INTERNATIONAL CONFERENCE ON SPECIAL EDUCATION IN SOUTHEAST ASIA REGION (ICSAR) 9TH 2019

“Affirmation of The Identity of Special Education Science to Support The Implementation of Inclusive Education”

Sunday, 24 March 2019
At Universitas Pendidikan Indonesia

Editor:
Sunardi
Endang Rochyadi
Setyo Wahju Wibowo
Euis Heryati
Een Ratnengsih
Mohd Hanafi Mohd Yasin
Mohd Mokthar Tahar
Sopingi

Layout:
Ana Fatimatuzzahra
Ika Karlina
Nita Nitiya Intan Tanbrin
Weni Winarti

Copyright © 2019 by Special Education, Postgraduate School, Universitas Pendidikan Indonesia
PROCEEDING

INTERNATIONAL CONFERENCE ON SPECIAL EDUCATION IN SOUTHEAST ASIA REGION (ICSAR) 9TH 2019

“Affirmation of The Identity of Special Education Science to Support The Implementation of Inclusive Education”

Saturday, 24 March 2019
at Universitas Pendidikan Indonesia
MESSAGE
CHAIRMAN OF SPECIAL EDUCATION, POST GRADUATE SCHOOL
UNIVERSITAS PENDIDIKAN INDONESIA

Assalamualaikum Wr. Wb

Best wishes to all us.

Greeting to all authors, participants and keynote speakers in ICSAR 9th Series 2019 with the theme of Affirmation of The Identity of Special Education Science to support the Implementation of Inclusive Education. This conference covers the research and development in the field of education for students with special need. ICSAR is annual seminar and focus which is jointly organized by UPI, UKM, UM and SEAMEO SEN. This conference is one of the platforms to explore ideas for the advancement of education for children with special needs, so that all parties can participate actively in providing appropriate services through research in their respective countries.

ICSAR 9th Series 2019 organized by Program Studi Pendidikan Khusus Sekolah Pascasarjana Universitas Pendidikan Indonesia on March 24, 2019 became increasingly lively because at the same time the "Journal of ICSAR" was launched in order to complete the proceedings of the seminar which had been the norm for scientific activities like this one.

Thus, through this conference, it is expected to be a unifying event for governments, educators, practitioners and the parent community in optimising services for people with disabilities, the availability of services to all children and the realisation of an inclusive society. Too add on that point, I wish that this conference will provide a thoughtful learning experience and referenced resource for all educators, practitioners, and professionals caring for the right of education for special students across the country. On behalf of all organising committee of ICSEN 2019, I would like to thank all authors, participants, and keynote speakers, so that this activity can be done smoothly.

Dr. Sunardi, M.Pd
Chairman of Special Education, Post Graduate School
Universitas Pendidikan Indonesia
Dear Authors, esteemed Readers,

It is with deep exhilaration that I write this preface to the Proceedings of the International Conference on Special Education in Southeast Asia Region (ICSAR) 9th Series 2019, held in Bandung, Indonesia, March 24th, 2019.

ICSAR continues an annual tradition of bringing together researchers, academics and professionals from all over Southeast Asia Region, experts in field of Special Need Education. This conference aims creating a forum for further discussion for an education incorporating a series of issue and/or related to quality of improvement in special education and supporting the implementation of inclusive education. This 9th ICSAR addresses on theme of Affirmation of The Identity of Special Education Science to support the Implementation of Inclusive Education. Therefore, the call for papers was addressed to scholar and/or professionals. The papers contributed the most recent Special Need Education knowledge and concern known in the field of Curriculum and Learning strategy, Teaching & Learning Innovation, Ethic & Advocacy, Vocational Education, Accessibility, Assessment, Policy and many more. ICSAR 9th 2019 accepted and hosted 127 original research papers.

In addition to the contributed papers, four invited keynote presentations were given: by Dr. Safani Bari from Deputy Director Training & Research SEAMEO SEN, Drs. Abu from Director Pembinaan Guru Menengah dan Pendidikan Khusus, Assoc Prof. Dr. Hidayat, M.Si from Universitas Pendidikan Indonesia, Assoc Prof. Mohd Hanafi Mohd Yasin from University Kebangsaan Malaysia, Ian Kaplan from Norwegian Afghanistan Committee, and Prof. Into Chung from University of Tsukuba.

These Proceedings will furnish the researchers with an excellent reference book. I trust also that this will be an impetus to stimulate further study and research in all these areas of Special Need Education.

We thank all authors and participants for their contributions and members of the organising committee for their hard-work and dedication.

Dr. Endang Rochyadi, M.Pd
Chairman of ICSAR 2019
## CONTENTS

1. MESSAGE I
2. PREFACE II
3. CONTENTS III

### THEME 1

**CURRICULUM AND LEARNING STRATEGY ON SPECIAL EDUCATION**

4. THE EFFECT OF COLOR BOX FOR UNDERSTANDING OF COLOR IN THE CHILDREN WITH INTELLECTUAL DISABILITY 1
   Aqmarina Indah, Endang Rochyadi, Hidayat

5. EDUCATION OF SEXUALITY WITH HEARING IMPAIRMENT IN ACCORDANCE WITH ISLAMIC VIEWS 10
   Mohammad Shazwan Bin Shahibullah, Mohd Hanafi Mohd Yassin

6. IMPLEMENTATION OF THEMATIC LEARNING IN SPECIAL SCHOOL 16
   Viki Kusuma Permatasari, MohammadEffendi

7. HEARING IMPAIRED STUDENTS’ PREFERENCES FOR GRAMMAR LEARNING STRATEGIES: A QUANTITATIVE STUDY 20
   Noor Azwa Binti Mohammed Ozir, Nur Shazwani Binti Suhami

