

Bukti Proses Review dan Revisi untuk Artikel Berjudul: "Application-Based Instructional Tools for Enhancing Students' Problem Solving in Home Economics", yang dimuat di "Journal of Technical Education and Training (JTET)", Volume 9, Nomor 2, Tahun 2017.

Manuscript title:

THE APPLICATION OF INSTRUCTIONAL TOOLS OF HOME ECONOMICS TO ENHANCE PROBLEM SOLVING SKILLS OF STUDENTS OF HOME ECONOMICS DEPARTMENT

A. Overview

Please rate each item by putting an **X** in the appropriate box.

| | Poor | Fair | Good | Very good |
|---|------|------|------|-----------|
| 1. Importance and interest of topic to JTET readers, originality and contribution to humanity's body of knowledge. | | | X | |
| 2. Quality of literature review and consistency with the relevant literature; current; critical and balanced. | | X | | |
| 3. Clarity of goals and objectives or research questions | | | | X |
| 4. Adequacy of the research methods and procedures | | | X | |
| 5. Interpretations and presentation of results. | | | X | |
| 6. Discussion and conclusion , implications for practice and/or policy in TVET. | | X | | |
| 7. Writing style and grammar; clarity of ideas and language. | | | X | |

B. Reviewer's comments

Please provide your detailed comments on the article in Section D which should include the reasons for your recommendation in section C. Bear in mind the need to give constructive feedback to the authors.

C. Recommendation (put an X in the appropriate box)

| | |
|--|---|
| Accept | |
| Accept with minor revisions | X |
| Accept subject to major revisions | |
| Invite resubmission for a new review after major revisions | |
| Reject | |

D. Reviewer's Comments

STRENGTHS

1. This paper overall looks good. It tries to contribute some useful information to the field. The authors have done reasonably good work in presenting the details in clear manner. The language use is simple and readability.
2. The findings are in line with the objectives that have been identified.

WEAKNESSES

Writing structure :

1. No detail discussion regarding instructional tools.
2. More than 5 references are not listed in the reference list.

Analysis:

Simple data analysis.

SUGGESTIONS FOR IMPROVEMENTS

1. Coherent and cohesion in writing style need to improve.
2. Need more LR to explain instructional tools.

Manuscript title: THE APPLICATION OF INSTRUCTIONAL TOOLS OF HOME ECONOMICS TO ENHANCE PROBLEM SOLVING SKILLS OF STUDENTS OF HOME ECONOMICS DEPARTMENT

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| 4. Adequacy of the research methods and procedures | | X | | |
| 5. Interpretations and presentation of results. | | X | | |
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| 7. Writing style and grammar; clarity of ideas and language. | | | X | |

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|--|----------|
| Accept | |
| Accept with minor revisions | |
| Accept subject to major revisions | X |
| Invite resubmission for a new review after major revisions | |
| Reject | |

D. Reviewer's Comments

STRENGTHS

This study provides new knowledge into application of instructional tools of home economics

