halimah, Dina Nursayyidah Hidayat</i>	178
ABS-99	Comparison of Drug Induced Hepatotoxicity Incident of Fixed-Dose Combination and Separate Tablets Regimen for Pulmonary Tuberculosis Treatment in Hospital Sukabumi <i>Silvi Nurafni, Novita Sari, Feni Mulyani</i>	179
ABS-114	Antioxidant Activities from Two Varieties of Pear Peel Extracts Using DPPH and CUPRAC Methods <i>Vinda Maharani Patricia, Fauzia Ningrum Syaputri</i>	180
ABS-118	Potency Of Deep Euteutic Solvent As An Alternative Solvent On Pretreatment Process Of Lignocellulosic Biomass:Revie <i>Triyani Sumiati, Herman Suryadi</i>	181
ABS-121	Analysis Of Reach Indicators Of Nutritional Programs, Mother And Childrens Health Through Pis-Pk Programs In The Working Areas Of Puskesmas Tinewati, Tasikmalaya District, 2019 <i>Fenty Agustini, SST., M.Kes, Tupriliany Danefi, SST., M.Kes, Hapi Apriasih, SST., M.Kes</i>	182
ABS-124	Analysis Of Factors Affecting The Preparation Of Labor In Dusun Margamulya Work Area Health Singaparna Tasikmalaya District <i>Santi Susanti, Annisa Rachmidini, Chanty Yuni Hartiningrum</i>	183
ABS-141	Factors Related to Family Planning Acceptor Participation in Kampung Sumulagung Cikunir Village, Tasikmalaya Regency in 2019 <i>Annisa Rahmidini, Chanty Yunie Hartiningrum</i>	184
ABS-146	Herbal Medicines in Treating Typhoid Fever: Correlation of Information in Indonesia News Portals and Research Results <i>Anis Puji Rahayu, Titian Daru Asmara Tugon</i>	185
ABS-149	Innovation Diabetic Footpad to Reduce Plantar Pressure and Moisture	186



	<i>Agus Santosa, Deshinta Widyaningtyas, Dianti Sekar Wulan</i>	
ABS-164	A Correlation Between Spiritual Health With the ability of pain Coping Strategy among Intrapartum Women <i>Maya Sukmayat</i>	187
ABS-165	Analysis of the language delay development in early children (case study in bojongsoang village, bandung district) <i>Mulyan</i>	188
ABS-180	The Effectiveness Of The Si Centing Application Towards Knowledge And Attitude Of Standing Response At Singaparna District, Tasikmalaya District, 2019 <i>Sinta Fitriani, S, KM, M.KM Hariyani Sulistyoningsih, S.KM, M.KM</i>	189
ABS-197	Histopathological Study Of Staphylococcus Aureus Infection In Mammary Glands <i>Sayu Putu Yuni Paryati, Bambang Pontjo Priosoerjanto, I Wayan Teguh Wibawan</i>	190
ABS-201	Parental Support and Practices of Personal Hygiene Reproductive Organs for Girls Student Ummul Quro <i>Hariyani Sulistyoningsih, Sinta Fitriani</i>	191
ABS-205	Influence Weight Bearing Exercise In Blood Pressure Decrease For Hypertension Patient <i>Ns. Elisabeth Wahyu Savitri.M.Kep Ns. Usu Sius.S.Kep.M.Bio.Med</i>	192
ABS-209	Risk Factors And The Incidence Of Low Birth Weight In Dr Slamet Garut Hospital 2019 <i>Evi Kusumahati, Santy Sanusi</i>	193
ABS-210	Differences Of Tuak Dayak And Tuak Aren Effects On The Number Of Leydig Cells And Thickness Of Seminiferus Tubulus Tissue <i>Usu Sius, Elisabeth Wahyu Savitri, Sisilia</i>	194
ABS-223	Growth Analysis of Escherichia coli and Salmonella typhi on MacConkey Agar (MCA) Modification <i>Y Supriatin, V A Sumirat, M Herdiani</i>	195
ABS-226	The Effectiveness Of Discharge Planning Program To Improve Self Efficacy Of Mother In Prevention Of Dhiarrhea: Randomized Controlled Trial <i>Nurlaila, Wuri Utami, Lili Nurnaningsih</i>	196
ABS-228	Optimization Concentration Control Cell Coombs (CCC) for Validity Tests on Cross Match Examination <i>A Oktari*, R Handriani and S S Musbihah</i>	197
ABS-233	Analysis Of Knowledge Of Sma N 2 Singaparna Students About Epidemiology Of Sexual Infection (Sti) And Lesbian, Gay, Bisexual, Transgender (Lgbt) In 2019	198

