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PREFACE

It's our great pleasure to welcome you to the 1st International Conference on Computer, Science, Engineering and Technology (ICComSET-2018), Tasikmalaya, West Java, Indonesia from 27-28 November 2018.

The International Conference on Computer, Science, Engineering and Technology (ICComSET-2018), 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. 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.

ICComSET-2018 secretariat has received 250 submissions from 6 countries: Malaysia, Taiwan, India, Mexico, Tunisia, and Indonesia. The new program held in the City of Tasikmalaya was organized by the Universitas Muhammadiyah Tasikmalaya (UMTAS) at Santika Hotel, Tasikmalaya from 27-28 November 2018, and supported by several universities including: STIKES Bakti Tunas Husada, Universitas Perjuangan Tasikmalaya, STIKES Muhammadiyah Ciamis, Universitas Muhammadiyah Sidoarjo, and Indonesian Collaboration Publication Community (Komunitas Kolaborasi Publikasi Indonesia/ KO2PI).

Each paper has been reviewed by the program committee. Only 166 paper were accepted for the oral session (acceptance rate: 65.3 %). The conference program consist of 3 keynote speakers (90 min), 6 Invited speakers (120 min), 5 parallel session, one poster session and a round table.

We would like to thank scientific committee, and reviewers, as well as the committee of the Universitas Muhammadiyah Tasikmalaya 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.

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Table of contents

Volume 1179

2019

◀ Previous issue Next issue ▶

**The 1st International Conference on Computer, Science, Engineering and Technology 27–28
November 2018, Tasikmalaya, Indonesia**

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R Rahmawati, A Sugandha, A Tripena and A Prabowo

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Solution to Non-Linear Exponential Diophantine Equation $13^x + 31^y = z^2$

A Sugandha, A Tripena and A Prabowo

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Desi Adhariani

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Estimation of Beta-Adjusted Parameters in Capital Asset Pricing Model under Non-Constant Volatility

Sukono, Endang Soeryana Hasbullah, Yuyun Hidayat and Subiyanto

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Carrying Javanese Local Wisdom In Mathematical Model

A Prabowo, M Mamat, Sukono and Ngadiman

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Multi-Attribute Decision Making Model for Acceptance of Prospective Corporate Employees with Interpolation Method

Nia Rahma Kurnianda

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Integration Model Table as an Alternative Presentation of Summary of Illustration Sharia Insurance

Rini Cahyandari, Asep Solih Awalluddin, Isma Wulani, Riva Lesta Ariany, Tika Karlina Rachmawati, Soni Setiadji and Sukono

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OPEN ACCESS 012008

What is the Problem with Mathematical Problems Posing?

N Puspitasari, D Suryadi, U Sumarmo and A Margana

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Development of Problem-Based Student Worksheets to Improve Mathematical Literacy Skills

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S Tirto, T Herman and Turmudi

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A Fish Biology Chaotic System and its Circuit Design

A Rhif, S Vaidyanathan, A Sambas, Mujiarto and Subiyanto

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The Support System Decision the Determination of Poor Community Welfare with the Methods Web-Based SMARTER: Case Studies Regency Lebak the Province of Banten

Dentik Karyaningsih and Arief Wibowo

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Position Based Job Promotion Using Multi-Criteria Elimination VIKOR Method

A Akmaludin, Astriana Mulyani, Budi Santoso and Kudiantoro Widianto

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Fuzzy Logic for Autism Screening Test

Agung Wibowo, Dhia Fauziah, Yuri Yuliani, Yuri Rahayu, Andi Riyanto and Renny Oktapiani

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Local Wisdom of Mathematics in Building Calculations Ponorogo Traditional House

Alip Sugianto, Wakil Abdullah, Sumarlam and Sahid Teguh Widodo

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Warning Button Crime System in Supporting the Management of Public Services in the Legal Area of Polres Kota Tangerang

Po Abas Sunarya, Ahmad Roihan, Diah Aryani and Annas Rifa'i

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Statistical Analysis in System Evaluation of ilearning Media With Mccall's Quality Model

Sudaryono, Ahmad Roihan and Ageng Setiani Rafika

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Task Analysis of Facebook users on Frequently used Menus

Agus Setiawan, Emilya Uly Artha, Endah Ratna Arumi, Sunarni, Ardhin Primadewi and Setiya Nugroho

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Preconditioned SOR Method to Solve Time-Fractional Diffusion Equations

A Sunarto and J. Sulaiman

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Classification of Milk Fish Quality using Fuzzy K-Nearest Neighbor Method Based on Form Descriptor and Co-Occurrence Matrix