8. METACOGNITIVE AND PROBLEM SOLVING ABILITY IN INDONESIA 25
   Ekayanti Nur Anix, Ikaputera Waspada, Kurjono

9. THE EFFECT OF THE MASTER MODEL TOWARDS INCREASING THE ACHIVEMENT MOTIVATION FOR HEARING IMPAIRED STUDENT 34
   Anahlifina Firdaus, Dimas Arif Dewantoro, Endro Wahyuna

10. DEVELOPING AQUATIC THERAPY PROGRAM THROUGH SWIMMING FOR CHILDREN WITH MOTOR DELAY 38
    Dewi Daryati, Imas Diana Aprilia

11. STRENGTHENING OF DISCIPLINE CHARACTERS THROUGH THE PROGRAM STUDENT OF THE MONTH IN ALFA CENTAURI BANDUNG HIGH SCHOOL 46
    Febriana Ruspendi, Rahmat

12. DEVELOPING PECS MEDIA TO IMPROVE THE COMMUNICATION ABILITY OF AUTISM SPECTRUM DISORDER 55
    Hentia Marpaung, Sunardi

13. FINGER PAINTING TOWARDS FINE MOTOR SKILL INTELLECTUAL DISABILITY 63
    Anisa Kurniawati, Wiwiek Dwi Hastuti

14. TEACHERS COLLABORATION ON CHILDREN SPECIAL NEEDS LEARNING IN REGULAR PRIMARY SCHOOL 69
    Een Ratnengsih, Euis Heryati, Setyo Wahju Wibowo

15. ETHNOMATHEMATICS STUDY: MATHEMATICAL PRACTICES THROUGH SYMBOLS AND GESTURES OF MOROSOK TRADITION IN MINANGKABAU 74
    Isra Mardia, Nurjanah
16. THE EFFECT OF ECONOMIC LEARNING TOWARDS CONSUMER BEHAVIOR  
Isra Selvy Rolina, Suwanto, Ade Sobandi

17. IMPLEMENTATION OF ADAPTIVE PHYSICAL EDUCATION STUDENTS WITH HEARING IMPAIRMENT IN SLB-B SUMBERSARI  
Reto Tris Wandari, Budi Susetyo, Mamad Widya

18. KNOWLEDGE AND PRACTICE OF SEXUAL EDUCATION TEACHER OF SPECIAL NEEDS STUDENTS  
Siti Khadijah Johan, Mohd Hanafi Mohd Yassin, Mohd Mokhtar Tahar

19. THE EFFECT OF PROBLEM-BASED LEARNING MODERATED BY SELF-EFFICACY ON CRITICAL THINKING SKILL  
Venny Chairani, A. Sobandi, Edi Suryadi

20. THE TYPES OF NATIONALISM FORMATION PATTERN IN PESANTREN AL-HIKAMUSSALAFIYAH ISLAMIC BOARDING SCHOOL CIPULUS PURWAKARTA  
Zindan Baynal Hubi, Muhammad Halimi

21. THE EFFECT OF TEACHER’S COMPETENCE AND LEADERSHIP STYLE ON STUDENT ACHIEVEMENT AT SMAN 4 BANDA ACEH  
Asmaul Husna, Nanang Fattah, Amir Machmud

22. THE IMPLEMENTATION OF PKPBI TO IMPROVE THE ABILITY OF PHONEM "NG" IN CHILDREN WITH HEARING IMPAIRMENT IN SLBN B GARUT  
Weni Winarti, Tati Hernawati, Dedy Kurniadi

23. PASSPORT WARNA : ABM UNTUK MEMBANTU MEMAHAMI KONSEP PENAMBAHAN DAN PENOLAKAN CAHAYA  
Arni Samitaty Abdol Samat

24. PENGEMBANGAN PROGRAM LITERASI UNTUK MENINGKATKAN KEMAMPUAN BERBICARA DAN MEMBACA ANAK DENGAN HAMBATAN PENDENGARAN  
Neni Satriani, Tjutju Soendari, Nandi Warnandi

25. MENYEMAI MINAT MEMBACA MURID PENDIDIKAN KHAS DI MALAYSIA MELALUI AKTIVITI NILAM  
Asmaiani Binti Nan

26. THE DEVELOPMENT, EVALUATION AND EFFECT OF A DAILY PHYSICAL ACTIVITIES (DPA) MODULE ON THE SOCIAL, COGNITIVE AND COMMUNICATION ASPECTS OF STUDENTS WITH AUTISM IN THE SPECIAL EDUCATION INTEGRATED PROGRAMME  
Chandramogan Ramaiah, Zainudin Mohd Isa

27. LEVEL OF KNOWLEDGE AND SKILLS AMONG SPECIAL EDUCATION TEACHERS ON PROBLEM POSING METHOD IN MATHEMATICS  
Hasniza Akma Hakimi, Norshidah Mohamad Salleh
28. PENGGUNAAN ‘MY PANTO’ DALAM PENGAJARAN KEMAHIRAN AWAL MENULIS UNTUK KANAK-KANAK PRASEKOLAH
   Jaslinah Binti Makantal, Hillari Tay @ Hillari Clement

29. IMPLEMENTASI MANAJEMEN PENDIDIKAN KARAKTER DI SEKOLAH
   Mujahidatun Mukhlisoh, Suwono

30. DANCING EYE-HAND TOOLS (DEHTO) MEMBANTU KEMAHIRAN MOTOR HALUS MURID SINDROM DOW DANCING EYE-HAND TOOLS (DEHTO) MEMBANTU KEMAHIRAN MOTOR HALUS MURID SINDROM DOWN
   Nor Amalina Abdul Karim

31. PENERIMAAN APLIKASI MODEL BAR DALAM PENYELESAIAN MASALAH MATEMATIK OLEH MURID PENDIDIKAN KHAS
   Nur Alia Idris, Rosadah Abd Majid

32. KESAN PENGGUNAAN VIDEO SOP PENGENDALIAN PERALATAN MULTIMEDIA TERHADAP KEMAHIRAN PENGOPERASIAN DI KALANGAN PELAJAR KELAINAN UPAYA
   Muhammad Razuan Abdul Razak, Salmah Ijam