	<i>Wuri Ratna Hidayani , Haidir Syafrullah , Elly Satiyasih Rosali</i>	
ABS-241	Optimization Sonication Time And Dilution Factor In Determining The Concentration Of Endotoxin Challenge Vial (Ecv) With Kinetic Turbidimetric Method	199
	<i>N Fitria, Y supriatin, Siska Elvita, A Adhitya Gunawan</i>	
ABS-244	Optimal Timing For Delayed Umbilical Cord Clamping To Improve Hemoglobin Level After Birth	200
	<i>Dyah Puji Astuti, Eka Novriana, Hastin Ika Indriyastuti</i>	
ABS-252	The Role Of Rumination Related To Depression In Haemodialysis Patient	201
	<i>Arnika Dwi Asti, Warih Puryanti, Ike Mardiaty Agustin, Irmawan Andri Nugroho</i>	

Topic: Science

ABS-108	In Vitro Inhibitory Power of Trichoderma harzianum Against Pathogens That Cause Anthracnose in Chilies	202
	<i>Sutarman, A Miftahurrohmat, AE Prihatiningrum, IRNurmalasari</i>	
ABS-110	Stomata As A Differentiator Of Nepenthes Type In North Sumatera	203
	<i>Nurmaini Ginting, Melvariani Syari Batubara, Abubakar, Muhammad Darwis, Fatma Suryani Harahap</i>	
ABS-128	Isolation Bacteria Producing α-Amylase from Black Soldier Fly larvae (Hermetia illucens) L	204
	<i>Luthfia Hastiani Muharram, Nelis Hernahadini, Muhammad Fauzi</i>	
ABS-135	Improving plastic degradation by increasing the thermostability of a whole cell biocatalyst with LC-cutinase activity	205
	<i>Maelita Ramdani Moeis, Muhammad Farhan Maulana</i>	
ABS-224	Method validation of As, Cd, Cr, Cu, Mn, Ni, Se and Zn metals in Citarum River sediments using Inductively Coupled Plasma Optical Emission Spectroscopy (ICP OES)	206
	<i>T A Koesmawati, S Tanuwidjaja, A Nurachman</i>	

ABS-230	The Use Of Ethanol As An Alternative Solvent To Replace 2-Propanol In The Determination Of Total Acid Number In Lubricant By Potentiometric Titration	207
	<i>E Yuliani , W Permana</i>	
ABS-245	Self Reliance Of Health Care Students Of Miftahul Huda Islamic Boarding School Indramayu Through Cultivation And Processing Of Family Medicine Plants (Toga)	208



- Ulinniam, Yuli Arnita Sari, Indra Drajat Sopwan, Neng Wulan Evi Juliani, Yasin*
- ABS-306 Aquaponics Provide Food from Innovation of Hobby in Urban Agriculture** 209
Ristina Siti Sundari, Lies Sulistyowati, Trisna Insan Noor, Iwan Setiawan, Adnan Arshad
- ABS-111 The Proportion Of Moringa And Cassava Leaves On The Chemical And Sensory Properties Of Chicken Nugget** 210
Sutrisno Adi Prayitno, Andi Rahmad Rahim