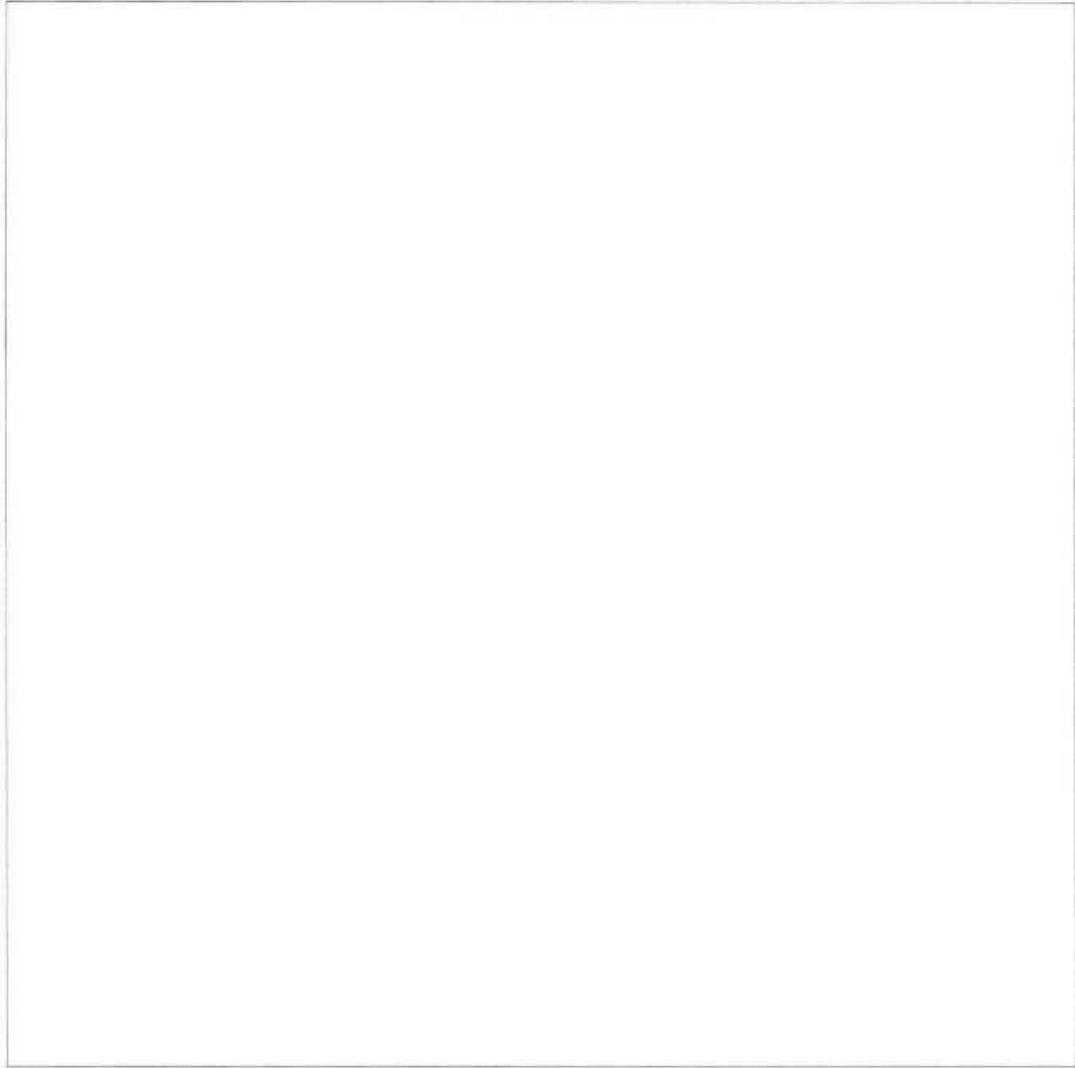
WEAKNESSES

- There are some improvements writing and data analysis techniques (please check the draft)
- Originality and novelty of this paper has not been highlighted.
- References from reputable international journals should be added.

SUGGESTIONS FOR IMPROVEMENTS

- Please, make the title more simple
- **Abstract:** We recommended that the main result are disclosed in the abstracts and add a sentence about the implication of the finding.
- Add a discussion about creative thinking
- Reference should be more up to date
- **Methods:**
 - The profile of respondents have not been described
 - How many population?
 - Does the respondent number 67, is the population or sample?
 - If only the sample, how the level of significance?
 - Some sentences in the paragraph is to short.
 - Add a description of the research procedure.
 - The fundamental of statistical formula, doesn't need to be written
- **Result and Discussion:**
 - Why the cooperative learning and problem based learning was not explained in the methods section?
 - Please give another meaning, do not repeat numbers already listed in the table.
 - Give the clear analysis of this paragraph.
- Conclusion is not a summary of the result, please correct.
- Add references from reputable international journal.

Note: Detailed comments found in the draft article



**THE APPLICATION OF INSTRUCTIONAL TOOLS OF
HOME ECONOMICS TO ENHANCE PROBLEM SOLVING SKILLS OF
STUDENTS OF HOME ECONOMICS DEPARTMENT**

Comment [p1]: Please, make the title more simple

Abstract: The main purpose of education is to help students learn in a way that allows them to use what they have learned in solving problems in new situations. Problem solving is the basis for education; therefore lecturers are expected to develop students' ability to solve problems. The study aimed to describe: (1) the workability of the courseplan of Home Economics applying learning models for solving problems, (2) students activity during the learning, and (3) the problem solving skills after the learning process. The study employed descriptive method. What to implement in the study was therefore the instructional toolkit to boost the problem solving skills of students. It was conducted at the Department of Home-Economics, The State University of Surabaya (Unesa), with 67 students participating in the study. The research instruments included course plan workability sheet, observation sheet of learning activities, and test. The collected data were analyzed using descriptive qualitative and quantitative analyses. The results showed: (1) all learning activities in the course plan were implemented and categorized as "very good", except the student presentations fit into the category of "good", (2) the student activities included team-working, contributing ideas, being responsible, and caring were increased by N-gains: 0.70; 0.67; 0.58, and 0.65, and (3) the implementation of the tools could enhance the problem solving skills of students that involved understanding the problem, planning how to solve problems, planning to implement problem-solving, and reflecting on the results of solving the problem with the N-gains: 0.764; .0627; 0.580; 0.707. The conclusion is that the adoption of the lesson-planning tools can improve the problem solving skills of students.

Comment [p2]: We recommended that the main result are disclosed in the abstracts.

And

Add a sentence about the implication of the finding.

Keywords: Education, Home Economics, Best Practice, Curriculum

Introduction

Thinking is in fact a cognitive process. It is an active mental process to acquire knowledge (Costa, 1985). Thinking is a process to manage and transform the information in the memory (Santrock, 2008: 357). Thinking activities include forming concepts, reasoning, critical thinking, decision making, creative thinking, and problem solving.

The problem occurs if there is a gap between one's reality and expectation, and he or she cannot find a way to solve it. The general steps to be taken to solve problems are: 1) identifying and defining the problem, 2) developing problem-solving strategies, 3) applying problem-solving strategies, and 4) evaluating the problem solving that has been undertaken.

Comment [p3]: References???

Creative thinking is fundamentally a process of producing something original and valuable (Stenberg, 2008: 398). In general, this process follows the stages of preparation, incubation, intimation, illumination or insight and verification.

Comment [p4]: Add a discussion about creative thinking

Critical thinking is intended to make logical decisions about what to believe and what to do (Ennis, 1996). Critical thinking involves reflective and productive thinking, which involves evaluation and evidence (Santrock, 2008). Essential thinking skills which involve in critical thinking are, for example, interpretation, analysis, inference, evaluation, explanation, and metacognition. According to Ennis (1996), critical thinking skills can be applied to assist in analyzing critically conclusions and reasons, credibility of source, observations made, logic taken, experiments, arguments in writing, generalization, decisions taken, and definitions.

Comment [p5]: Reference should be mre up to date

On the basis of what is suggested by Santrock (2008), solving the problem is to find the right way to achieve a goal. While Reed (Stenberg, 2008) states that solving the problem is an attempt to overcome the obstacles that impede the path to the solution. According to Presseisen (1985), problem solving applies the basic thinking to solve a difficulty that is unknown or undefined, assemble facts about the difficulties and find additional information needed, make inferences or suggest alternative solutions and test them for compliance, simplify the explanation and eliminate mismatches, provide solutions for checking the values that can be generalized. Based on such understanding it can be concluded that solving the problem is a cognitive process that is used in an effort to find the right way to achieve a solution. The word "effort" in this definition implies that problem solving is a process that follows the general pattern (heuristics) or follows certain steps (algorithmic).