33. METHODOLOGI DAKWAH GURU PENDIDIKAN ISLAM DALAM KALANGAN PELAJAR BERKEPERLUAN KHAS
   Rosidah Jemain, Shamsina Shamsuddin

34. SEJAUHMANA KESESUAIAN PSH BERMODUL : MODUL RAWATAN REFLEKSOLOGI UNTUK PELAJAR-PELAJAR PENDIDIKAN KHAS SEKOLAH MENENGAH KEBANGSAAN DOCTOR BURHANUDDIN DAN SEKOLAH MENENGAH KEBANGSAAN PENGKALAN AUR TAIPING, PERAK, MALAYSIA
   Absah Binti Md Yusof, Nor Ashida Binti Rodzan, Nor Suriati Binti Abd Mutallib

35. PENGURUSAN TINGKAH LAKU MURID AUTISME : SATU KAJIAN KES AUTISM STUDENT
   Zauyah Binti Zainal, Abdul Rahim Razali

36. PENGGHISAN CARTA ALIR KSR-I DAN PENGGUNAANNYA DALAM PENGAJARAN DAN PEMBELAJARAN SIRAH MURID PENDIDIKAN KHAS
   Zullina Binti Ahmad Zawawi, Rohimah Binti Ya’kub, Rabaishah Binti Azirun

37. TEKNIK LAKARAN BERSAMA PETA ALIR I-THINK MENINGKATKAN KEMAHIRAN MENJANA IDEA MURID LUN BAWANG DALAM KARANGAN AUTOBIOGRAFI
   Ahmad Fikri Bin Ab Rahman, Zamri Mohamod

THEME 2
INNOVATION OF TEACHING AND LEARNING FOR SPECIAL NEED CHILDREN

38. ENGLISH LEARNING APPLICATION TOWARDS JUNIOR HIGH SCHOOL LEVELS BY USING A COMPUTER-ASSISTED INSTRUCTION METHOD
   Popon Handayani, Sri Utami, Octa Pratam Putra, Wisti Dwi Septian
39. GAMING METHOD OF SPELLING BEE FOR IMPROVING VOCABULARY WRITING SKILL OF STUDENTS WITH VISUAL IMPAIRMENT AT INTERMEDIATE SCHOOL LEVEL  
Ana Fatimatuzzahra, Cece Rakhmat, Sunardi  

40. MAXTYPE MEDIA TO IMPROVE TYPING SKILLS USE 10 FINGERS FOR DEAF CHILDRENS  
Nyoman Sumerti, Budi Susetyo  

41. PENGUNGAAN INOVASI TRI BOX DALAM PENGAJARAN OPERASI TAMBAH UNTUK MURID PENDIDIKAN KHAS  
Lajiwin @ Joviana Kudun  

42. THE AMAZING SHARPENER INOVASI PENGASAH PENSEL UNTUK MURID BERKEPERLUAN KHAS PERTAMA DI DUNIA  
Supian Bin Hashim, Syafiq Yap Hee Hoe Abdullah, Muhammad Zarul Hiqmi Hj Supian  

43. PENGUNGAAN KIT ‘SWORD’ DALAM MENDORONG MINAT BERTUTUR BAHASA INGGERIS BAGI MURID KSSM PENDIDIKAN KHAS PEMBELAJARAN  
Nor Naimmah Binti Othman  

44. PENGUNGAAN KIT CEPAT BACA (KCB) DAN PENGLIBATAN IBU BAPA DALAM PENGAJARAN BACAAN MURID PEMULIHAN KHAS  
Norharyanti binti Muhyiend  

45. KIT ‘MAGICAL SQUARES’: TEMPLAT VISUALISASI DALAM PEMBELAJARAN BERSASaskan PERMAINAN MENGUKUKHAN PEMAHAMAN KONSEP MATEMATIK  
Ra’baniah Nor Binti Hamdan, Nur Asni Binti Alias, Nur Afifah Bt Abdul Razak  

46. KEBERKESANAN KAEDAH N.I.B.T (NYANYI, INGAT, BACA, TULIS) DALAM MENINGKATKAN KEOBLEHAN MENYEBUT DAN MENULIS HURUF MURID PENDIDIKAN KHAS  
Zubaidah Binti Mohaidin  

47. PAPAN JEJARIKU MENINGKATKAN KEYAKINAN MENGETIP KUKU  
Nor Asiah Binti Nasir, Suraya Binti Bai, Bainah Binti Mustafa, Ainee Binti Hj Ahmad, Zulkifli bin Mat Isa @ Hashim, Law Chia Zhee  