Topic: Social Science and Humanities

- ABS-12 Improvement of Lecturer Competency in Order to Reach The Superior Human Resources** 211
Hj Leni Rohida, Setiadin
- ABS-280 Language As National Identity** 212
Habib Cahyono, Samsu Bahri, Agus Salim, Eka Nurul Mualimah, Rian Fauzi, Jaka Tirta Bayu, Sri Purwanti
- ABS-281 The Relationship Between Limb Muscle Power And Balance With Yeop Chagi Kick Technique On Taekwondo On The Members Of Gunung Karang Taekwondo Club (Gkte) 1995, Pandeglang Regency** 213
Dedi aryadi, Ridwan Sudirman, Mukhtar Ridwan, Taufik Hidayat Suharto, Ayi Rahmat, Wandu Suwandi Assayid
- ABS-284 Local Wisdom Of Rice Harvest In Citorek Indigenous Communities** 214
Tjut Afrida, Rian Fauzi, Weny Widyawati Bastaman, Gita Rizkiyah, Usmaedi, Habib Cahyono, Dine Trio Ratnasari, Anggi Rahmani
- ABS-52 M-Bonk Based e-Participation In Street Infrastructure Development** 215
Totok Wahyu Abadi, Wahyu Putra Pratama, Ilmi Usrotin Choiriyah, A.Riyadh Umar Balahmar
- ABS-57 Diksi Pada Aplikasi Tantan: Kajian Semantik** 216
Nina, Yulia Adiningsih, Yusuf Heriyanto, Musaljon
- ABS-315 The Nexus Between Dynamic Capability And Sharia Financial Literation Toward Innovation of Small Medium Enterprises (SMES) In Indonesia** 217
Popon Srisusilawati, Muhammad Iqbal Fasa, Sri Nurhayati, R.Berkah Anugrahwanto, Ahmad Wahyu Hidayat, Dedy Sulaimawan, Anggi Fitri, Siti Rahmayuni, Dwi Noviatul Zahra
- ABS-62 Constitutionality Of The Former Ex-Convict As Election Participants Of Regional Heads** 218



	<i>Prof. Dr. M. Guntur Hamzah, S.H., M.H. dan Dr. Wilma Silalahi, S.H., M.H</i>	
ABS-63	Factors That Motivate Street Children In Making Decision To Get Out Of Street Life In Jakarta <i>Claudia Faustine Sugianto, Fentiny Nugroho</i>	219
ABS-65	Social Wellbeing In Elderly Who Follow The Posyandu Lansia <i>Novi Dwiningsih, Effy Wardati Maryam, Widyastuti</i>	220
ABS-74	Communication Strategy of Banjar City General Elections Commission in Increasing Political Participation of People with Disabilities (A Study on Mayor and Deputy Mayor Election in 2018) <i>Sidik Firmadi, Teguh Anggoro, Arif Budiman, Riza Purnama, Risa Pajriani</i>	221
ABS-75	An analysis of the Strategies of Social Service Agency, Womens Empowerment and Child Protection in Reducing Domestic Violence in Banjar City (A Case Study on Womens Empowerment and Child Protection) <i>Nova Chalimah Girsang, Tofan Ibrahim, Mira Andriani, Achmad Daryatno, Anis Sundari</i>	222
ABS-81	Unpleasant affects in linking cognitive appraisals and academic procrastination in doing thesis: a perspective of control-value theory <i>Rika Dwi Agustiniingsih</i>	223
ABS-86	The Effect of Transformational Leadership and Reward Toward Job Performance of Counter Transnational Organized Crime Task Force of Bali Region Police Through Felt Accountability and Job Satisfaction as Mediating Variables <i>Bangkit Dananjaya, Ferdinand Dehoutman Saragih, Bernardus Yulianto Nugroho</i>	224
ABS-88	Good Corporate Governance (Gcg) Integration And Credit Restructuring And Its Impact On Conventional Bpr Business Performance In Sidoarjo <i>Sumartik, Misti hariasih, Lilik Indayani</i>	225
ABS-100	Gender and Womans Citizenship Rights <i>Nunung Nurjanah, Ratna Dewi Lestiyorini, Isna Amanaturrahmah, Ahmad Fauzan</i>	226
ABS-109	Viral Marketing Strategies Through Sosial Media of Attract Visitor (Case Study Cafe Instagramable in Bandung) <i>Ulfa Yuniati, Intan Primasari, Nora Meilinda</i>	227
ABS-117	Intercultural Communication of Ethnic Chinese and Natives in the city of Palembang	228

