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PROCEEDING

**THE 3RD INTERNATIONAL CONFERENCE
ON MATHEMATICS AND STATISTICS**

BOGOR, 5 - 6 AUGUST 2008

*Mathematics and Statistics: bridge for academia, business,
and government in the entrepreneurial era*

3rd
ICOMS 2008
3RD INTERNATIONAL CONFERENCE ON MATHEMATICS AND STATISTICS



Ministry of Education and Culture
Directorate of Mathematics
Education



Ministry of Science and Technology
Directorate of Mathematics
Education



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*Mathematics and Statistics: bridge for academia, business,
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organized by



MSMSSEA (Moslems Statisticians and
Mathematicians Society in South East Asia)



Department of Statistics
Department of Mathematics
Institut Pertanian Bogor



Department of Mathematics
Universiti Malaysia Terengganu,
Malaysia

PREFACE

Assalaamu'alaikum warahmatullaahi wabarakaatuh

Welcome all participants of ICoMS 2008 to Bogor – Indonesia. This event is organized by MSMSSEA in collaboration with Institut Pertanian Bogor (Indonesia) and Universiti Malaysia Terenganu (Malaysia).

We, the organizing committee, are very glad having this international conference due to many reasons.

1. ICoMS is a good avenue for mathematicians, statisticians, and other scientist to communicate.
2. ICoMS 2008 has a theme related to entrepreneurial era which is very important for mathematicians and statisticians, and scientist in general.
3. The event is important venue for business group, government, and academia to communicate and share knowledge as well.
4. Bogor is beautiful place in Indonesia surrounded by many research centers, IPB, Botanical garden, an other point of interest related to research institution.

We are also happy that the Vice President of Republic of Indonesia, Ministry of National Education, Ministry of Energy and Mineral Resources, and Ministry of Communication and Information Technology are supporting to the ICoMS 2008.

This event held on two days, August 5-6, and consist of several parts. We invite 17 outstanding professors to share and discuss topics in mathematics and statistics, including application. As many as 170 paper and 30 posters presented during this two-day conference. We appreciate to all of contributor from various countries who are motivated to participate in this event.

High appreciation is also awarded to companies and agencies which facilitate so that the even could run well.

We really hope all participants can benefit many things from this international event. May God bless you.

Wa'alaikumsalam warahmatullaahi wabarakaatuh.

The Committee of ICoMS 2008

CONTENTS

Preface		ii
Contents		iii
Speech of Director General of Higher Education: Dr. Fasli Jalal		xiii
 SESSION A		
Vector-Borne Disease Transmission Model: The Case of Filariasis Transmission in Jati Sampurna	A.K. Supriatna a;ꣳ H. Serviana b E. Soewono	1
Optimization of Dining Table Placement in Restaurant Using Genetic Algorithm	Monika, Arnold Aribowo, Samuel Lukas	11
The Influence of Islamic Mathematics In The Malay World: A Study of Classical Astronomical Tables	Baharrudin Zainal and Mat Rofa Ismail	16
Problem-Based Learning Strategy To Improve Mathematics Skills Among Students	Ismail Abdullah	24
Linear Time Invariant Versus Linear Parameter Varying Reduced Order Controller Design For Aircraft Model	Widowati	31
Scientific Computing Research In The Faculty of Information Science And Technology Universiti Kebangsaan Malaysia	Mohammad Khatim Hasan, Muriati Mokhtar, Riza Sulaiman and Jumat Sulaiman	39
The Functions of Contextual Problems On A Mathematics Instruction Implementing The Realistic Approach	Rini Setianingsih	47
Further Results On The Ramsey Numbers For Star Union Cycle Versus Wheel On Seven Vertices	I Wayan Sudarsana, Edy Tri Baskoro, and Hilda Assiyatun	54
Characteristics of Lecturer That Influences Effective Teaching In Quality Education Based On Tqm Concepts	Khairul Anuar Mohd Ali, Zainol Mustafa, Fazli Idris & Siau Yee	58
Feynman Diagrams And The Tau Function	Zainal Abdul Aziz	66
An Evaluation Of The Efficiency Wage Model: Evidence From Bangladesh Food Industry	Masud Rana, Md. Azizul Baten and Mezbahur Rahman	74
Modeling Self-Potential (Sp) Distribution Groundwater Flow Using Boundary Element Method (BEM)	Muhammad Hamzah, S., Santoso, D., Parnadi, W.W., Sulistijo, B	83
Nonlinear Dynamic Plant Identification Of Waste Heat Boiler Unit Using Adaptive Wavelet - Neural Network (Wavenet) Method	Yuliati	91
A Group Mutual Exclusion Algorithm For Ad Hoc Mobile Networks	Armin Lawi	100
On The Measurement Of Credit Risk: A New Geometric Approach	Alireza Bahiraie, Noor Akma Ibrahim, Ismail bin Mohd, Azhar A.K.M	105