Comment [p6]: Is there any alternative references?

Comment [p7]: References should be more up to date

The steps that must be taken to solve the problem according to Brasford and Stein (in Santrock, 2008) include: finding and understanding problems, develop problem-solving strategies well, exploring solutions, and thinking and redefining the problem and the solution from time to time. Adair (2007) summarizes the steps into the following stages: defining problem/goal, resulting in the possible options, and choosing the most optimal solution. Pretz et al. (2003) stated that the problem solving process is considered a cyclical process comprising several stages: recognizing or identifying problem, defining or conceptualizing problem, develop strategy to solve problem, organize knowledge about problem, allocate mental and physical direct resources toward problem solving, monitoring progress toward achieving goal state, and evaluating goal state for accuracy. The cycle is descriptive and does not imply that all of the problem solving proceeds sequentially through all stages in that order, however, successful problem solvers are those who are flexible. A variety of studies suggest that successful problem solving relies on a combination of domains, such as knowledge strength, knowledge, problem-solving strategies, and self-confidence (Lorenzo, 2005).

Comment [p8]: Please refer to primary reference.

Smaldino et al. (2008) suggest that the instructional tools (instruction/learning materials) are "the specific item used with a lesson that influences student learning". While NCVET-NCCBT cites that instructional tools is all kinds of materials used to help teachers/lecturers/instructors in delivering the lesson. They can be written or non-written materials. On the basis of the previous definitions, books and student activity sheets (MFIs) are including in learning tools.

From the perspectives of the course, problem solving skills can be trained through various relevant subjects. Learning that integrates high-level thinking skills are not easy, both in terms of planning and implementation (McGregor, 2007).

This study developed learning tools for Home Economics in the Home Economic Department of Faculty of Engineering of Surabaya State University (Unesa) for the learning of Food Preparation course. This gives the students a basic understanding of the background of Home Economics, issues related to the

family and how to achieve the family welfare, and as well as the scholarly study of Home Economics itself.

The research problems are: 1) how is applicability of the course plan unit? 2) how are the students' activities during the learning process when applying the learning model? And 3) how are the students' problem solving skills after learning process?

Method

The present research was a descriptive study on the implementation of the Home Economics learning tools for the students to boost their problem solving skills. The products are: 1) Course Unit Plans SAP, and 2) assessment for learning, and problem-solving skills.

This research was carried out at the Home Economics Department of Faculty of Engineering of State University of Surabaya. The research was conducted from March to December 2015. The targets of the this study are problem solving learning tools of Home Economics course.

The data required and obtained in this study were 1) the applicability of the course plans; 2) learning activities that train the students' thinking skills by applying problem solving learning model; and 3) the problem solving skills.

The research instruments employed in this study were 1) Observation Sheet of Student Activities; and 2) subjective tests for problem solving as well as their assessment rubric.

The data collection methods used in this research were: 1) observation conducted to obtain data of and activities that enable the students to practice their thinking skills of problem solving in applying the learning model; and 2) Tests performed to obtain data of the students' problem solving performances. The data were then analyzed by using descriptive statistics.

The observational data of the applicability of learning activities were analyzed by calculating the total values of all observers then calculating the average of ratings for each stage of learning. The resulted average of the ratings of each stage of learning activities was further interpreted according to Table 1.

Comment [p9]: The profile of respondents have not been described

How many population?

Does the respondent number 67, is the population or sample?

If only the sample, how the level of significance?

Some sentences in the paragraph is to short.

Add a description of the research procedure.

Tabel 1 Likert Scale Criteria

| Scores | Categories |
|--------|------------|
| 4 | Very good |
| 3 | Good |
| 2 | Fair |
| 1 | Poor |

(Adapted from Likert Scale: Riduwan, 2012)

The percentage of activities recorded on the observation sheet is calculated with the following formula.

$$\text{Percentage of the students' activities} = \frac{A}{B} \times 100\%$$

Notes:

A = Σ frequency of the observed learning activitiesB = Σ total of frequency of the activities

Furthermore, the observation of student activity obtained during the learning was interpreted according to Table 2 below.

Tabel 2 Scores for Interpretation of Students' Activities

| Average Scores (%) | Categories |
|--------------------|------------|
| 0-20 | poor |
| 21-40 | fair |
| 41-60 | average |
| 61-80 | good |
| 81-100 | excellent |

(Adapted from Likert Scale: Riduwan, 2012)

Furthermore, the students' problem solving skills were determined based on the student test results comprising pre-tests and post-tests. The results of both tests were used to determine the N-gain score which is represented an increased level of the students' problem solving skills. The qualitative descriptive analysis was conducted to determine the learning outcome (Hake, 1999) with the following formula.

Comment [p10]: The fundamental of statistical formula, doesn't need to be written

Comment [p11]: Reference should be more up to date.

$$(g) = \frac{S_{post} - S_{pre}}{S_{max} - S_{pre}}$$

Notes:

$\langle g \rangle$ = gain scores (improved students' learning outcomes)

S_{post} = post test scores

S_{pre} = pre test scores

S_{max} = maximum scores

The *N-gain* revealed the difference in mastering or understanding before and after the treatment. The *N-gain* criteria according to Hake (1999) fall into three categories, they are:

- 1) If $\langle g \rangle \geq .7$ categorized the learning with high *gain*.
- 2) If $.7 > \langle g \rangle \geq .3$ categorized the learning with average *gain*.
- 3) If $\langle g \rangle < .3$ categorized the learning with low *gain*.