THEME 3  
ETHIC AND ADVOCACY IN SPECIAL EDUCATION  

48. CABARAN KELUARGA YANG MEMPUNYAI ANAK BERKEPERLUAN KHAS DI MELAKA  
Mohd Syazwan Zaina, Mohd Mokhtar Tahar  

49. EFEKTIVITAS POLA PENGASUHAN ORANG TUA TERHADAP KEPRIBADIAN SOSIAL NOSARARA NOSABATUTU ANAK DI TK KOTA PALU SULAWESI TENGAH  
Andi Agusniati
<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.</td>
<td>PERSEDIAAN KUALITI SISWA GURU PENDIDIKAN ISLAM MELALUI KONSEP 5 M</td>
<td>Norliza Nor Hashim, Abd Haris Johari, Razaleigh Muhammad @ Kawangit</td>
</tr>
<tr>
<td></td>
<td>DALAM PROGRAM PENDIDIKAN INKLUSIF DI SEKOLAH</td>
<td></td>
</tr>
<tr>
<td>51.</td>
<td>AN AWARENESS AMONG LEVEL ONE TEACHERS TOWARDS SEN IN KAPIT, SARAWAK:</td>
<td>Nur Kamariah Ensimau, Mohd Isa Hamzah, Mohd Hanafi Mohd Yassin, Mohd</td>
</tr>
<tr>
<td></td>
<td>A QUALITATIVE STUDY</td>
<td>Mokhtar Tahar, Safani Bari, Zolkepeli Haron, Mohd Jasmy Abdul Rahman,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mohd Anis Abdul Razak, Amiruddin Abu Samah</td>
</tr>
<tr>
<td>52.</td>
<td>DEVELOPMENT OF THE RESOURCE CENTER OF SLBN 5 WEST JAKARTA IN</td>
<td>Waluyo Agum Putrawan, Musjafak Assjari</td>
</tr>
<tr>
<td></td>
<td>SUPPORTING INCLUSIVE EDUCATION IMPLEMENTATION IN WEST JAKARTA</td>
<td></td>
</tr>
<tr>
<td>53.</td>
<td>TPM (TOTAL PHYSICAL RESPONSE METHOD) FOR INCREASING ORAL SKILL OF</td>
<td>Alifta Rahma Syafira, Rizki Fajar Praadipta, Sudarsini</td>
</tr>
<tr>
<td></td>
<td>STUDENT WITH HEARING IMPAIRMENT AT SPECIAL EDUCATION</td>
<td></td>
</tr>
<tr>
<td>54.</td>
<td>KESANTUNAN BAHASA DALAM KALANGAN MURID PENDIDIKAN KHAS KELAS PEMBE</td>
<td>Dara Nursuraya Abdullah, Bohari Samsudin</td>
</tr>
<tr>
<td></td>
<td>LAJARAN BAGI MATA PELAJARAN KEMAHIRAN VOKASIONAL:KAJIAN KES</td>
<td></td>
</tr>
<tr>
<td>55.</td>
<td>EFFECT OF ADVERSITY QUOTIENT ON ENTREPRENEURIAL INTENTION</td>
<td>Ina Nur Latifah, Tjutju Yuniarsih</td>
</tr>
<tr>
<td>56.</td>
<td>LEARNING STYLE AS THE BOOSTER OF STUDENTS’ CREATIVE THINKING SKILL</td>
<td>Intan Permatasari, Agus Rahayu, Rasto</td>
</tr>
<tr>
<td></td>
<td>IN VOCATIONAL HIGH SCHOOL</td>
<td></td>
</tr>
<tr>
<td>57.</td>
<td>PEMBANGUNAN INSTRUMEN SARINGAN KEMAHIRAN VOKASIONAL MURID BERKEPERL</td>
<td>Kamarul Hazri Ghazali, Normasitah Nari</td>
</tr>
<tr>
<td></td>
<td>LUAN KHAS MASALAH PEMBELAJARAN BAGI PERSEDIAAN SIJIL KEMAHIRAN MALAYS</td>
<td></td>
</tr>
<tr>
<td>58.</td>
<td>ADMISSION OF STUDENTS WITH SPECIAL NEEDS [DISTRICT OF KUALA KANGSAR,</td>
<td>Kamarul Hazri Ghazali, Normasitah Nari</td>
</tr>
<tr>
<td></td>
<td>PERAK BASED ON TVET LEARNING IN COMMUNITY COLLEGE KUALA KANGSAR, PERAK</td>
<td></td>
</tr>
<tr>
<td>59.</td>
<td>THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION ON THE INTEREST OF</td>
<td>Leni Nuraeni, Suwanto, Budi Santoso</td>
</tr>
<tr>
<td></td>
<td>STUDENT ENTREPRENEURSHIP SCHOOL OF YADIKAL KALIJKI VOCATIONAL SCHOOL</td>
<td></td>
</tr>
<tr>
<td>60.</td>
<td>IMPAK PENDIDIKAN LATIHAN TEKNikal DAN VOKASIONAL (TVET) DI BAWAH</td>
<td>Nor Asfarul Lall Azwan Haris, Nor Maizura Ibrahim</td>
</tr>
<tr>
<td></td>
<td>PROGRAM PEMBELAJARAN SEPAJANG HAYAT (PSH) ANJURAN LANGKAWI</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOURISM ACADEMY@KOLEJ KOMUNITI LANGKAWI TERHADAP REMAJA AWAL DEWASA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GOLONGAN ORANG KURANG UPAYA (OKU) MASALAH PEMBELAJARAN</td>
<td></td>
</tr>
</tbody>
</table>
61. MI IKAT MENINGKATKAN KEMAHIRAN MENGHASILKAN MI DALAM KALANGAN MURID BERMASALAH PEMBELAJARAN 412
Norasima Binti Abu Bakar, Nor Asiah Binti Nasir, Suraya Binti Bai

62. WORK-ORIENTED VOCATIONAL PROGRAM FOR DEAF STUDENTS AT SLBN B GARUT INDONESIA 418
Putri Handriani, Endang Rochyadi, Yuyus Suherman

63. DEVELOPMENT OF EMBROIDERING SKILL PROGRAM FOR MILD MENTAL RETARDATION STUDENTS 423
Riska Pertivi Wulandari, Sunardi, Endang Rochyadi

64. THE EFFECT OF VOCATIONAL COMPETENCE AND EMPLOYABILITY SKILLS ON WORK READINESS OF VOCATIONAL STUDENTS 429
Fitri Verlianti, Amir Machmud

65. CHILDREN WITH DOWN SYNDROME’S SKILL AS A WAITER 435
Noviana Tejasentosa, Hidayat

66. THE ROLE OF BANDUNG RESOURCE CENTER TO SUPPORT INCLUSIVE EDUCATION 441
Thu FAILA ARIIB NAAFIH, Musjafak Assjari, Tjutju Soendari

67. PENERAPAN ASAS KEUSAHAWANAN DALAM PENGAJARAN DAN PEMBELAJARAN TERHADAP MURID BERKEPERLUAN KHAS DENGAN MENGGUNAKAN TEORI THORNDIKE 445
Siti Nabila Aishah Ibrahim