	<i>Nora Meilinda Hardi, Ulfa Yuniati</i>	
ABS-123	Disposition role on adult reproduction health policy implementatiton	229
	<i>F Handayani, Nurhayati, and A Kamila</i>	
ABS-125	Analitical Review on Logo Redesign PT. Gojek Indonesia in Creating Brand Company Image	230
	<i>Intan Primasari, Agung Tirta Wibawa</i>	
ABS-127	The organization pecalang function in maintaining public order and security environment, research study in the castle dangin puri kaja Denpasar	231
	<i>Meti Mediyastuti Sofyan, Endang Irawan Supriyadi</i>	
ABS-138	Community Participation In The Payment Of The Rural And Urban Land And Building Tax (PBB-P2) (A Study in Mekarmukti Village, Cisaga District, Ciamis Regency)	232
	<i>Tina Cahya Mulyatin, Anwar Musadad, Ririn Yulianti, Teguh Anggoro, Putri Apriani</i>	
ABS-148	Juridical Analysis of Transitional Land Rights Unregistered in Dharmasraya Regency	233
	<i>Ratih Agustin Wulandari, Mayroza Wiska, Wiwik Okta Susilawati, Yulia Darniyanti, Raimon Efen</i>	
ABS-166	The Influence Of Organizational Culture And Social Capital On Employee Performance With Ocb (Organizational Citizenship Behaviour) As Mediation	234
	<i>Hasan Ubaidillah</i>	
ABS-169	PPDB Online As Innovation Of Education Servi	235
	<i>Lailul Mursyidah, Isnaini Rodiyah, Hafidz Ainur Ramadhan</i>	
ABS-170	Understanding the Limits of Indonesian History in 1965 through the novel Arok Dedes	236
	<i>Nyoman Suwarta, Ahmad Nurefendi P, Joko Susilo</i>	
ABS-173	The Manuscripts As A Source For Local Content (Muatan Lokal) Learning Innovations	237
	<i>Nurhata, Wahyu Iryana, Eva Nur Arovah, Roni Tabroni, Galun Eka Gemini, Syukron Mamun, Anggi Agustian Junaidi</i>	
ABS-177	Teacher-Student Relationship is Enhanced by the Gratitude of Teacher Perspective in Religious Based Elementary School	238
	<i>Eko Hardi Ansyah, Cholichul Hadi, Nur Ainy Fardhana Nawangsari</i>	
ABS-179	Analyze the effect of Aconex System on Project Administration Process	239
	<i>Andri Dian Prasetyo, Bernardus Yuliarto Nugroho, Ferdinand D. Saragih</i>	