Slide By Slide Method In Solving General Global Optimization Problems	Goh Khang Wen, Ismail bin Mohd, and Yosza bin Dasril	111
The Infinite Divisibility Of Geometric Distribution	Dodi Devianto and Katsuo Takano	120
Tight Immersions And Transnormal Embeddings	B.A.Saleemi	126
Hydromagnetic Flow Over An Impermeable Linearly Stretching Sheet Immersed In A Non-Darcian Porous Medium	Noor Fadiya Mohd Noor and Ishak Hashim	131
Wavelet Analysis Of Solar Mass Ejection During Active And Quiet Sun	Saifuddin Ahmed Jilani and M.Ayub Khan YousfZai	138
Modeling A Determination Of Expected Commercial Value Of A Project In Producing Innovative Products In Smes	Nursafarizah Abd Aziz, Nor Ratna Masrom, Yosza Bin Dasril, and Adi Saptari	144
Modelling Nurse Rostering Using A 0-1 Goal Programming: A Case Study In Hukm	Ruzzakiah Jenal, Wan Rosmanira Ismail, Liong Choong Yeun And Masri Binti Ayob	151
SESSION B		
Enhancing Students' Mathematical Learning through Teacher Professional Development	Yaya S. Kusumah	159
Around Prime And Maximal Ideals Of A Skew Polynomial Ring Over A Dedekind Domain	A. K. Amir, P. Astuti, and I. Muchtadi-Alamsyah	169
The Fuzzy Version Of The Fundamental Theorem Of Semigroup Homomorphism	<u>Karyati</u> , Indah Emilia W, Sri Wahyuni, Budi Surodjo, Setiadji	173
Solving Fourth-Order Parabolic Equations By Red-Black Quarter-Sweep Sor Iterative Methods	J. Sulaiman, M. Othman, and M.K. Hasan	180
25 Years Development Of Knowledge Graph Theory: The Results And The Challenge	Sri Nurdiati and Cornelis Hoede	187
Eigenvalues And Eigenvectors Of Matrices Over Fuzzy Number Max-Plus Algebra	M. Andy Rudhito, Sri Wahyuni, Ari Suparwanto, and F. Susilo	195
The Partition Dimension Of Windmill Graph	Darmaji, Novian Syah, Saladin Uttunggadewa, Edy Tri Baskoro	203
Sorting Process Of Two Sets Of Non-Quantitative Data: Mathematical Method And Analysis	Edi Cahyono, David Taniar, La Ode Saidi, Arman and Natalis Ransi	206
On The Metric Dimension Of $P_2[P_n]$	S. Widosaputro, E.T. Baskoro, A.N.M. Salman, and D. Suprijanto	215
IS-LM In Slow-Fast System	Joice Ruth Juliana, Endah Asmawati	219

A Four-Stage Fifth-Order Runge-Kutta-Nystrom Methods With Dispersion Of High Order	Norazak Senu, Mohamed Suleiman' Fudziah Ismail, Mohamed Othman, and Norfifah Bachok@Lati	224
Logic In Recurrent Hopfield Network	Saratha Sathasivam	232
The Generalization Of Incidence Algebra	Ema Carnia, Sri Wahyuni, Irawati and Setiadji	238
Representation Of Sm-Operators On Product Spaces Of r –Lebesgue Spaces $L_p(E, \Sigma, m)$, $1 < p < \infty$	Muslim Ansori ,Soeparna Darmawijaya and Supama	242
Benard-Marangoni Instability In A Rotating Fluid Layer With Feedback Control Strategy	Zailan Siri and Ishak Hashim	252
Interior Point Methods For Solving Linear Programing	Iwan Tri Riyadi Yanto,Julan Hernadi, and Yudi Ari Adi	259
Endo-Prime N-Group	Indah Emilia Wijayanti	266
Modelling Of Budget Allocation For University Library	Engku Muhammad Nazri Bin Engku Abu Bakar, Syariza Abdul Rahman, Noorezatty Mohd Yusop	271
A Novel Natural Approach To Euclidean TSP	Nur Azman Abu, Shahrin Sahib And Nanna Suryana	278
R-Linear Independent Generalization	Suprpto, Sri Wahyuni, Indah Emilia W., Irawati	287
A Study For Hyperbolic Decline Exponent Bound	S. Wahyuningsih, S. Darwis, A.Y. Gunawan, and A.K. Permadi	291
The F -Coloring Of The Corona Product Of Complete Graph With Cycle Graph	Adiwijaya, A.N.M. Salman, E.T. Baskoro, and D. Suprijanto	298
A Modified Explicit Group Iterative Algorithm With Accelerated Over-Relaxation For Solving Poisson Equation	Shukhrat I. Rakhimov, Mohamed Othman	302
Asymptotic Behavior Of Linear Delay Differential Systems	Eti Dwi Wiraningsih, Widodo, Lina Aryati, Syamsuddin Toaha	307
On total vertex-irregular labellings of tP_n a forest constructed from a disjoint union of paths	Nurdin1, E.T. Baskoro, A.N.M. Salman, N.N. Gaos	311