68. ISU DALAM PROGRAM PENDIDIKAN KERJAYA MURID BERKEPERLUAN KHAS PEMBELAJARAN 449
Rohaiyat Ibrahim, Mohd Hanafi Mohd Yassin

69. KEBERKESANAN PROGRAM TRANSISI DALAM MENGHENDATKAN PELUANG PEKERJAAN PELAJAR ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) 454
Tan Meng Wei

70. COACHING IN PRESCHOOL SPECIAL EDUCATION 466
Sefiah Ab Kahar @ Abdul Kahar, Miller Yang, George Thomas

THEME 4
GUIDANCE AND COUNSELING FOR SPECIAL NEED CHILDREN

71. THE DESCRIPTION OF THE PARENTING AND THE ADMISSION OF PARENTS WHO HAVE AUTISTIC CHILDREN VIEWED FROM THE DIFFERENCE OF ECONOMIC STATUS 472
Rahmadhania Rizanty

72. TEACHER’S SELF-EFFICACY TOWARD INCLUSIVE EDUCATION 482
Rianti Novtasari, Musjafak Assjari, Tjutju Soendari
73. HUBUNGAN ANTARA KEMahirAN METakOGNIvIF DENGAN KEMahirAN PROSEs SAiNS MURiD SEkOLAH RENDAH DAERAH NABAWAN, SABAHa. 487
Mohamad Firdaus Bin Baharudin, Sahlan Surat

74. PELAKsANAAN MODEL SPEd CAFÉ: MENANGAni ISU MATEMATIK DAN PENgURUSAN KEHIDUPAn MURiD BERKEPERLUAAn KHAS 497
Muhammad Hafiz Bin Marzuki, Sharazatul'dura Binti Ismail, Juriah Binti Raduan, Nor Faizah Binti Md Samingon, Rosheila Binti Farid Salleh

75. FAMILY COUNSELING PROGRAM FOR CHILDREN WITH MILD INTELLuCTUAL DISABILITY THROUGH COGNITIVE-BEHAVIOUR THERAPY (CBT) APPROACH AND CONJOINT 504
Ira Purnamasari, Musjafak Assjari

76. RELATIONSHIP BETWEEN SELF EFFICACY AND STUDENT'S CRITICAL THINKING ABILITY 510
Fifi Fauziyah, Budi Santoso, Amir Mochamad

THEME 6
ASSESSMENT FOR SPECIAL NEED CHILDREN

77. TEACHER'S ABILITY TO IDENTIFY AND ASSESS CHILDREN WITH SPECIAL NEEDS FOR INCLUSIVE EDUCATION 517
Siti Halimah, Endang Rochyadi

78. ASESmen BICARA DAN BAHASA DI TK X LEMBANG 525
Nita Nitiya Intan Tanbrin, Endang Rochyadi, Tjutju Soendari

79. VALIDITY AND RELIABILITY OF ORAL TEST ASSESSMENT OF SIGN LANGUAGE LISTENING INSTRUMENTS IN SCHOOL BASED ASSESSMENT (PBS) FOR DEAF CANDIDATES 533
Abdul Rahim Razalli, Abdul Talib Hashim, Nordin Mamat, Azli Ariffin

THEME 7
ICT INNOvATION EDUCATION FOR SPECIAL NEED CHILDREN

80. ABILITY OF SELF-ESTEEM THROUGH MEDIA VIDEO IN CHILDREN WITH INTELLuCTUAL DISABILITY 540
Lutfi Nur Afida, M Shodiq AM, Sinta Yuni Susilawati

81. APLIKASI PENGAJARAN BERBANTUkAN KOMPUTER (PBK) DALAM PENGUASAN TATABAHASA BAHASA MELAYU MURiD BERMASALAH PENDENGARAN 546
Cha Try a/l Bun Dit, Mohd Mokhtar Tahar
THEME 8
MANAGEMENT AND ADMINISTRATION FOR SPECIAL EDUCATION

82. CABARAN YANG DIHADAPI OLEH GURU DALAM PENDIDIKAN INKLUSIF DI KALANGAN MURID IMPLAN KOKLEA  
Zarina Abd Aziz

83. PENILAIAN TERHADAP SAHSIAH GURU PELATIH SEMASA MENJALANI PRKTIKUM DI SEKOLAH  
Shamsul Rizal Bin Khalil, Muhammad Faiz Bin Yaakob, Masmurah Binti Hassan Bashari, Nor Asiah Binti Nasir, Saraya Binti Bai

84. SUDUT PANDANG BAKAL GURU INKLUSIF TENTANG CIRI-CIRI KANAK-KANAK AUTISME SEBELUM DAN SELEPAS AKTIVITI SUKARELAWAN DI SEBUAH PUSAT AUTISME  
Hanani Binti Harun Rasit, Nik Farah Aqilah Binti Nik Mahadi, Nur Qayyimah Binti Mohd Zubaidi

THEME 9
POLICY FOR IMPLEMENTATION OF EDUCATION FOR SPECIAL NEED CHILDREN

85. PENTAKSIRAN ALTERNATIF SEKOLAH RENDAH(PASR) MEMBANTU KEMENJADIAN MURID PENDIDIKAN KHAS SEKOLAH RENDAH  
Saripah Ghul Hassan

86. KAJIAN KES: LATIHAN PEMBANGUNAN STAF (LPS) TINGKATKAN PROFESIONALISME GURU PEMBIMBING PRAKTIKUM PENDIDIKAN KHAS DI INSTITUT PENDIDIKAN GURU KAMPUS KENT, SABAH, MALAYSIA  
Marlini Binti Michael Dzulkiflee, Nancy Anthony