ABS-182	The Influence of Perceived Organizational Support on Job Satisfaction with Employee Engagement as a Mediating Variable on Civil Servant at Secretariat of Presidential Advisory Council <i>Shelby Liriara Meisyara, Ferdinand Dehoutman Saragih, Bernardus Yulianto Nugroho</i>	240
ABS-185	Analyzing the Ideology of Fox News Channel in Constructing Christchurch Mass Shooting <i>David Randy, Nawiroh Vera</i>	241
ABS-189	I Paint The Town Red: An Overview Of English Idioms Through The Lens Of Computational Corpus <i>Lina Septianasari, Triyanto</i>	242
ABS-196	Islam And Innovation: Food Security And Sovereignty Movement Of Mahad Al-Zaytun Indramayu (2000-2014) <i>Roni Tabroni, Nurhata, Eva Nur Arovah, Wahyu Iryana, Galun Eka Gemini, Syukron Mamun, Anggi Agustian Junaedi</i>	243
ABS-202	Sunni and Shia in Cultural Acculturation (Communication between cultures and religions of Sunni and Shia groups in shelters) <i>Didik Hariyanto, Ricka Astari</i>	244
ABS-206	The Role of Hashtags as a Marketing Communication Feature on Instagram <i>Ahmad Dzul Al Iroda, Nur Maghfirah Aesthetika</i>	245
ABS-227	General Review Of Capital Market Crime <i>Farah Gitty Devianty, Widjajani, Estiyan Dwipriyoko</i>	246
ABS-248	Profile Of Fulfilling The Needs Of Opang (Ojeg Pangkalan) Family At Adipura Rancabolang Gedebage Bandung <i>Nunung Hastika Ardiwidjaja, Widjajani, Estiyan Dwipriyoko</i>	247
ABS-251	The Accountability Of Commitment-Making Officers In Government Goods/Services Procurement <i>Ahmad Rustan</i>	248

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An Analysis of Teacher Candidates Scientific Literacy through Nature of Science (NoS) in Inquiry-Based Learning

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Abstract: The purpose of this study is to determine the scientific literacy of teacher candidates through Nature of Science (NoS) in Inquiry-Based Learning. This research uses descriptive research method with quantitative approach. The subjects in this study were 24 students in the A4 class of Teacher Candidate study program. The researchers used the scientific literacy test, observation, and documentation instruments to analyze students' scientific literacy. The indicators of scientific literacy that are used refer to the scientific literacy according to PISA. The results showed the achievement of scientific literacy of students with a high category of 62.5%, with a moderate category of 25%, and a low category of 12.5%. Meanwhile, the achievement of each indicator in each aspect of scientific literacy shows that student literacy related to the achievement of the scientific context aspect is 84.83%, the aspect of science knowledge is 86.32%, and the aspect of science competence is 81.99%. The mean percentage of students achieving scientific literacy from all aspects is 84.38% with a high category. Thus, it can be concluded that lectures through Nature of Science (NoS) in Inquiry-Based Learning can be used to improve students' scientific literacy.

Keywords: Science Literacy, Nature of Science (NoS), Inquiry-based Learning

1. Introduction

Science is a scientific study that focuses and explains natural phenomena and their interactions (including interactions of matter and energy, and involves biotic and abiotic components) [1]. Entering the 21st century, the key to the success of a country lies in mastering science and technology. Science is used to build the character of society and nation because in science it contains knowledge that continues to grow, science processes that can be applied in other fields, and in science also instill scientific values and scientific attitudes in them [2]. Science exists to shape the behavior and character of a person to care and responsibility towards himself, society, and the universe is what is called scientific literacy [3].

Science literacy is knowledge and scientific skills that possessed by someone to be able to identify questions, understand the characteristics of science, gain new knowledge, explain scientific phenomena, draw conclusions based on facts, know the relationship of science and technology in shaping the natural, intellectual, and cultural environment, and desires to participate and care about issues related to science [4]. The aspect of scientific literacy refers to the PISA framework (OECD, 2015) including: Context, Knowledge, Competency and Attitude aspects [4].



Science Literacy Assessment according to the Program for International Student Assessment (PISA) not only measures the level of mastery of science in knowledge, but also mastery in aspects of the scientific process, as well as skills in applying science knowledge and processes in students' daily lives, both students in individual situations, in society, as well as citizens of the world. Over the past four years, Indonesia's ranking has dropped in the PISA evaluation. Indonesia's position is declining in all fields, namely reading, mathematics, and science. Based on the results of the 2018 PISA study, Indonesia's ranking dropped compared to the results of the 2015 PISA. In the science level, Indonesia ranked 9th from the bottom of 79 countries [5].