Comment [p12]: Reference should be more up to date.

Result and Discussion

The Observational Data of Applicability of Learning

Observations conducted to determine the teaching and learning activities during the learning process. Based on the observations, the activities were in accordance with the stages of the cooperative learning and problem-based learning models. During the observations, the lecturer in charge of the course served as observer during the learning process, assisted by one peer observer peers. The results of the applicability are presented in Table 3.

Comment [p13]: Why the cooperative learning and problem based learning was not explained in the methods section?

Table 3 Results of Applicability of Course Unit Planning

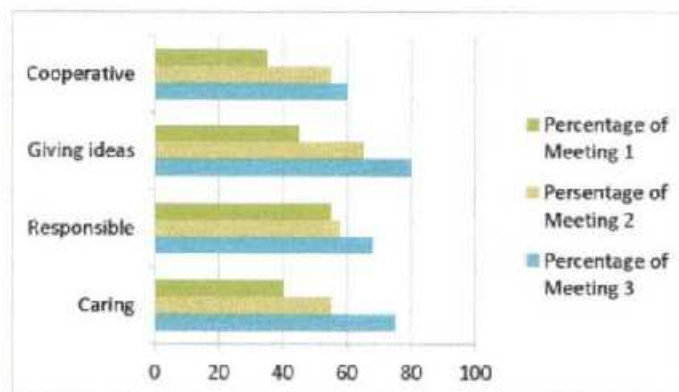
| No. | Phases | Average | Categories |
|-----|--|-------------|------------|
| 1 | Communicating the course objectives and stimulating the student interest | 3.75 = 94% | Very good |
| 2 | Delivering information | 3.5 = 87.5% | Very good |
| 3 | Organizing students into study groups | 4 = 100% | Very good |
| 4 | Scaffolding the group tasks and learning | 3.83 = 97% | Very good |
| 5 | Assessment | 3 = 75% | Good |
| 6 | Giving rewards | 4 = 100% | Very good |

Based on the phases as presented in Table 3, the applicability of the learning model was considered as "very good", the percentage of the applicability gained 100 which mean that all the learning activities were implemented. All the activities carried out belonged to the category of "very good", but the student presentations fit into the category of "good".

At the first meeting, there were still problems in investigating of the *ill define* due to lack of clarity of the lecturers' direction to the students, it resulted in the students' reduced level of understanding. In addition, the students were not familiar with the learning method applied learning, particularly the Students' Worksheet to train the problem solving skills. At later meetings, the positive changes were very considerable observed. That was an excellent situation among students, and the students with the lecturer. The students were getting used to the applied learning during the lesson. The lecture's class managements at the following meetings were also good. They were getting increased from the first to last meeting

The Observational Data of Students' Activities

The observation results related to the students' activities in each meeting are presented in Figure 1 below.



From Figure 1 it reveals that the aspects which improved in each meeting were contributing ideas and caring; whereas the other aspects showed similar

results in several meetings. Based on the calculation of the results of student activity observation as a whole, it also obtained the percentage of each aspect that can be seen in Table 4 as follows:

Table 4 the Observation Results of Student Activities

| Aspects assessed | Percentage | Categories | N-Gain |
|--------------------|------------|------------|--------|
| Cooperative | 50 | 85 | 0.7 |
| Contributing ideas | 49 | 83 | 0.67 |
| Responsible | 50 | 79 | 0.58 |
| Caring | 60 | 86 | 0.65 |

From Tabel 4 above, it indicated that three aspects of the students' activities were included in the 'average' category, and one aspect, i.e. cooperative was categorized as 'high'. At first meeting of the students were still perplexed when applying the learning which trains their problem solving, particularly in contributing ideas. This was because the students were not used to learning that involved the students' active participation to understand a concept by providing authentic questions referring to the learning objectives without many interventions from the lecturer.

In the usual lesson which the students had experienced, students are only given material or new concept then questions and examples relevant to the concept that had been discussed. In addition, the students did not get used to learning in groups, discussing and exchanging ideas with the other members of the same group as well as presenting the results of their discussion. This did not enable the students to coordinate well with the group members. Therefore, the first meeting was not running optimally. It got worse since the students were all individualists. However, at the second and third meetings, the student activities and interactions gradually improved, the learning objectives were well achieved. The students' enthusiasm emerged at the third meeting as the students really understood the rules of problem-based.

Comment [p14]: Please give another meaning, do not repeat numbers already listed in the table.

Give the clear analysis of this paragraph.

Data of Pretest dan Postest

Before conducting the study, the researchers administered a pretest to determine the initial ability of the students. The pretest results are shown in Table 4 below.

Table 4 The Pretest Results

| Data | Scores |
|--------------------|--------|
| Maximum scores | 54 |
| Minimum scores | 32 |
| Mean | 45.82 |
| Median | 47 |
| Modus | 49 |
| Standard Deviation | 5.331 |

The results in Table 4 reveal that the maximum score of the pretest results was 54 and the minimum one was 32. The mean was 45.82 and the standard deviation was 5.331; whereas the median was 47 and the modus was 49.

In addition to the pretest, the students' initial problem solving skills were classified into several categories. The percentage of the students' levels of initial problem solving can be seen in Table 5.

Table 5 The percentage of the students' levels of initial problem solving

| Categories for level of initial problem solving | N | Percentage (%) |
|---|----|----------------|
| Very low | 30 | 45 |
| Low | 24 | 36 |
| Average | 11 | 19 |
| High | 0 | 0 |
| Very high | 0 | 0 |

Notes: N = the number of students in each category

Table 5 shows that the categories of the students' levels of initial problem solving were quite diverse. Out of 67 students, 45% of the results were categorized as 'very low', 36% was in the lower category, and 19% was in the average or medium category. This means that the students were still in the learning process so it was necessary to apply the learning model that was able to stimulate in order to perform problem solving.