87. AN INTRODUCTION TO THE KOREAN UDL-BASED INSTRUCTIONAL DESIGN MODEL(K-PAL)  
Kim Namjin, Kim Yongwook

THEME 10
COMPENSATORY SERVICES FOR SPECIAL NEEDS CHILDREN

88. SUDUT PANDANG BAKAL GURU INKLUSIF TENTANG PENGURUSAN TINGKAH LAKU KANAK-KANAK AUTISME SEBELUM DAN SELEPAS AKTIVITI SUKARELAWAN DI SEBUAH PUSAT AUTISME  
Hanani Binti Harun Rasit, Nur Qayyimah Binti Mohd Zubaidi, Nik Farah Aqilah Binti Nik Mohadi

89. TAHAP PEMAHAMAN & PELAKSANAAN KAJIAN TINDAKAN GURU PEMULIHAN DI SEKOLAH  
Shukiman Sukardi, Raffaee Musleh, Asrifah Amirul, Nursuhaili Baharuddin
90. **KAJIAN KE ARAH PENINGKATAN KUALITI PENGAJARAN DAN PEMBELAJARAN DALAM PENDIDIKAN INKLUSIF**

Rosnah @ Nining Sidaek, Tn Hj, Bustom Daman

**THEME 11**

**ACCESSIBILITY FOR PEOPLE WITH DISABILITY**

91. **THE USE OF BLIND CASHIER PORTABLE APPLICATION FOR BOOKKEEPING THE BUYING AND SELLING TRANSACTION BY VISUAL IMPAIRMENT CASHIER**

Ramadhan Bayu Pratama, Hidayat

92. **THE IMPLEMENTATION OF TASK ANALYSIS APPROACH TO INCREASING TOILET TRAINING ABILITY FOR CHILDREN WITH CEREBRAL PALSY**

Neng Tria Sutriani, Nia Sutisna, Mimin Tjasmini

93. **PERSEPSI PELAJAR PENDIDIKAN KHAS DI SEKITAR DAERAH GERIK TERHADAP INFORMASI LALUAN KERJAYA DI KOLEJ KOMUNITI GERIK**

Siti Satilawati Binti Mohamed, Hazila Shahruddin, Norsuhada Abdullah

**THEME 12**

**TEACHING AND LEARNING FOR CHILDREN WITH LEARNING DISABILITY**

94. **HUBUNGAN SOKONGAN SOSIAL DAN ESTIM Diri TERHADAP PELAJAR MASALAH PEMBELAJARAN DI KOLEJ KOMUNITI ZON UTARA.**

Yuzlin Yaccob, Sofia Adlina Zakaria, Nuraisyah Abdul Aziz

95. **‘AKU USAHAWAN BERJAYA’ PERMAINAN KEUSAHAWANAN UNTUK PELAJAR MASALAH PEMBELAJARAN**

Yufiza Mohd Yusof, Kamal Bakhsir Mohd Kassim, Saniah Mohammed Shahid

96. **KESEDIAAN KOLEJ KOMUNITI ZON UTARA MALAYSIA DALAM PROGRAM PEMBELAJARAN KHAS BAGI PELAJAR LEARNING DIASABILITIES (LD)**

Siti Rohani Binti Rahmad, Morasamawati Binti Ahmad Mouthie, Zainordin Zhafran Bin Zulkefli

97. **PENGGUNAAN MOBILE LEARNING DALAM PENGAJARAN BAGI PELAJAR BERMASALAH PEMBELAJARAN DI KOLEJ KOMUNITI GERIK, PERAK**

Nur Afni Binti Anu Hasan, Siti Satilawati Binti Mohamed, Raja Mohammad Zatimi Bin Raja Putera

98. **KEBERKESANAN PERMAINAN “LADDER CASH BOOK GAME 2.0” TERHADAP PELAJAR MASALAH PEMBELAJARAN**

Norlizawati Hashim, Norhafinas Abd Latib, Nor Halina Noordin

99. **TAHAP PENGETAHUAN GURU TENTANG KEPENTINGAN DAN TEKNIK PENGAJARAN KEMAHIRAN MENULIS BAGI MURID BERMASALAH PEMBELAJARAN (BP)**

Nor Izura Mohd Saleh Elias, Mohd Hanafi Mohd Yassin
100. PENGGUNAAN MODUL “JAWIKU” DALAM MENINGKATKAN KEMAMHIRAN MEMBACA DAN MENULIS SUKUKATA TERBUKA JAWI MURID BERMASALAH PEMBELAJARAN 673
   Noor Liana Binti Rosli, Mohd Hanafi Mohd Yassin

101. TAHAP PENGAMATAN PENGLIHATAN KANAK-KANAK PRASEKOLAH BERMASALAH PEMBELAJARAN 681
   Nadira Mohammad Khalid, Mohd Mokhtar Tahar

102. PENDIDIKAN DI SEKOLAH DALAM HOSPITAL (SDH): ISU, CABARAN DAN IMPLIKASI TERHADAP MURID DISLEKSIA 690
   Kasmiati Binti Kadir

103. PERKEMBANGAN EMOSI DALAM KALANGAN MURID BERMASALAH PEMBELAJARAN MELALUI KAJIAN PRAGMATIK 696
   Hasmahyon Hj Bujang, Kamalawati Hj Dolhan

104. LEARNING OF OPERATIONAL MATHEMATICS REDUCTION BASED ON APTITUDE TREATMENT INTERACTION (ATI) FOR STUDENTS WITH LEARNING DISABILITIES 701
   Elvi Nestia Dirga, Tjutju Soendari

105. FAMILY QUALITY OF LIFE ON FAMILY CONSERVATION PROGRAMS THAT FAMILY HAVE CHILDREN OF DIFFICULTY LEARNING 706
   Dody Bakhtiar Al Anshori, Hidayat

106. FAKTOR-FAKTOR YANG MENYUMBANG KEPADA KETIDAKHADIRAN DI KALANGAN MURID SEKOLAH RENDAH BERMASALAH PEMBELAJARAN KAWASAN BANDAR DAERAH TAWAU, SABAH : SATU TINJAUAN 712
   Aiti Sueharti Binti Sipit