Deni Sutaji and Rohman Dijaya

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Fixed Order Interval Model for Multi Item Single Supplier Considering Lifetime and Minimum Order Quantity

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Utilization of Prediction Data for Prospective Decision Customers Insurance Using the Classification Method of C.45 and Naive Bayes Algorithms

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G Aristi and K Agdhi Rahwana
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Implementation Business System Planning for the Design of Tracer Study at Perjuangan University
Ruuhan and G Aristi
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The Influence of Information and Communication Technology Access to the Mathematics Learning Achievement and Mathematical Anxiety of Elementary School Students
Sunanih and Ifada Novikasari
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-
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Accuracy for Sentiment Analysis of Twitter Students on ELearning in Indonesia using Naive Bayes Algorithm Based on Particle Swarm Optimization
Mohamad Kartiko and Sfenrianto
[+ Open abstract](#) [View article](#) [PDF](#)
-
- OPEN ACCESS** 012028
Blood Bank Information System Based on Cloud Computing In Indonesia
Muhammad Nur Sahid Ramadhan, Arinda Amyus, Ahmad Nurul Fajar, Sfenrianto Sfenrianto, Abiyyu Fawwaz Kanz and Moh Sukron Mufaqih
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Sales and Marketing Models of SMEs Products through Online Marketing
Dedi Sulistiyo S
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Comparative Analysis of Gaudy Booch and Ivar Jacobson Methods in Mercu Buana Mobile Application Database Design
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Evaluation of Digital Partograph Application Case Study On Normal Labor by Community Midwife

Widya Maya Ningrum, Hidayat Wijayanegara and Suryani Soepardan

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012032

Information System Based on Website Application as Implementation of Disclosure of Public Information at Diskominfo Kabupaten Bandung

J S Pasaribu, A Alim and L Almamalik

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012033

Prediction of Study Period Students (Bachelor Degree) Muhammadiyah University of Sidoarjo Based on Decision Tree Method using C4.5 Algorithm

Arif Senja Fitriani

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Space Security System using Motion Sensor and Notification of Short Message Service with Arduino-Based Fuzzy Logic Algorithm

Erlan Darmawan and Rivandi Taufan

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012035

Digitalized University – Value Creation in the Age 4.0

E S Soegoto and S Luckyardi

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Decision Support System to Choose Private Higher Education Based on Service Quality Model Criteria in Indonesia

Rina Indrayani and Ragil Pardiyono

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012037

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Computer Science

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Random and match game for education purposes with model learning technology system architecture

R. Rahim, N Kurniasih, A Daengs GS, K Saddhono, B K Riasti, I B Rangka, D E Kurniawan, Erwin Putera Permana, Fatkul Anam, Tomi Listiawan *et al*

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Education

OPEN ACCESS 012039

Application of Multimedia Animation Engineering Drawing (MMAED) for Vocational High School Students

Mujiarto, A Djohar, M Komaro, AS Pratiwi, T Muhammad and M Sayuti

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Digital Video Based Rampak Kendang Learning Media for Deaf Students

AS Pratiwi, AT Lestari, B Hendrawan, MF Nugraha, M. Nurfitriani, M Nurkamilah, Mujiarto, Tadkiroatun Musfiroh, F Nugraha and Wan Ridwan H

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Development of E-Learning Application using Web-Based Tools to Improve Learning Effectiveness (Case Study: STT Mandala bandung)

Ninik Sri Lestari, Herlina, Sukirno, Taufik Rahman, Agung Wirjawan and Rahmad Hidayat

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N A Nurcahyono, D Suryadi and S Prabawanto

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Model Factors that Affect Mastery of Statistics on Psychology Students at University of Padjadjaran

R Jatnika and FA Abidin

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Learning Statistics Using Universitas Padjadjaran Statistical Analysis Series

R Jatnika, M Haffas and H Agustiani

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High School History Education and Education for Sustainable Development. An Integrated Curriculum Approach

D Hendriawan, M Ali and Rusman

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012049

Junior High School Geometry Visualization Activity

M Prayito, Didi Suryadi and Endang Mulyana

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The Development of Movie Scenario on Thematic Learning Process Based on Local Culture

I Oktavianti, F Nugraha, Y Ratnasari and E Zuliana

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The Influence of Student Team Achievement Division (STAD) Learning Model on Students' Critical Thinking Ability in English Language Lesson