SESSION C

The Effectiveness Of The Contextual Video As A Teaching Tool In The Teaching And Learning Statistics At The Universiti Tun Hussein Onn Malaysia (Uthm)	<u>Nafisah Kamariah Md Kamaruddin</u> , Zulkarnain Md Amin, Norfadzilah Ishak, Wan Mohd Rashid Wan Ahmad, And Maizam Alias	316
The Nonlinear Mechanism Of Tsunami Wave Generation	Nazeeruddin Yaacob And Zainal Abdul Aziz	323
Open Economy Macroeconomics: A Linear Rational Expectations Model	Iman Sugema and Toni Bakhtiar	332
The Range Of Mathematical Capability Of University Math Lecturers In Jakarta Indonesia	Ramir Santos Austria	340
An Application Wavelet Based Preconditioner For The Solution Of Ordinary Differential Equation	Ismail Bin Mohd and Farikhin	347
Research And Statistic Studying Model At Junior High School By Realistic Mathematics Education Application	Yani Ramdani	352
Using The Algebra Of Hypergraph For Reconstruction Phylogenetic Trees	Mulia Astuti, Irawati, Intan Muchtadi-Alamsyah, Ahmad Muchlis, Achirul Akbar Dan Muliana. A. Halim	366
Interval Linear Programming	Herry Suprajitno, Ismail Bin Mohd	374
What Happen With Numbers At Our Primary School?	Mohini Mohamed, Zulkifli, Jasmaniah	382
Determination Of GPS Signal Path Using The Runge-Kutta Method	Mardina Abdullah, Siti Sarah Nik Zulkifli, Mahamod Ismail, Ahmad Mahir Razali And Azami Zaharim	387
A Novel Linguistic Aggregation Method For Group Decision Making	Zamali Tarmudi, Mohd Lazim Abdullah And Abu Osman Md Tap	392
A Series Of Element Shape Functions For Infinite Elements	Sri Mardiyati	399
Promoting Creativity In Learning Mathematics Using Open-Ended Problems	Tatag Yuli Eko Siswono	406
Modeling Traffic Lights In Intersection Using Petri Nets	Dieky Adzkiya And Subiono	412
An Alternative Formulation For Electromagnetic Wave Propagations In Source Free Region	Noraini Md Nusi And Mohamed Othman	418
On The Number Of Families Of Branching Processes With Immigration With Family Sizes	Husna Hasan	424

Marangoni Convection In A Fluid Layer With Non-Uniform Temperature Gradient	Norihan Md. Arifin, Siti Suzilliana Putri Mohamed Isa, Roslinda Mohd Nazar, and Mohd Noor Saad	429
Dubrovin Valuation Rings Of Skew Ploynomial Rings	Intan Muchtadi Alamsyah	435
SESSION D		
The Roles Of Numerical Method And Optimal Control Theory In Cancer Immunotherapy	Ismail Bin Mohd, Arif Bin Mandangan	438
The Development of Applied Statistical Analysis	H. Ahmad Ansori Mattjik	450
Risk Factors For Water Fowl Infection With Avian Influenza H5n1, West Java Province, Indonesia	Etih Sudarnika, Asep Saefuddin, Abdul Zahid And Chaerul Basri	459
Trend Of The Import And Export Of Cocoa In Malaysia	H. J. Zainodin, G. Khuneswari & S.C. Albert Ling	463
Performance Analysis Of Reactive Mobile Ad Hoc Networks Routing Protocols Based On Taguchi Technique	Hazura Mohamed, Muhammad Hisyam Lee, Mazalan Sarahintu, Shaharuddin Salleh, And Bahrom Sanugi	472
Optimum Designs Of Multiresponse Surface Models For The First Order Lattice Simplex Designs	Ruslan , Susanti L, Purhadi, Sony S	479
Bayesian Approach For Choice-Conjoint Model In Consumer Preferences	Zulhanif, Ismail Bin Mohd, Noor Akma Ibrahim, Mustafa Bin Mamat	484
Simultan Equation Models Of Gross Domestic Product By Exchange Rate And Money Supply Scenario Analysis For Indonesian Economy	Bagus Sumargo	492
On Designing Algorithm For Sample Selection	L. Muhamad Safiih And Yaya Sudarya Triana	501
Generating Claim Data Of General Insurance Based On Collective Risk Model And Claim Process	Aceng K. Mutaqin, Dumaria R. Tampubolon, Sutawanir Darwis	506
An Application On Multiple-Correspondence Analysis On The Survey For Implementation Of The Profit-Loss Sharing Concept	Novriana Sumarti, Nurdinintya Athari S., And M. Rizka Fadhli	509
GIS Spatial Data Visualization Tools For Artificial Reefs Distribution	Mustafa Man, Md Yazid Mohd Saman, Noor Maizura M. Noor Khalid Samo And W.Aezwani W.A.Bakar	514