Improving the quality of education in Indonesia is a reflection of the evaluation of the Indonesian people on the results of the PISA assessment. The achievement of the PISA Indonesia assessment in 2018 showed that the education in Indonesia has not been able to increase student scientific literacy. The low yield of students' scientific literacy is predicted to be related to the science learning process that has not provided opportunities for students to develop scientific literacy abilities. This is in line with the study material sought by Indonesian education minister Nadiem Anwar Makarim, namely "improving the quality of learning becomes the main thing". He continued "The government will involve teachers and parents and provide sufficient space for relevant parties to be able to get involved and participate in learning" [5].

Improving the quality of learning can be done by applying creative and innovative learning. Teachers are required to build and improve students' scientific literacy by packaging learning that is able to increase the scientific literacy [6]. One of the lessons deemed appropriate for increasing student scientific literacy is inquiry-based learning. Inquiry learning is one of learning which is in line with 2013 curriculum and fulfills science learning [7]. Inquiry-Based Learning is one of the learning models that plays an important role in constructing constructivist learning paradigms that emphasize student learning activeness. Through inquiry learning models, students are trained to develop fundamental scientific abilities which include observing, classifying, calculating, formulating hypotheses, making space and time relations, measuring, interpreting data, and designing experiments [8]. According to Widowati (2017) inquiry-based learning can be integrated with Nature of Science [9].

The origin of the word Nature of Science is based on the epistemology of science which states that science is a means used to know or judge and trust that is attached to the development of scientific knowledge [10]. Next, Lederman mentioned "NOS refer to epistemological underpinnings of the activities of science and the characteristics of the resulting knowledge". It means that NOS epistemologically is a scientific activity and the basic characteristics that result from the formation of knowledge [11]. Correspondingly, Driver et al. (in Lederman) believes in making, managing and processing technology in everyday life, making decisions on social scientific issues, having an attitude of respecting the value of science as a culture, developing an understanding of the norms of scientific activities that are useful in realizing moral beliefs that are common to the community, and facilitating problems in science learning requires a very important role in understanding NOS. So that Nature of Science is very closely related to scientific literacy [11]. Holbrook & Rannikmae (2009: 281) Scientific literacy is closely related to investigation and Nature of Science (NoS) As shows that "Understanding of Nature of Science (NoS) plays an important role in the development of scientific literacy" [12].

Inquiry-based learning provides understanding of NOS. Wenning gave the following statement about inquiry "inquiry lessons are a great way to teach NOS explicitly" "the best way to explicitly NOS through inquiry learning [13]. Furthermore, Wenning asserted that "Pre and post labs provide opportunities for explicit instruction about NOS" means that activities in the laboratory before and after can provide opportunities for instructions to make explicit NOS in it [13]. Inquiry-based learning can be useful for students when learning and understanding the process of scientific knowledge and scientific skills. Understanding NOS has aspects that contain the understanding that what is called science is temporary (tentative), science is empirical based, empirical knowledge is a product of observation and conclusion (subjective), science is a creative product of thinking (imagination and creativity), science is related to social culture, scientists use many methods to develop science (various research methods), and science is connected between theory and scientific law [9] [14].

Based on this, it is important to apply inquiry-based learning through Nature of Science (NoS) in elementary science education lectures as an effort to improve competitiveness of human resources entering the 21st century. The integration of inquiry-based learning and NoS is believed to optimize the scientific literacy [15]. From the above studies, it is important for the authors to conduct An Analysis of Teacher Candidates Scientific Literacy through Nature of Science (NoS) in Inquiry-Based Learning.