107. KAEDAH BELAJAR MELALUI BERMAIN DALAM PENGAJARAN DAN PEMBELAJARAN BAHASA MELAYU TERHADAP MURID-MURID BERMASALAH PEMBELAJARAN 718
   Abu Bakar Bin Yusuf, Zaini Bin Abdullah, Abdul Rahim Bin Razali, Reduan Bin Jaffar, Norfaizatul Suhana Bt Abdullah Zawawi, Hasni Binti Othman
ENGLISH LEARNING APPLICATION TOWARDS JUNIOR HIGH SCHOOL LEVELS BY USING A COMPUTER-ASSISTED INSTRUCTION METHOD

Popon Handayani¹, Sri Utami², Octa Pratama Putra³, Wisti Dwi Septian⁴
STMIK NUSA MANDIRI, UNIVERSITAS BINA SARANA INFORMATIKA
popon.pph@nusamandiri.ac.id, sri.sut@bsi.c.id, octa.systemofadown@gmail.com, wisti.wst@bsi.ac.id

Abstract: English as the language has been used widely all around the world. As along with that matter of English of the language, it is related to the Indonesian curriculum. There is English as the subject within the curriculum. So, it is hopefully for the students to be able to compete in this era of globalization. However, it has the conventional method of learning currently. The impact said, a few of students feel bored. The purpose of this research is to design the learning media by using the method of interactive Computer-Assisted instruction by implementing the multimedia technology.

Keywords: Learning, Computer-Assisted Instruction

INTRODUCTION

Islamic middle school Al-Hilal is the first school that promotes the educational system of Islam. However, the entire students are pushed and forced to be able to master English, also to be able to compete in this globalization era. This school uses 2013 curriculum which means the full-day school. It was built in July 01 2013 and based on I/SKEP/YIN/2003. The interest in learning students greatly influences the success of the scoring, especially in English as the lessons. If the students’ learning intention is low, it will produce a not-expected score. In addition to this, the low intention of student learning is also determined by the conveyed material by the teacher. English as the lesson tends to be difficult by most students, so it requires an attractive learning media to gain students’ attention to arouse students’ interest in learning. The learning facilities of Islamic Al-Hilal middle school are still conventional where the teacher always delivers the topic by reading the textbooks as teaching guides. This makes students feel bored in the classroom. Based on the previous research which is entitled Design and Implementation of the Online Computer-assisted Instruction System based on Object-Oriented Analysis Technology by Wenbo Zhou, Lei Shi, Jian Chen (Zhou, Shi, & Chen, 2018), stated: “The online computer-assisted instruction system has changed the way of knowledge acquisition, and makes knowledge transmission faster, and more convenient and efficient.” Based on the previous research, it was from Jorge Francisco Figueroa Flores, which is entitled Using Gamification to Enhance Second Language Learning (Flores, 2015), stated: “One major competence for learners in the 21st century is acquiring a second language (L2). Based on this, L2 instruction has integrated new concepts to motivate learners in them pursue of achieving fluency. A concept that is adaptable to digital natives and digital immigrants that are learning a L2 is Gamification.” Based on the previous research from Dr. Mamdouh M. Soliman and Dr. Ahmed J. Hilal, which is entitled Investigating the effects of Computer-Assisted Instruction on Achievement and Attitudes towards Mathematics Among Seventh-Grade Students in Kuwait (Soliman & Hilal, 2016), stated: CAI was more effective in increasing students’ mathematical comprehension and application skills in the experimental group”.

Theoretical Review

2.1. Definition of Application

According to Dhanta, (2009), (Aplikasi adalah software yang dibuat oleh suatu perusahaan computer untuk mengerjakan tugas-tugas tertentu, misalnya Microsoft Word dan lainnya.) “Application means a made-software from a certain company to do the particular job, for instances Ms. Word and so on”.

As said by Harip Santoso, (Aplikasi adalah kelompok file (form,class,report) yang bertujuan untuk melakukan aktifitas tertentu yang saling terkait, misalnya aplikasi game dan lainnya.) “It is a group of files that has a purpose to do specific activity that is interrelated, for example game applications and others.”
2.2. Definition of Learning

As stated from Suwarno (2017), "The word ‘media’ comes from Latin and is the plural form of the word ‘medium’, which literally means ‘mediator or intermediary’. The other, (Media adalah alat bantu yang dapat dijadikan sebagai penyalur atau penyampaian pesan untuk mencapai tujuan pengajaran.) “Media is a tool that can be used as a channel or messenger to achieve teaching goals.” (Djamarah and Zain 2013).

2.3. Definition of Computer-Assisted Instruction

(CAI, merupakan pendukung pembelajaran dan pelatihan akan tetapi bukanlah penyampai utama materi pelajaran. Format penyajian pesan dan informasi dalam CAI terdiri atas tutorial terprogram, tutorial intelijen, drill and practice dan simulasi.) “CAI, or Computer-Assisted Instruction, is a supported-learning and training; however, it is not the main conveyer of the learning topic. The format for presenting messages and information in the CAI consists of programmed-tutorials, intelligence tutorials, drill, practice and simulation.” (Azhar Arsyad, 2014).

Alessi (1985: 120) "Program CAI yang baik haruslah meliputi empat aktivitas.) A good CAI program must include four activities:

a. information (learning topic) must be given or a skill (capability) is given a model
b. students must be directed
c. students are given exercises
d. student learning achievement must be assessed

FINDINGS AND DISCUSSION

The form material served by computers is shown by the media, such as: text, images, sounds and videos, there is also a display of exercises inserted by evaluation of answers, and feedback where this is the technique in order to the students will be able to interact well. The Computer-Assisted Instruction method applied in this study is the CAI Tutorial and practicing the questions.