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The Development Of Character Based Group Investigation Learning Models For Blind Students
Dalman and Mardiana
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The Concept of Vocational High School Development Industry-Based in Central Lombok Regency
Muaini, Zamroni and Siti Irene Astuti Dwiningrum
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- OPEN ACCESS** 012055
The Training Design for Vocational Teachers in Bengkulu
Marjon and Khathibul Umam Zaid Nugroho
[+ Open abstract](#) [View article](#) [PDF](#)
-
- OPEN ACCESS** 012056
The ability to Understanding of the Concept of Derivative Functions for Inter-Level Students During Ethnomathematics Learning
Wahyu Widada, Dewi Herawaty, Khathibul Umam Zaid Nugroho and Abdurrobbil Falaq Dwi Anggoro
[+ Open abstract](#) [View article](#) [PDF](#)
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The Contribution of *Redesigning* Curriculum and Teaching Skills on Strengthening Teachers' Character of State Islamic Madrasah Aliyah Negeri (MAN) of Padangsidempuan City
Asfiati
[+ Open abstract](#) [View article](#) [PDF](#)
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The Local Culture-Based Learning Model To Improve Teaching Abilities For Pre-Service Teachers
Susnaini Julita, Sudarwan and Abdurrobbil Falaq Dwi Anggoro
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C I Chitra and M Noor

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012061

APEL (Anak Peduli Lingkungan) Program: Mathematics and Science Learning Experience through Natural Environmental Preservation for Grade 1 and 2 Elementary School Students

Rudiyanto, Euis Kurniati, Andhin Dyas Fitriani, Ira Rengganis and Mirawati

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Interactive Video Improve the Brushing Skills of Mild Mentally Disabled Students

E S Suharja, S Februanti and T Kartilah

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Integration of Sustainable Development Education Concerning Environment Conservation into Senior High School Islamic Education Curriculum

Komarudin, Rusman and Ali Mohammad

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A Study of Muhammadiyah College Management to Be International Class (Case Study: Muhammadiyah University of Yogyakarta)

Partono Siswosuharjo and Langgeng Listiyoko

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012065

Assessment of Teaching In 21ST Century

Erwin Akib and Muh.Arief Muhsin

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T-Shirt as the Media of Learning the Nias Culture (Study of *Gamagama* Nias T-Shirt)

Rebecca Evelyn Laiya

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Developing Statistical Reasoning Ability of Industrial Engineering Students Through Experiential Learning

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Sriyono and R M Istiqomah

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Yani Supriani, Frena Fardillah, Tu rmudi and Tatang Herman

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Design on 'FunPhy: Fun Physics' Educational Game Apps using Agile EXtreme Programming

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Effect of Ethanol Extract *Sonchus arvensis* Linn Leaf on BUN, SCr, ALT, AST in Healthy Male Albino mice (*Rattus norvegicus*).

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Application of Multimedia Animation Engineering Drawing (MMAED) for Vocational High School Students

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Abstract. The use of animated multimedia in vocational schools in Indonesia is still not optimal, this is due to the lack of innovative teaching materials, especially multimedia-based instructional materials. This study aims to apply the results of the development of innovative teaching materials based on engineering animated image Multimedia for Vocational High Schools especially in the competence of Mechanical Engineering expertise. Meanwhile, the specific objectives to be achieved in this study are: (1) applying innovative teaching materials in the form of Multimedia Animation Engineering Drawing (MMAED) to improve vocational students' competence. (2) Measuring the level of vocational students' competence in engineering image material, especially orthogonal projection material. The method used in this application is using the Experimental method, namely by directly testing the product of Multimedia Animation Engineering Drawing (MMAED) to schools that have mechanical engineering competencies in Indonesia. From the application of Multimedia Animation Engineering Drawing (MMAED), students can increase their competencies in engineering material, especially orthogonal projection material.

1. Introduction

Traditional teaching methods are currently largely abandoned by many teachers because they make the learning process ineffective and inefficient for students [1]. The society development and technology advances make multimedia widely used in the world of education, so it plays an important role in human life today [2, 3]. The use of multimedia in teaching, especially through text, images, animation, sound, video, and interactive networks can stimulate student enthusiasm in learning effectively and efficiently and help with learning difficulties [4]. In modern economic and socio-cultural situations, the quality of education is a strategic factor in innovative developments in Russia. Higher education innovation in vocational schools is very important to do to answer the challenges of modernization and development based on the needs of modern reality [5]. Unlike the curriculum in Turkey, secondary schools use a



learning style consisting of visual, auditory and kinesthetic. The active role of students is important in applying this curriculum.