An Alternative Approach In Getting A Representative Model In A Mutiple Regression Analysis	G. Khuneswari, H. J. Zainodin, G. Darmesah & S. H. Sim	522
Wireless Internet Usage Among Students In Universiti Malaysia Sabah	Sathissan Ragavan, Darmesah Gabda, Amran Ahmed	531
An evaluation of a software for circular variables: ORIANA	Siti Fatimah Hassan, Abdul Ghapor Hussin and Yong Zulina Zubairi	539
Evaluation Of Some Methods For Estimating Parameters Of Regression Model With Various Zero Observations By Monte Carlo Simulation	Fitria Virgantari, Tjut Awaliyah, I Wayan Mangku, and Siswadi	545
Stability Model's By "Eberhart-Russel's" And Biplot Of Qpm (Quality Protein Maize) Under Central Maize In Indonesia	M Yasin Hg., Sigit Budi Santoso., And Sri Sunarti	553
Increasing Power Of Robust Test Through Pre-Testing In Multivariate Simple Regression Model	Rossita M. Yunus And Shahjahan Khan	559
Application Of Buhlmann-Straub Model On Tectonic Earthquake Insurance Problem	Hasih Pratiwi, Subanar, Danardono, And J.A.M. Van Der Weide	567
Evaluating The Cox-Aalen Model	Danardono	574
Estimation Of Distributed Lag Model With Adaptive Ekspection And Partial Adjustment On The Distribution Of Fmcd-Based Robust Mahalanobis Distance	Aidawayati Rangkuti	579
	<u>Hazlina Hj Ali</u> , Maman A. Djauhari, and Sharipah S.S. Yahaya	587
Organizational Commitment Of Public Sector Employees In Pakistan: A Statistical Evidence	<u>Dr. M. Rashid Salahria</u> and Qasim Zafar	595
Carbon Based Material Processing Method Using Statistical Application Technique	N. Hashim, A.N. Zainal Abidin, M. Deraman, W. R. Wan Abdullah, A. Mohd Ramli, 6R.M. Yunus	600
SESSION E		
Continuous Time Model For Portfolio Problem Using Dynamic Programming Approach	Sugiyarto, Ismail Mohd., Mustafa Mamat And Yosza Dasril	607
A Comparison of MLE and GEE On Modeling Binary Panel Response	Jaka Nugraha, Suryo Guritno, Sri Haryatmi	612
Bayesian Scan Statistic For Spatial Cluster Detection	Setia Gunawan Wijaya, Dian Lestari, And Yekti Widyaningsih	619
Correlation Coefficient Estimation From Grouped Data	Teti Sofia Yanti	626
The Performance Of Exponential Weighted Moving Average (Ewma) Control Chart Between Classical, Robust And Bootstrap Method	Khalida Binti Oseman, Nazaruddin Omar And Habshah Midi	634

Inventory Model With Gamma Distribution	Hadi Sumadibrata, Ismail Bin Mohd	642
Accuracy Analysis Of Naive Bayesian Anti-Spam Filter	Ruslam, Armin Lawi, And Sri Astuti Thamrin	649
A New Method For Generating Fuzzy Rules From Training Data And Its Application In Financial Problems	Agus Maman Abadi, Subanar, Widodo, Samsubar Saleh	655
The Application Of Laws Of Large Numbers In Convergence Concept In Probability And Distribution	Georgina M. Tinungki	662
An Empirical Bayes Approach for Binary Response Data in Small Area Estimation	Dian Handayani, Noor Akma Ibrahim, Khairil A. Notodiputro, MOhd. Bakri Adam	669
Statistical Models For Small Area Estimation	Khairil A Notodiputro, Anang Kurnia, and Kusman Sadik	677
Maximum Likelihood Estimation For The Non-Separable Spatial Unilateral Autoregressive Model	Norhashidah Awang, Mahendran Shitan	685
Small Area Estimation Using Natural Exponential Families With Quadratic Variance Function (Nef-Qvf) For Binary Data	Kismiantini	691
Using An Extended And Ensemble Kalman Filter Algorithm For The Training Of Feedforward Neural Network In Time Series Forecasting	Zaqtatud Darojah, M. Isa Irawan, And Erna Apriliani	696
Estimation Of Outstanding Claims Liability And Sensitivity Analysis: Probabilistic Trend Family (PTF) Model	Arif Herlambang, Dumaria R Tampubolon	704
Expected Value Of Shot Noise Processes	Suyono	711
Modelling Malaysian Wind Speed Data Via Two Paramaters Weibull	Nur Arina Basilah Kamisan, Yong Zulina Zubairi, Abdul Ghapor Hussin, Mohd. Sahar Yahya	718
Application Of Latin Hypercube Sampling And Monte Carlo Simulation Methods: Case Study The Reliability Of Stress Intensity Factor And Energy Release Rate Of Indonesian Hardwoods	<u>Yosafat Aji Pranata</u> And Pricillia Sofyan Tanuwijaya	726
The Development Of Markov Chain Monte Carlo (Mcmc) Algorithm For Autologistic Regression Parameters Estimation	Suci Astutik, Rahma Fitriani, Umu Sa'adah, And Agustin Iskandar	734
A Note About Dh-Fever Estimation With ARIMAX Models	Elly Ana, Dwi Atmono Agus W	741
Evaluation Of Additive-Innovational Outlier Identification Procedure For Some Bilinear Models	I'smail, M.I., Mohamed, I.B., Yahya, M.S.	745