For the following will be shown the draft of usecase diagram:

Figure 1. Usecase Diagram Application

Figure 2. Activity Diagram to See the Page
Figure 3. Activity Diagram to Do the Quiz

Figure 4. Sequence Diagram to Answer the Quiz

IMPLEMENTATION

The English learning application that has been designed is a website-based application. The following are the results of the whole program implementation that the author has designed already, they are as follows:

**Figure 5. Form of Guests**

**Figure 6. Form of Main Menu**
Figure 7. Form of Quiz

Table 1. Admin

<table>
<thead>
<tr>
<th>No.</th>
<th>Element Data</th>
<th>Name</th>
<th>Type</th>
<th>Size</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>id_admin</td>
<td>Id Admin</td>
<td>Int</td>
<td>5</td>
<td>Primary Key</td>
</tr>
<tr>
<td>2</td>
<td>username</td>
<td>Username</td>
<td>Varchar</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>password</td>
<td>Password</td>
<td>Varchar</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>nama_admin</td>
<td>Nama Admin</td>
<td>Varchar</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>alamat</td>
<td>Alamat</td>
<td>Varchar</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>no_tlp</td>
<td>No Telepon</td>
<td>Varchar</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Email</td>
<td>Email</td>
<td>Varchar</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Table 2. Students

<table>
<thead>
<tr>
<th>No.</th>
<th>Element Data</th>
<th>Name</th>
<th>Type</th>
<th>Size</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>id_siswa</td>
<td>Id Guru</td>
<td>Int</td>
<td>5</td>
<td>Primary Key</td>
</tr>
<tr>
<td>2</td>
<td>Nis</td>
<td>Nomor Induk Siswa</td>
<td>Varchar</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>nama_siswa</td>
<td>Nama Siswa</td>
<td>Varchar</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>jns_kel</td>
<td>Jenis Kelamin</td>
<td>Varchar</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Agama</td>
<td>Agama</td>
<td>Varchar</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>tmp_lahir</td>
<td>Tempat Lahir</td>
<td>Varchar</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>tgl_lahir</td>
<td>Tanggal Lahir</td>
<td>Date</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Alamat</td>
<td>Alamat</td>
<td>Varchar</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>no_tlp</td>
<td>No Telepon</td>
<td>Varchar</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Email</td>
<td>Email</td>
<td>Varchar</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>nama_ibu</td>
<td>Nama Orang Tua (Ibu)</td>
<td>Varchar</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>nama_bapak</td>
<td>Nama Orang Tua (Ibu)</td>
<td>Varchar</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>nama_wali</td>
<td>Nama Wali</td>
<td>Varchar</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>
Table 3. Teacher

<table>
<thead>
<tr>
<th>No.</th>
<th>Element Data</th>
<th>Name</th>
<th>Type</th>
<th>Size</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>id_guru</td>
<td>Id Guru</td>
<td>Int</td>
<td>5</td>
<td>Primary Key</td>
</tr>
<tr>
<td>2</td>
<td>Nip</td>
<td>Nomor Induk Pegawai</td>
<td>Varchar</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>nama_guru</td>
<td>Nama Guru</td>
<td>Varchar</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>jns_kel</td>
<td>Jenis Kelamin</td>
<td>Varchar</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Agama</td>
<td>Agama</td>
<td>Varchar</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>tmp_lahir</td>
<td>Tempat Lahir</td>
<td>Varchar</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>tgl_lahir</td>
<td>Tanggal Lahir</td>
<td>Date</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>pendidikan</td>
<td>Pendidikan Terakhir</td>
<td>Varchar</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Alamat</td>
<td>Alamat</td>
<td>Varchar</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>no_tlp</td>
<td>No Telepon</td>
<td>Varchar</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Email</td>
<td>Email</td>
<td>Varchar</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Table 4. Chapter

<table>
<thead>
<tr>
<th>No.</th>
<th>Element Data</th>
<th>Name</th>
<th>Type</th>
<th>Size</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>id_chapter</td>
<td>Id Chapter</td>
<td>Int</td>
<td>5</td>
<td>Primary Key</td>
</tr>
<tr>
<td>2</td>
<td>kode_chapter</td>
<td>Kode Chapter</td>
<td>Varchar</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>judul_chapter</td>
<td>Judul Chapter</td>
<td>Varchar</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>keterangan</td>
<td>Dekripsi Chapter</td>
<td>Varchar</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Materi</td>
<td>Materi</td>
<td>Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>tgl_upload</td>
<td>Tanggal Upload</td>
<td>Date</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>id_admin</td>
<td>Id Admin</td>
<td>Int</td>
<td>5</td>
<td>Foreign Key</td>
</tr>
</tbody>
</table>

Table 5. Guest

<table>
<thead>
<tr>
<th>No.</th>
<th>Element Data</th>
<th>Name</th>
<th>Type</th>
<th>Size</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>id_buku_tamu</td>
<td>Id Buku Tamu</td>
<td>Int</td>
<td>5</td>
<td>Primary Key</td>
</tr>
<tr>
<td>2</td>
<td>Tgl_input</td>
<td>Tanggal Input</td>
<td>Date</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Email</td>
<td>Email</td>
<td>Varchar</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Nama</td>
<td>Nama</td>
<td>Varchar</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Komentar</td>
<td>Komentar</td>
<td>Varchar</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Nis</td>
<td>Nomor Induk Siswa</td>
<td>Varchar</td>
<td>15</td>
<td>Foreign Key</td>
</tr>
</tbody>
</table>

CONCLUSION
Based on the results of the analysis and design of English learning applications, there are some drawn conclusions, they are:

1. Application of the Computer-Assisted Instruction Method is able to provide the ease of learning process, because the contents of the material are equipped with images and audio.
2. The application design uses Macromedia Dreamweaver CS 3 Software, MySQL as a data storage container, and a chrome browser and others to run the application.
3. English learning applications are arranged based on the stages in the CAI method.
4. Image learning application is a learning application that explains the theory of computer-based imagery and sequences based on the material syllabus.

REFERENCES


Arsyad, Azhar “Media Pembelajaran”, Penerbit Rajawali Pers, Jakarta, Edisi Revisi-cet 17, 2104