In some machine drawing engineering vocational schools in Indonesia that were met by researchers, in general, the teaching system was still conventional. This means that the learning process is still teacher-centered, so that if the teacher does not enter to carry out learning then students only do the assignments given. Teachers who still have a lot of time to explain the assignments given will be discussed at the next meeting. However, from observations made by researchers, many teachers did not discuss the assignments given so that many students complained of not understanding the assigned material. Therefore, teaching media is needed in the form of innovative teaching materials to facilitate the achievement of learning objectives.

The results of Baukal's research, Charles E., Ausburn J., & Lynna show that workers who continue their higher education state that they really like multimedia animation in delivering material [6]. This is supported by the results of Rhodes E. (2013) study in America that the students who study in the fields of science, technology, engineering, and mathematics stated that the use of multimedia animation and narrative greatly benefits students in learning compared to the use of static images and text [7]. The results of the García-Rodicio & Héctor study show that 97 undergraduate students learning about tectonic plates that use multimedia animation trigger students to think critically so students ask questions about the material delivered through multimedia animation [8].

Multimedia animation offers new insights into learning machine learning analysis techniques about student learning trajectories in the learning environment so students have more complex and open thinking [9]. This is supported by the results of the study of Katsioloudis, Dickerson, Jovanovic, & Jones that the use of multimedia animation in learning and teaching results in differences in the ability of better spatial visualization in mechanical engineering students [10].

Chiou, Tien, & Lee's research results state that animated multimedia teaching materials improve learning achievement, retention, and learning satisfaction better [11]. While the results of other studies conducted on electrical employees, training methods based on multimedia animation technology and equipped with computer software and database technology increased the efficiency of learning electricity employees and greatly reduced training costs [12]. In addition, the results of research by Fratandha, Suherman, & Komaro, showed that the use of multimedia animation was able to improve critical thinking skills in learning metal reinforcement materials in engineering material courses [13]. The results of the study by Hadibin, Purnama, & Kristianto, show that the use of learning media applications in network computer techniques makes the delivery of lessons more varied so that students are easier to understand the material, interesting, and not boring [14]. The difficulty of engineering students in engineering courses related to abstract learning material requires the instructor to make interactive learning media in the form of multimedia animation so that the learning material is easily understood by students [15]

From several results of the research mentioned above that the use of multimedia animation has many advantages over conventional learning. These advantages include increasing student learning achievement, student learning satisfaction increases, students can learn independently.

2. Methods

The research method used is quasi-experimental research method (*quasi-experiment*). The design of the quasi-experimental study used was the research design of *Nonequivalent Control Group Design*. This is because the subject used is complex human and it is difficult to control internal and external factors that can affect variables. For this reason, this method is considered to have the stability to provide accurate information obtained and approach real experiment research whose conditions are difficult to fulfill in educational research. Experiments carried out in two classes, namely the experimental class using multimedia animation and control classes using media images. In the design of this study, there were two groups consisting of the experimental group and the control group. Both groups were given pre-test

to find out the initial state, whether there is the difference between the experimental group and the control group. The design pattern in this study can be seen in the table 1.

Table1. Nonequivalent Control Group Discussion

Group	Prates	Treatment	post-test
Experiment	T _{E1}	X	T _{E2}
Control	T _{K1}	Y	T _{K2}

Description:

T_{E1 / K1}= Initial tests were given to students

X = Learning using MMAED

Y = Learning using pictures and handouts

T_{E2 / K2}= final Test given to students

The two-mean difference test of the two samples was conducted to determine whether between the experimental group and the control group there were differences in N-Gain [16], namely:

$$N - Gain = \frac{\% actual\ gain}{\% potential\ gain} = \frac{\% skor\ pascates - \% skor\ prates}{100 - \% skor\ prates}$$

In this study also conducted descriptive N-Gain analysis using the N-Gain criteria according to Hake [16], namely: 1) Increase with "high gain", if > 0.7; 2) Increase with "moderate gain", if 0.7 > n > 0.3; 3) Increase with "low gain", if < 0.3.

3. Results and Discussion

Multimedia animation was applied to determine the students increase in mastering engineering drawing concept, especially the mastery of orthogonal projection concept in vocational high school students, especially mechanical engineering, as shown in figure 1.



Figure 1. Engineering Animated Image Multimedia is applied to students

From the results of the study, it obtained the data of engineering drawing concept mastery especially orthogonal projection material in the control and experimental classes as shown in table 2. The data is used to calculate the N-Gain value which is a parameter to determine the improvement of student abilities.