Interval Estimation For Quantile On One Parameter Exponential Distribution Under Multiple Type-II Censoring On Complex Case	Akhmad Fauzy	754
A Detection Measure Of Influential Observation Based On Forward Search Approach For Cox-Regression	Mohamed, I. B., Noh, N. A. M., Taib, N. A. M.	760
Gee-Smoothing Spline For Longitudinal Data	Suliadi, Noor Akma Ibrahim, Isthrinayagy S. Krishnarajah, and Isa Daud	768
SESSION F		
On Some Theory And Applications Of Bayesian Hierarchical Modeling	Kamarulzaman Ibrahim	776
Simultaneous Estimation After Selection And Ranking And Other Procedures :	Suryo Guritno	782
The Negative Exponential Case		
Survival Probabilities Of Genes In Partial Selfing Populations	Muhamad Sabran	789
The Probability Difference Indices And Empirical Sampling Distribution For Dif Indices For Identifying Item Bias In Multidimensional Item Response Theory	Badrun Kartowagiran And Heri Retnawati	799
Volumetric Stem Biomass: A Comparative Study Using Multiple Regression Models	Noraini Abdullah, Zainodin Hj. Jubok And Amran Ahmed	806
An Innovative Approach In Analysing Wind Data Via Graphical Display	Fakhrulrozi Hussain, Yong Zulina Zubairi, And Abdul Ghapor Hussin	815
Denoising Time Series Data Using Daubechies Wavelet Packet Transformation	Samsul Ariffin Abdul Karim, Mohd Tahir Ismail	823
Detection Of Outliers In Circular Regression Model Via Row Deletion Approach	Abuzaid, A. H., Mohamed, I. B., And Hussin, A.G.	828
Implementation Of Classification Predictive Association Rule (CPAR) Algorithm To Diabetes Diagnose	Herwanto, Imas S. Sitanggang	835
Bayesian Survival Analysis Of Acute Leukemia Patients Using Multivariate Adaptive Regression Spline Model	Nurhayati Ulath, Sri Astuti Thamrin, And Armin Lawi	842
Combining Individual Learning And Group Discussion In Calculus Course	Endah Asmawati, And Joice Ruth Juliana	847
PBSTAT: A Web-Based Statistical Analysis Software For Participatory Plant Breeding	Willy Bayuardi Suwarno, Sobir, Hajrial Aswidinnoor, And Muhamad Syukur	852
Reliability Of The Specific Gravity (Sg) Value Of Three Indonesian Hardwoods Using Experimental Test And Monte Carlo Simulation	Yosafat Aji Pranata And Pricillia Sofyan Tanuwijaya	859
Comparison Of Differencing Parameter Estimation From Arfima	Gumgum Darmawan, Nur	866

Model By Spectral Regression Methods	Iriawan, Suhartono	
Application Of Cluster Analysis To Developing Core Collection In Plant Genetic Resources	Sutoro	875
Small Area Estimation With Time And Area Effects Using A Dynamic Linear Model	Kusman Sadik And Khairil Anwar Notodiputro	880
Statistical Analysis Of Wind Direction Data	Ahmad Mahir Razali, Arfah Ahmad, Azami Zaharim And Kamaruzzaman Sopian	886
Generalized Additive Mixed Models in Small Area Estimation	Anang Kurnia, Khairil A. Notodiputro, Asep Saefuddin, I Wayan Mangku	891
Kernel Principal Component Analysis In Data Visualization	Ismail Djakaria, Suryo Guritno, Sri Haryatmi	898
GARCH Models And The Simulations	Nelson Nainggolan, Budi Nurani Ruchjana And Sutawanir Darwis	906
Rainfall Prediction Using Bayesian Network	Hera Faizal Rachmat, Aji Hamim Wigena, and Erfiani	911
Identifying Item Bias Using The Simple Volume Indices And Multidimensional Item Response Theory Likelihood Ratio (Irt-Lr) Test	Heri Retnawati	916
Ordinary Kriging And Inverse Distance Weighting For Mapping Soil Phosphorus In Paddy Field	Mohammad Masjkur, Muhammad Nuraidi and Chichi Noviant	924
K-Means Clustering Visualization On Agriculture Potential Data For Villages In Bogor Using Mapserver	Imas S. Sitanggang, Henri Harianja, and Lailan Syaufina	932
Some Methods To Estimate The Number Of Components In A Mixture	M. A. Satyawan, A. H. Wigena, Erfiani	941
A Probabilistic Model For Finding A Repeat Triplet Region In DNA Sequence	Tigor Nauli	947
Application Of Spherical Harmonics In Determination Of Tec Using Gps Observable	Mardina Abdullah, Siti Aminah Bahari, Baharudin Yatim, Azami Zaharim, Ahmad Mahir Razali	954
Testing Structure Correlation Of Global Market By Statistic Vvsv	Erna Tri Herdiani, and Maman A. Djauhari	961
Exploring the MAUP from a spatial perspective	Gandhi Pawitan	967
Estimation of RCA(1) Model using EF: A new procedure and its robustness	1Norli Anida Abdullah, 2Ibrahim Mohamed, 3Shelton Peiris	996
Second Order Linear Elliptic Operators In The Unit Square	Abdul Rouf Alghofari	1008