After the implementation of learning activities formulated in the learning tools in the form of Student Worksheet (MFIs) and tests, the evaluation was

Comment [p15]: Please give another meaning, do not repeat numbers already listed in the table.

Give the clear analysis of this paragraph.

Comment [p16]: Please give another meaning, do not repeat numbers already listed in the table.

Give the clear analysis of this paragraph.

administered to find out the increase of the student learning outcomes in the form of post-test. The posttest results can be seen in Table 6 below.

Table 6 The Posttest Results

| Data | Scores |
|--------------------|--------|
| Maximum scores | 84 |
| Minimum scores | 55 |
| Mean | 74.07 |
| Median | 77 |
| Modus | 79 |
| Standard Deviation | 9.024 |

Based on the results of students' posttest, the highest score was 84 and the lowest one was 55. The average score was 74.07, the standard deviation was 9.024, the mean or median was 77 and the mode value was 79.

The percentage of the students' levels of initial problem solving can be seen in Table 7.

Comment [p17]: Please give another meaning, do not repeat numbers already listed in the table.

Give the clear analysis of this paragraph.

Table 7 The percentage of the students' levels of initial problem solving

| Categories for level of initial problem solving | N | Percentage (%) |
|---|----|----------------|
| Very low | 0 | 0 |
| Low | 3 | 4 |
| Average | 15 | 22 |
| High | 26 | 39 |
| Very high | 23 | 34 |

Notes: N = the number of students in each category

Table 7 above shows that out of 67 students, none of the students were included in the 'very low' category, 4% in the 'low' category, 22% in the 'medium' category, 39% in the 'high' category, and 34% a very high category.

Comment [p18]: Please give another meaning, do not repeat numbers already listed in the table.

Give the clear analysis of this paragraph.

Calculation of N-Gain

The improved problem solving process that the students had experienced can be seen from the N-gain average value of 0.577. This value is included in the 'medium' category. Table 8 describes the results of N-gain.

Table 8 The results of N-Gain

| Data | Pretest | Posttest | N-Gain |
|---------------|---------|----------|--------|
| Maximum score | 54 | 84 | 0.652 |
| Minimum score | 32 | 55 | 0.338 |
| Mean | 45.82 | 74.07 | 0.577 |

Based on the calculation of N-gain, 4.0342% or 3 students were included in the low category, 22% or 15 students the medium category, 39% or 26 students in the high category and 34% or 23 students in the very high category. This indicated the significant increase in problem solving aspects in which students did after experiencing the problem-based learning model.

The results of problem-solving test data (pretest and posttest) were obtained in accordance with the achievement indicators as described in Table 9 below:

Table 9 Percentage of Indicators of Problem Solving Indicator Achievement

| Problem Solving Indicators | Pretest | Posttest | N-Gain |
|--|---------|----------|--------|
| Understanding problem | 41 | 79 | 0.764 |
| Planning problem solving | 49 | 81 | 0.627 |
| Implementing the planning of problem solving | 50 | 79 | 0.58 |
| Reviewing the problem solving | 51 | 81 | 0.707 |

From Table 9, the percentage of indicators of understanding the problem before treatment was 41%, and increased to 79% with N-Gain 0.764 which was included in the high category. The indicators of planning problem solving before treatment was 49%, and increased to 81% with N-Gain 0.627 which was included in the medium category. There was an increase also in the indicators of implementing the planning of problem from 50% to 79% with N-Gain 0.58 which belonged to the medium category. The similar results occurred to the indicators of reviewing the results of solving the problem, before treatment and after treatment,

Comment [p19]: Please give another meaning, do not repeat numbers already listed in the table.

Give the clear analysis of this paragraph.

Comment [p20]:

i.e. 51% to 81%, with the N-Gain of 0.707 which was included in the high category.

Comment [p21]: Please give another meaning, do not repeat numbers already listed in the table.

Give the clear analysis of this paragraph.

The Student worksheets (MFI) were applied and that was regarded as one of the factors that played a role in increasing the students' problem solving skills. This is because the MFI developed had guided the students to practice problem-solving skills, including understanding the problem, planning problem solving, implementing problem-solving, and reviewing the results of troubleshooting. The MFI provided the students with opportunity to define a problem through the phenomenon presented at the MFI. Afterwards, they should investigate the components of the problem. After these stages, the students would be able to note down possible solutions to these problems by synthesizing theory and practicality in accordance with these problems, afterwards, determine a solution or a most relevant plan to solve the problem. In the final stage the student should be capable of executing/implementing the plan correctly, then evaluating the implementation.

This fact is adherent to the explanation of Presseisen (1985) that problem solving apply the basic thinking skills to solve an unknown or undefined difficulty, collect facts about the difficulty and find necessary additional information, make inferences or suggest alternative solutions and test them for compliance, simplify explanations and eliminate mismatches, provide solutions for checking the values that can be generalized. In addition, the stages of the MFI activity were also in line with Pretz et al. (2003), stating that problem-solving is considered a cyclical process comprising several steps. The cycle consists of: 1) recognizing/identifying the problem, 2) defining and representing the problem mentally, 3) developing a solution strategy, 4) organizing knowledge about the problem, 5) allocating resources for solving the problem, 6) monitoring progress toward the goals, and 7) evaluate the solution for accuracy.

Comment [p22]: Please make up date references

The second factor affecting the increase significantly in problem solving skills was the two learning models applied in this learning, i.e. the problem-based and cooperative learning models. Both models contained positive elements that were capable of enhancing the problem solving skills. The first element of the problem solving skills was the students' learning of concepts through discussion.