Table 2. Pre-test calculation results, post-test, and *N-Gain* mastery of orthogonal projection concepts

Data	Score	Class	
		Control	Experimental
Pre Test	Highest	50.00	65.00
	Lowest	10.00	10.00
	Average	25.28	33.16
Post-Test	High	70, 00	100.00
	Lowest	30.00	75.00
	Average	45.83	86.05
N-Gain (%)	Highest	42.86	100.00
	Lowest	7.69	61.54
	Average	27.64	80.68

The value of mastery of concepts towards orthogonal projections (American projections and European projections) is displayed in the form of a diagram as shown in figure 2.

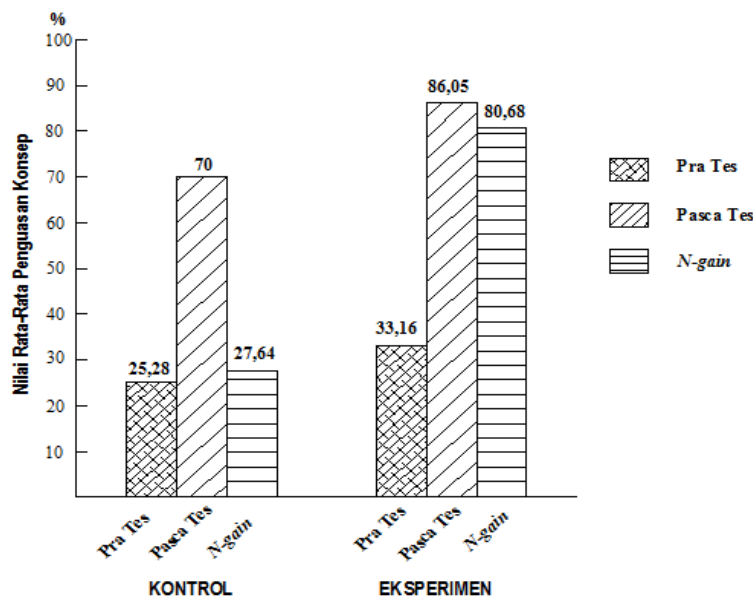


Figure 2. Value of concepts mastery

The discussion relates to mastery of concepts which are part of learning outcomes which are representations of increasing student competence by using Multimedia Animation Engineering Drawing (MMAED). The use of MMAED in engineering subjects can improve concepts mastery. If it reaches 100, it is in the high category. Meanwhile, if it reaches 61.54, it is in the medium category. The average of concept mastery enhancement in orthogonal projection material is 80.68 in the high category.

The use of Multimedia Animation Engineering Drawing (MMAED) can increase the value so that it reaches a high category because generally, animation can improve understanding or learning outcomes. Learning by using animation not only reads, but also sees (the text, still images, and moving images),

and hears which cause increased mastery of the material several times [17]. , besides what is learned tends to be remembered longer [18]. Learning outcomes of what is learned with animation will be mastered deeper because it involves long-term memory (*Long-term Memory*) [19][20].

Real images in learning will have far better results. "An image is worth more from a thousand words ", refers to the impression that complex concepts can be conveyed with only one image [21]. The impact of the learning experience above has been shown to improve mastery of the concept to a high category. This is in accordance with the high relationship between learning media and learning objectives that state media in form of animation has a high relationship to learning concepts. More specifically, the use of multimedia animations in this study can improve engineering concept mastery, and this is consistent with what Falvo stated that Animation from the structure and process can help teachers convey the important scientific concepts [22].

The main outcome of education is learning concepts because concepts are foundation stones or builders thinking. Concepts are the basis for higher mental processes to formulate principles and generalizations. To solve a problem, a student must know the relevant rules, and these rules are based on the concepts he gets [23]. The concept itself as an abstraction that represents a class of objects, events, activities, or relationships that have the same attributes [23]. Mastery of concepts is characterized by following indicators: 1) on attributes, characterized by the existence of relevant attributes, including irrelevant attributes, 2) on relevance, characterized by the existence of links between existing attributes, 3) on clarity, concepts can be seen and concrete- concepts, or the concepts consist of other concepts such as abstract concepts, 4) on coverage, shown in a number of examples involved in the concept, 5) on grouping, concepts can differ in superordinate position and subordinate, 6) on accuracy, a concept concerning whether there is a set of rules to distinguish examples from other than examples from a concept, 7) on strength, a concept is determined by the extent to which people agree that the concept is important [23].

4. Conclusions

Mastery of engineering drawing concepts, especially mastery of orthogonal projection concepts, each increases to reach a high category, using Multimedia Animation Engineering Drawing (MMAED). This enhancement is higher than using images media or handouts that reach the low category. Thus, Multimedia Animation Engineering Drawing (MMAED) has been proven to increase mastery of engineering drawing concept, especially orthogonal projection material up to high category.

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