POSTER

Study Of Fractional Factorial Split-Plot Experiment	Sri Winarni, Budi Susetyo, and Bagus Sartono	1012
Improving Model Performance For Predicting Poverty Village Category Using Neighborhood Information In Bogor	Bagus Sartono, Utami Dyah S, and Zulhelmi Thaib	1019
Ammi Models On Count Data: Log-Bilinear Models	Alfian Futuhul Hadi H. Ahmad Ansori Mattjik I Made Sumertajaya Halimatus Sa'diyah	1026
Prediction Of Oil Production Using Non Linear Regression By Sdpro Software (Special Program Package)*)	Budi Nurani R , and Kartlos J. Kachiashvili	1038
An Implementation Of Spatial Data Mining Using Spatial Autoregressive (Sar) Model For Education Quality Mapping At West Java*)	Atje Setiawan A. , Retantyo Wardoyo , Sri Hartati , and Agus Harjoko	1045
Validation Of Training Model For Robust Tests Of Spread	Teh Sin Yin, and Abdul Rahman Othman	1056
Spectral Approach For Time Series Analysis	Kusman Sadik	1063
The ACE Algorithm for Optimal Transformations in Multiple Regression	Kusman Sadik	1066
The Relation Between The Students' Interaction And The Construction Of Mathematical Knowledge	Rini Setianingsih	1069
Application of Auto Logistic Regression Spatial Model using Variogram Based Weighting Matrix to Predict Poverty Village Category	Utami Dyah Syafitri, Bagus Sartono, Vinda Pratama	1075

COMBINING INDIVIDUAL LEARNING AND GROUP DISCUSSION IN CALCULUS COURSE

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Abstract. *Calculus is one of important course in Engineering Faculty, because it is a foundation of other courses. Moreover, at our University, Calculus is one of drop out requirements for fresh student. Based on this condition, we think that an innovation of learning method should be design to give special treatment for students that do not pass calculus class in the first semester. This second semester, we do an innovation of learning method in Calculus class. The innovation contains Initial Student Worksheet (ISW) before class. In the beginning of the class session, material related with the ISW is explained shortly by the lecturer and continuing with do exercise in small group discussions. The result of the discussion will be presented in classroom as panel discussion. The last, in the end of the class students get individual test.*

As evaluation of this innovation, we found that 64% of the students has score more than 65 and 95% of the students give positive respond to this innovation. For advanced research, we would like give some improvement in this method to increase the passing percentage of the course.

Keywords: *ISW, group discussions, panel discussion, individual test*

1. Introduction

Calculus is one of important courses in Engineering Faculty because Calculus is foundation for others courses. Moreover, at our university, Calculus is one of drop out requirments for fresh student. The content of calculus is similar with mathematics subject at senior high school, i.e. real number, functions, limits, derivatives, integral. It means the students have known the material. We have two full sessions a week for Calculus. The sessions is dominated by explanation and examples. Because of that, it also given one review sessions a week by assitant for doing exercises, we call it as tutorial class. In even semester, when calculus class was followed by students who ever fail only, there are 66.7 % students no attend actively in tutorial class.

In this semester, we do action research class to give special treatment for students that do not pass Calculus class in first semeseter such that they can pass well when they take the class for the second.

This research based on the importance of calculus as explanation above. In our research, we construct an innovation teaching method, is called Combining Individual Learning and Group Discussions (CILGD). From our observation as explain in the first paragraph, we assume student rarely do exercises for Calculus. CILGD contains Initial Student Worksheet (ISW), shortly conventional teaching, small groups discussions, panel disscusions, and individual test. We give detail about CILGD in the next section. CILGD was done in some topics of Calculus.

2. The construction of CILGD

As we told in the first section, we arrange the innovation design based on observation of the student characteristics. This design is called Combining Individual Learning and Group Discussion (CILGD). The CILGD strategy is

1. The first session, we give a basic test. The content of the test is algebra, trigonometry and arithmetic operation that are commonly used in Calculus course. If the test score is less than 65, the student will get a task with similar content. It is expected that the students who completely do well the basic test and or the task never make mistakes in basic operations.

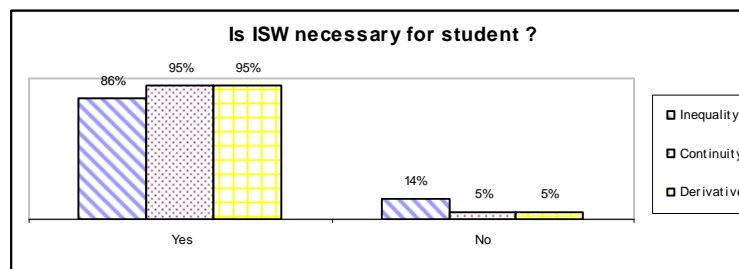
6. Initial Student Worksheet (ISW). ISW is given to student in the end of certain session. ISW contains many problems related with material of next session. For example, we give it to all students in the end of first session. Students individually complete the ISW, and give back to the lecturer before the second session. The purpose of ISW, the lecturer get a picture about the students related with the second session material before the session.
7. Lecturer teaches shortly in the beginning of the second session. It is also explained revision of student's mistakes in ISW.
8. After the shortly teaching, the class activity is continued by small groups discussions. Every group must give report of the discussion. Students cannot make a group by themselves. The members of each group are chosen based on the score of basic test and Calculus class before. Every group be composed of student with good, enough and bad scores. We expect that the variance of student capability can improve the group discussions.
9. After the small groups discuss, the result of the discussion bring to class discussion. In this time, every members of the groups should be ready to present the discussion result of his/her group because lecturer will choose randomly who present the material.
10. 10 minutes before the end of the session, it is done individual test and close book. The material of the test is 'today' material. All of material that student get on the session.
11. Student mark/score for the mid semester and the end semester include:
 - Ø ISW : 10%
 - Ø Average of report of small group discussion, class discussion, and average of individual test of groups members : 15%
 - Ø Quiz : 10%
 - Ø Mid/End examination : 55 %
 - Ø Tutorial : 10%