Arends (2004, p. 427- 428) has suggested that the discussion (language expressed) provides information about what the student already knows to create new knowledge, it is therefore able to encourage cognitive development. Some studies also revealed that the objective of the learning of concept and performance was associated with the use of active learning (Midgley, Kaplan and Middleton, 2001). In addition, the students learnt concepts in groups. Wentzel cited in McInerney and McInerney (2010, p. 247); Joyce and Weil (1992, p. 32) figured out that the group work improved the learner achievement through three different ways. They were of improving attention, mutual help, and responsibility. The second positive was that bot models started with the presentation of a phenomenon revealing problems for the students to solve. Based on the previous discussion, MFI and the applied learning model accommodated students to a higher level in the involvement of the problem solving process so as to make the students trained in solving more complex problems in real contexts in accordance with the authentic problems in real life.

Conclusion and Suggestion

Based on the results of the study it can be summarized as follows: 1) all the learning activities formulated in the Course Planning Units were satisfactorily uptaken. The implementation of the activities was categorized as "very good", the student presentations fit into the "good" category ; 2) The student activities, covering working together, contributing ideas, being responsible, and being cared increased by N-consecutive gains: 0.70; 0.67; 0.58; and 0.65; 3) The implementation of the learning tools could improve the problem solving skills of students involves understanding the problem, planning problem solving, implementing problem-solving, and reviewing the results of solving problems by a number of N-gains by 0.764; 0.627; 0.580; 0.707.

Comment [p23]: Conclusion is not a summary of the result, please correct.

Therefore suggestion implied in this study is that the students' course book developed in this instance only measured the level of intelligibility on a small

scale, therefore it needs to be studied further on the implementation of the course book "Learning for Solving Problems" on a wider scale.

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Comment [p24]: Add references from reputable international journal.

The new paragraph is placed here, 10 points below the previous paragraph. This is an example for your reference.

1.1 Heading 2

Heading 2 must be numbered according to sequence. The first line below the heading is placed 10 points below the heading without any indent.

Tables and figures should be placed at the centre of the text. Table caption should be placed at the top centre of the table while figure caption should be placed at the bottom centre of the figure. Provide suitable caption for tables and figures and minimise the use of lines in tables. Please refer to the examples given in Table 1 and Figure 1.

Table 1: Item reliability for the corresponding competency constructs [font: Helvetica, 10]

| No | Construct | Total items | Item reliability | |
|----|----------------------|-------------|------------------|------------|
| | | | Item | Separation |
| 1. | Critical thinking | 16 | 0.63 | 1.31 |
| 2. | Motivation | 16 | 0.93 | 3.61 |
| 3. | Perception | 12 | 0.96 | 5.00 |
| 4. | Communication skills | 10 | 0.91 | 3.15 |
| 5. | Creative | 11 | 0.92 | 3.45 |
| 6. | Entrepreneurship | 32 | 0.72 | 1.59 |

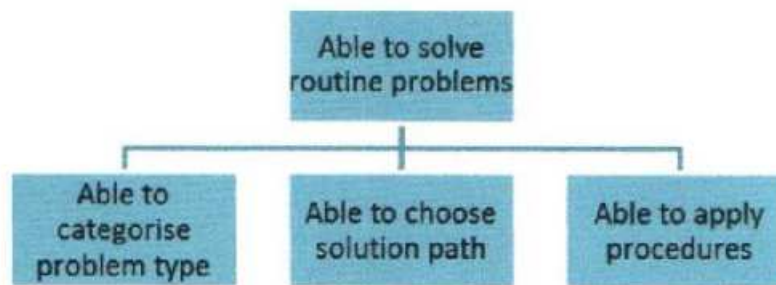


Figure 1: Learning hierarchy for routine problem solving [font: Helvetica, 10]

JTET is using the Author (Date) system, where only surnames and initials are stated before the year. References must be listed in alphabetical order as shown in the reference section.

Reference

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Bukti Proses Review dan Revisi untuk Artikel Berjudul: "Learning Programming Technique through Visual Programming Application Learning Media with Fuzzy Rating", yang dimuat di "International Journal of Information and Communication Technology Education (IJICTE)", Volume 13, Nomor 4, Tahun 2017.

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Identify Format: Research Synopsis Practice-based Abstract Position Paper Book Review

| Research Synopsis | | Practice-Based Abstract | | Position Paper | | Book Review | |
|-------------------------------|-----------|---------------------------------|--|--|--|--|---|
| Elements 10 points each | | Elements 10 points each | | Elements 10 points each | | Elements 10 points each | |
| Adequacy of literature review | 07 | The Theoretical Model | | Novelty of ideas/concepts (Intro) | | Novelty of the idea/concept (Intro) | — |
| Quality of research design | 06 | Impact on Tech Ed | | The Conceptual Framework | | Impact on Tech Ed | — |
| Sufficiency of data analysis | 05 | The Conceptual Framework | | Impact on Tech Ed | | Usability of the text to teaching and learning with technology | — |
| Legitimacy of conclusions | 06 | Generalizability to Tech Ed | | Generalizability, Usability, Importance of the Position to Tech Ed | | Quality of Writing | — |
| Potential of recommendations | 06 | Usability of the practice to Ed | | Quality of Writing | | | |
| Quality of Writing | 05 | Quality of Writing | | | | | |
| Total Points (60 max) -----> | 35 | Total Points (60 max) -----> | | Total Points (50 max) -----> | | Total Points (40 max) -----> | |

6. Overall Evaluation:

- () outstanding (O)
- () definitely publishable (DP)
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COMMENTS TO THE AUTHOR (Please address all element rankings, particularly low and high ratings)

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Abstract Need to Rewrite with mention of objective.
Learning Media should be described.
Direct sentences should be avoided.
Use of plagiarism software must be used.