2. Method

This research uses descriptive research method with quantitative approach. Quantitative descriptive research aims to describe, explain, or summarize various situations, conditions, and phenomena as well as various variables in research based on events as they can be extracted and revealed using research tools and documentary materials [16]. The subjects of this study were the 24th grade teacher candidates. Data collection techniques are done through scientific literacy tests, observation, and student documentation. Then, the data are analyzed by calculating the achievement of students' scientific literacy. In this research, the literacy aspects to be analyzed are the context, knowledge and competence aspects.

Research data about students' scientific literacy related to context, knowledge and competence will be analyzed by calculating the percentage. The percentage of students' scientific literacy will then be interpreted descriptively based on the depth categories of scientific literacy, as follows:

Table 1. Categories of Student Science Literacy Depth

Score	Category
<56	Low
56 – 75	Medium
76 – 100	High

PISA (OECD, 2016) [4]

While the acquisition of research data on student scientific literacy in each aspect of scientific literacy is obtained by calculating the percentage of achievement of student scientific literacy test results per indicator. Next, calculate all aspects of scientific literacy by calculating the mean percentage of each indicator in each aspect of student scientific literacy, namely context, knowledge, and competence.

3. Results and Discussion

This study aims to analyze the scientific literacy of teacher candidates through Nature of Science (NoS) in Inquiry-Based Learning. The implementation of elementary school science education using the inquiry-based learning model and explicitly integrating the NoS in the lecture.

Based on the results of the study, it showed that science literacy scores obtained by students indicate the level of scientific literacy. Achievement of student scientific literacy can be obtained from the calculation of the mean percentage of students in answering questions correctly. Students who reached the high category reached 62.5% as many as 15 students. Students who reached the medium category by 25% were 6 students. Students who reached the low category of 12.5% were 3 students. The graph of students' scientific literacy achievement can be seen in the following figure:

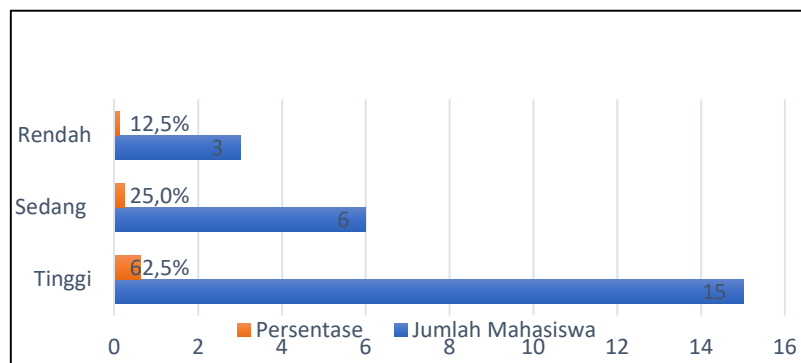


Figure 1. Teacher Candidates Science Literacy Category

The achievement of science literacy ability of teacher candidates in each aspect of scientific literacy can be described as follows:

3.1 Context

The context of science literacy context of students emphasizes the importance of knowing and understanding the context of science applications and being able to apply science in solving real problems both related to personal, social, and global life. Following are the achievements of teacher candidates' scientific literacy in the context aspect.

Table 2. Achievement of Student Context Aspects

Science Literacy aspect	Indicator	Percentage of Depth of Context	Depth Category
Context	Personal	91,54	High
	Social	87,88	High
	Global	75,08	Medium
	Mean	84,83	High

The data in the table above shows that scientific literacy in the context aspects of teacher candidates seem to be the highest personal indicator achieved by students, specifically 91.54% with a high category, social indicators achieved by students namely 87.88% with a high category. Whereas in the global indicator, student achievement was 75.08% in the medium category. The mean students scientific literacy in the context of science is 84.83% with a high category. Thus, it can be interpreted that students are able to deal with scientific problems in a personal, social and global context.