In the session without innovation CILGD, there are still any individual test in the end of session, we called it quiz.

3. Result and analysis

In the implementation, for first mid semester, the Calculus material that we do innovation are inequality, continuity, derivative. We give quizioner to students and we get some surprise result from students opinion :

- 86 % of the students said that ISW for inequality topics is necessary. And, for continuity topics, 95% of the students said that ISW is important, same as for derivative topics. (See figure 3.1)



Picture 3.1. The necesarry of ISW for student.

- Almost all of the students (equal or more than 90 %) agree that ISW is useful for them in understanding in inequality, continuity, derivative topics. (see figure 3.2).

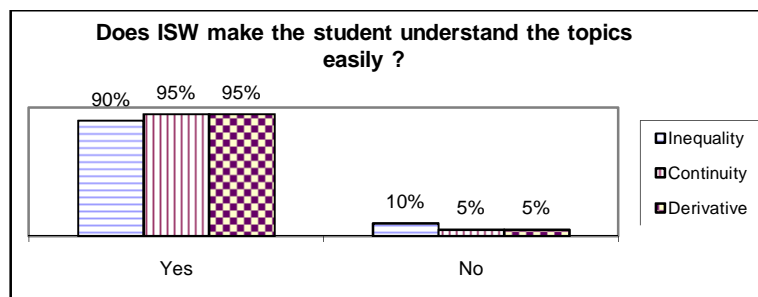


Figure 3.2. The necessary of ISW in understanding the topics

- For inequality topic, 81% of the students said that small group discussion help them to understand the topic. Also 85% of the students have same opinion for continuity and derivative topics. Only 5 % of the students did not give their opinion about it. The rest said that small group discussion did not give them positive effect in understanding the material. (see figure 3.3).

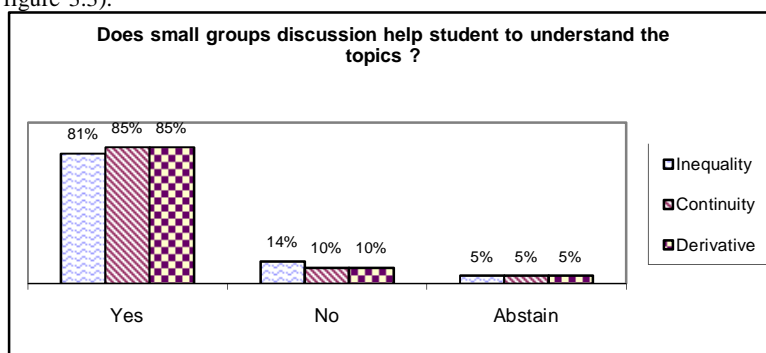


Figure 3.3. The questioner result about small groups discussion

- We get data that 90 % of the students said that teaching method by ISW and group discussion implied that they can complete the inequality and derivative test easier than before. 80% of the students give the same opinion about continuity topic. See figure 3.4.

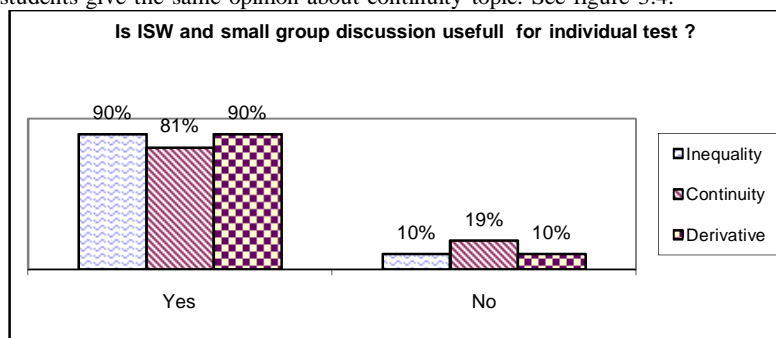


Figure 3.4. The usefullness of ISW and small group discussion for individual test

- In general, 95 % of the students agree that they understand the calculus topics better by CILGD than by conventional teaching. In the last, we also ask to the students in detail about what topics of Calculus that they want for CILGD implementation. The result is shown in figure 3.5 b.