COMMENTS TO THE EDITOR:

This portion of the rating form is CONFIDENTIAL for journal editors only. Please offer your reasons for your **Overall Evaluation and Recommendations for Review**.

- Abstract has been improved by mention the objective of research
- Learning Media has been described in this paper. This media is built by using visual programming
- We have used proofreading service to correct the whole sentences in this paper
- This paper is checked by plagiarism software (iThenticate)

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as Learning Media with Fuzzy Rating**

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| Research Synopsis | | Practice-Based Abstract | | Position Paper | | Book Review | |
|-------------------------------|----|---------------------------------|---|--|---|---|---|
| Elements 10 points each | | Elements 10 points each | | Elements 10 points each | | Elements 10 points each | |
| Adequacy of literature review | 8 | The Theoretical Model | — | Novelty of ideas/concepts (Intro) | — | Novelty of the idea/concept (Intro) | — |
| Quality of research design | 8 | Impact on Tech Ed | — | The Conceptual Framework | — | Impact on Tech Ed | — |
| Sufficiency of data analysis | 8 | The Conceptual Framework | — | Impact on Tech Ed | — | Usability of the text to teaching and learning with technology | — |
| Legitimacy of conclusions | 8 | Generalizability to Tech Ed | — | Generalizability, Usability, Importance of the Position to Tech Ed | — | Quality of Writing | — |
| Potential of recommendations | 7 | Usability of the practice to Ed | — | Quality of Writing | — | | |
| Quality of Writing | 6 | Quality of Writing | — | | | | |
| Total Points (60 max) -----> | 45 | Total Points (60 max) -----> | | Total Points (50 max) -----> | | Total Points (40 max) -----> | |

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- () outstanding (O)
- (x) definitely publishable (DP)
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This looks like a very well-designed research project. Before publication, English syntax and grammar and a good edit needs to be done to make it appropriate for publication.

COMMENTS TO THE EDITOR:

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As suggestion from the reviewer, we have improved our paper through proofreading from our local proofreading.

International Journal of Information & Communication Technology Education Manuscript Evaluation Form

Manuscript Number: 52-12

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| Adequacy of literature review | 10 | The Theoretical Model | — | Novelty of ideas/concepts (Intro) | — | Novelty of the idea/concept (Intro) | — |
| Quality of research design | 9 | Impact on Tech Ed | — | The Conceptual Framework | — | Impact on Tech Ed | — |
| Sufficiency of data analysis | 10 | The Conceptual Framework | — | Impact on Tech Ed | — | Usability of the text to teaching and learning with technology | — |
| Legitimacy of conclusions | 7 | Generalizability to Tech Ed | — | Generalizability, Usability, Importance of the Position to Tech Ed | — | Quality of Writing | — |
| Potential of recommendations | 7 | Usability of the practice to Ed | — | Quality of Writing | — | | — |
| Quality of Writing | 10 | Quality of Writing | — | | — | | — |
| Total Points (60 max) -----> | 53 | Total Points (60 max) -----> | — | Total Points (50 max) -----> | — | Total Points (40 max) -----> | — |

6. Overall Evaluation:

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___ Check here if you have provided an annotated manuscript (i.e., you included all your comments and recommendations in the manuscript document and attached it to your reply email along with this form.

This paper presents an overview and research results in the area of learning Programming Technique through Visual Programming Application as Learning Media with Fuzzy Rating Programming techniques at the Vocational High school in Indonesia. This paper presents very good research background, such as research methodology that is supported by figure 1; good definition and description of design and validation visual programming as learning media. In the end of this article, there is good conclusion and discussion about research outcomes.

In the introduction is described the research background of visual programming application as learning media and fuzzy inference system; the interesting part is chapter 2.2 – Rating scale in fuzzy inference system and there are some steps how to build this system. The research methodology is based on these steps.

In the next part of this article is research methodology and some block diagrams of the learning process.

And the end there is results of research, statistics methods that are used, depth analysis of research outcomes, conclusions and suggestions.

The strengths of this paper are:

- analysis and synthesis of comparable researches in this area;
- appropriate research methods and results discussion;
- sufficient literature review which is well organized;
- an interesting proposal.

The paper is well organized into logical sections which are easy to follow.

The author provides a thorough literature synthesis and use a developed framework for the study.

Only one comment to the authors – the number of students who participated was 37 students – for the future is recommended to increase the number of students, than should be the results outcomes will be of wider application.

Interesting work; a revision is not needed.

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13 March 2017



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Name of Author (Please print): Dr. I.G.P. Asto Buditjahjanto, S.T.,M.T.

Postal Address: Kampus Unesa Jurusan Teknik Informatika Universitas Negeri Surabaya

City/State/Country: Surabaya/Jawa Timur/Indonesia

E-mail Address: asto@unesa.ac.id

Date: 5 March 2017

Signature of Author:  _____

Name of Author (Please print): Prof. Dr. Luthfiyah Nurlaela, M.Pd.

Postal Address: Kampus Unesa Jurusan Pendidikan Kesejahteraan Keluarga Universitas Negeri Surabaya

City/State/Country: Surabaya/Jawa Timur/Indonesia

E-mail Address: luthfiyahn@yahoo.com

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Name of Author (Please print): Prof. Dr. Ekohariadi, M.Pd.

Postal Address: Kampus Unesa Jurusan Teknik Informatika Universitas Negeri Surabaya

City/State/Country: Surabaya/Jawa Timur/Indonesia

E-mail Address: idairahoke@yahoo.com

Date: 6 March 2017

Signature of Author: : 

Name of Author (Please print): Mochamad Riduwan, S.Pd.