3.2 Knowledge

The aspects of scientific knowledge according to PISA (OECD, 2016), there are three competencies that needed for scientific literacy to form knowledge which are content knowledge, procedural knowledge and epistemic knowledge. Following are the achievements of teacher candidates' scientific literacy in knowledge aspects.

Table 3. Achievement of Student Knowledge Aspects

Science Literacy aspect	Indicator	Percentage of Depth of Knowledge	Depth Category
Knowledge	Content knowledge	92,79	High
	Procedural Knowledge	90,75	High
	Epistemic knowledge	75,42	Medium
	Mean	86,32	High

Based on the table above, it shows that teacher candidates' scientific literacy in the science knowledge aspect shows that the highest students' achievement in the content knowledge indicator is 92.79% with a high category, procedural knowledge indicators are in the second rank that is 90.75% with a high category, and epistemic knowledge indicators obtained the lowest achievement of 75.42% in the medium category. The mean student achievement of all indicators in the aspect of knowledge amounted to 86.32. It can be concluded that students are able to handle scientific problems in personal, social, and global contexts with a high category.

3.3 Competency

The competency aspect intended by PISA is to explain scientific phenomena, evaluate and design scientific investigations, and interpret scientific data and evidence. Following are the achievements of teacher candidates' scientific literacy on competency aspects.

Table 4. Achievement of Student Competency Aspects

Science Literacy aspect	Indicator	Percentage of Depth of competency	Depth Category
Competency	Explain scientific phenomena	87,58	High
	Evaluate and design scientific investigations	75,29	Medium

Interpret data and scientific evidence	83,08	High
Mean	81,99	High

From the data in table 4, it is obtained that in the aspect of scientific competence, the achievement of indicators explaining scientific phenomena is 87.58% with a high category, indicators evaluating and designing scientific investigations are 75.25% with medium categories. Furthermore, the indicators interpreting data and scientific evidence obtained an achievement of 83.08% with a high category. While the mean student achievement on competency aspects is 81.99. So, it can be concluded that teacher candidates are able to master scientific literacy in the competency aspect with a high category.

Based on the data achievement of students scientific literacy on each indicator which is in each aspect obtained that data on the mean percentage of students in one class can be seen as follows:

Table 5. Mean aspects of student scientific literacy

Science Literacy aspect	Percentage of Depth Science Literacy aspect	Depth Category
Context)	84,83	High
Knowledge	86,32	High
Competency	81,99	High
Mean	84,38	High

From the data above, it shows that the mean percentage of students scientific literacy achievement from the context, knowledge, and competence aspects of 84.38% with the category of mastery of the aspect of high scientific literacy aspects. Thus, it can be seen that lectures through Nature of Science (NoS) in inquiry-based learning can be applied well. This is in line with the results of Arika Masruroh's research that integrated inquiry-based learning tools of NOS are very valid, practical, and effective to implement [9] [17]. Whereas according to the results of research, Noer Hardianty said that scientific literacy does not only emphasize the mastery of science concepts, but also emphasizes how science is obtained (NOS) [15]. Next, Mc. Donald & Dominguez (in Salamon) provides the statement that scientific literacy includes the ability to understand Nature of Science (NoS) which is in line with science inquiry-based learning which includes the design of experiments, the collection and analysis of data, and drawing conclusions based on scientific evidence [18].

4. Conclusion

The results showed that the mean percentage of scientific literacy depth of teacher candidates in the high category was 62.5%, the moderate category was 25%, and the low category was 12.5%. Meanwhile, mastery of aspects of scientific literacy according to the results of the study showed that student scientific literacy related to mastering aspects of the scientific context was 84.83%, aspects of science knowledge amounted to 86.32%, and aspects of scientific competence amounted to 81.99%. While the percentage of scientific literacy of students in the context, knowledge and competence aspects has an mean of 84.38% with a high category. Thus, it can be concluded that the application of Nature of Science (NoS) in Inquiry-Based Learning can be used to improve students' scientific literacy abilities.

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