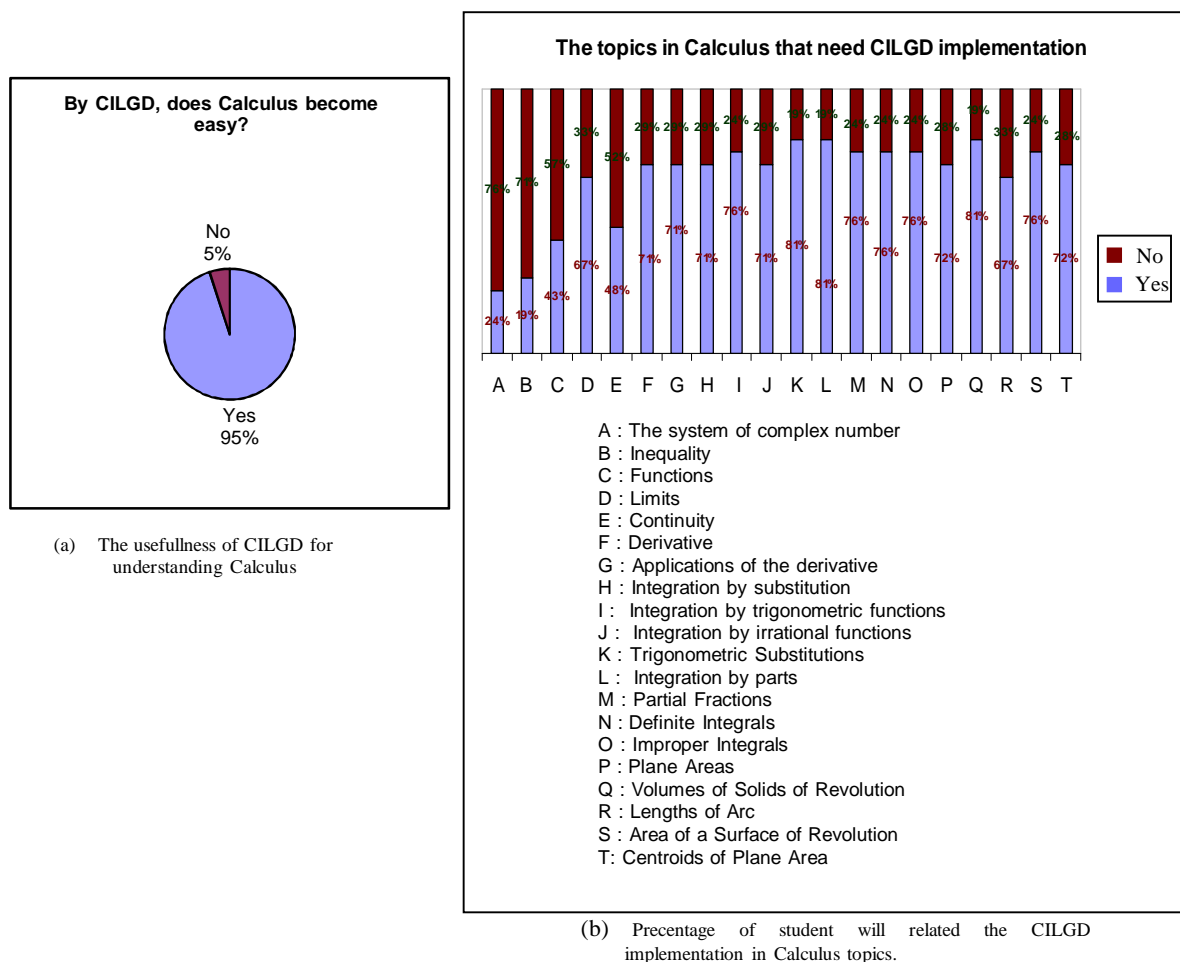


Figure 3.5. Student opinion about CILGD for Calculus course

Besides the students opinion, we also get report from observer in CILGD implementation. There are 30 students in Calculus course. However, just 93% of the students actively attend in Calculus class and follow the Calculus examination. The result of examination show that 25% of the students get score below 40, 11% of the students get score between 40 and 65, and 64% get score above 65.

When we investigate presence of the students with score below 40, we find that all of them rarely or never attend Calculus class. We check that their presence percentage no more than 50%. Thus, it means that they did not follow all of the learning-teaching process. As it is said above, some of the students get score between 40 and 65. Although their score is not good, the class lecturer know that the students have have progress in their Calculus concepts. They actively ask some questions and the content of the questions was shown their progress. In general, all of the students have progress. In the first time of group discussion, the discussion was not going smoothly. However, by the time, the discussion is going well. The student actively ask and answer each other in the groups. By ISW, the student must learn firstly before the class, and the lecturer know the students knowledge about the material.

In this time, class discussion can not be implemented because the small group discussion was going very slowly. Group discussion took time more than the time setting. It was needed much time to make all of the group members understand the material. Thus, there is no more time for class discussion.

4. Conclusion

As evaluation of this innovation, we conclude that CILGD implementation was going well in Calculus course. It was shown by students score (64% of the students has score more than 65) and the result of questioner (95% students give positive respond to this innovation). For advanced research, we

would like give some improvement in this method to increase the passing percentage of the course. We expect that the lecturer more than one in the class for helping small group discussion. Because by it, we hope small group discussion will be go smoothly in the setting time. We also still think to improvement the mechanism of ISW, we found that some students did not do ISW by him/herself.

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