Postal Address: Kampus Unesa Jurusan Teknik Elektro Universitas Negeri Surabaya

City/State/Country: Surabaya/Jawa Timur/Indonesia

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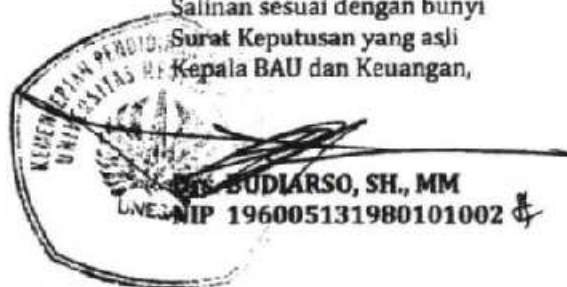
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|-----|-------------------|-----------------------------------|--|-------------|---|--|----------------------|----------------------|------------------|---------------|----------|------------|-------------------------------|
| 34 | FT | Teknik Elektro | Pengembangan Modul Ajar Dasar Pemrograman Dengan Mengintegrasikan Algoritma Pemrograman Berbasis Pembelajaran Kontekstual Untuk Meningkatkan Keterampilan Peserta Didik | Pendidikan | Rina Harimarti S.Pd., M.T. Naim Rochmaswati S.Kom., M.T. M. Syarifuddin Zahra S.T., M.T. | 196812171994032002 197512032005012001 197706252006041003 | 3d 3a 3b | S2 S2 S2 | P P L | Rp 42,000,000 | III | 8 | Hibah Bersaing ✓ |
| 35 | PIK | Pendidikan Olahraga | Pengembangan Model Pembelajaran Pendidikan Jasmani Berorientasi Tugas untuk Meningkatkan Motivasi Intrinsik dan Kemampuan Motorik Siswa | Pendidikan | Des. Amang Priambodo S.Pd., M.Psi.T. Surto M.A., Ph.D. Advendi Kristiyandaru S.Pd., M.Pd. Miftakhal Jannah S.Psi., M.Si. | 197207031997021001 196509071990021001 197412141988032001 197201171998022001 | 4a 4a 4a 3d | S2 S3 S2 S2 | L L L P | Rp 45,000,000 | I | 8 | Hibah Bersaing ✓ |
| 36 | PIK | Pendidikan Olahraga | Rancang Bangun Alat Bantu Latihan Footwork Berbasis Microcontroller | Teknologi | Des. PujiGunarto M.Pd. Puput Wacati Roszaima S.T., M.T. | 196706101993031013 197009221997032002 | 3d 3d | S2 S2 | L P | Rp 50,000,000 | I | 8 | Hibah Bersaing ✓ |
| 37 | PMIPA | Kimia | Pemanfaatan Fitase <i>Bacillus Subtilis</i> Hollywood Greek Amobil untuk Meningkatkan Nilai Gizi pada Tepung Jagung Bebas Fitat | MIPA | Prof. Dr. Iery Yusaeta M.Kes. Dr. Prima Wikandari M.Si. | 195109121985032001 196411151991032001 | 4d 4a | S3 S3 | P P | Rp 48,000,000 | I | 8 | Hibah Bersaing Lanjutan ✓ |
| 38 | FT | Teknik elektro | Implementasi Teknologi Informasi dan Komunikasi Berbasis Metakognisi pada Bidang Pendidikan Vokasi | Pendidikan | Prof. Dr. Luthfyah Nurfaeta M.Pd. Prof. Dr. Ekohariadi M.Pd. | 196610181992032005 196004041987011001 | 4d 4d | S3 S3 | P L | Rp 67,500,000 | III | 8 | Hibah Pascasarjana ✓ |
| 39 | PMIPA | Biologi | Pembelajaran Siswa Sekolah Dasar untuk Berperilaku Positif dan Berkemampuan Berpikir melalui Pengembangan Perangkat dan Diseminasi Pembelajaran Berorientasi Pemaksanaan | Pendidikan | Prof. Dr. Muslimin Ibrahim M.Pd. Dr. Wahyu Sukartiningih M.Pd. Dr. Wasodo Tjipio Subroto M.Pd. | 195104011974121002 196801181994032003 195810181986031005 | 4c 4a 4c | S3 S3 S3 | L P L | Rp 85,000,000 | II | 8 | Hibah Pascasarjana Lanjutan ✓ |
| 40 | FT | Pendidikan Kewirausahaan Keluarga | Pengembangan Model Pembelajaran IPA inovatif untuk Meningkatkan Keterampilan Berpikir Tingkat Tinggi dan Budaya Belajar Siswa | Pendidikan | Dr. Wahono Widodo M.Si. Dr. Wasis M.Si. Dr. Kaharjo M.Si. | 196809101993031003 196712031993021001 196503151990111001 | 4a 4a 4a | S3 S3 S3 | L L L | Rp 90,000,000 | II | 8 | Hibah Pascasarjana Lanjutan ✓ |
| 41 | FT | Teknik Mesin | Pengembangan Perangkat Pembelajaran Teknik Merancang Mesin Untuk Mahasiswa Jurusan Teknik Mesin FT Unesa | Pendidikan | Des. Djoko Suwito M.Pd. Des. Badihardjo Achmadi H. M.Pd. | 196503051991031007 195509041986011001 | 4b 4a | S2 S2 | L L | Rp 50,000,000 | III | 8 | Hibah Pkerti ✓ |



KEPUTUSAN
REKTOR UNIVERSITAS NEGERI SURABAYA
Nomor 095/UN38/HK/LT/2014
Tentang
PENETAPAN PENERIMA PENELITIAN PROGRAM DESENTRALISASI DANA BOPTN
UNIVERSITAS NEGERI SURABAYA TAHUN 2014

REKTOR UNIVERSITAS NEGERI SURABAYA

- Menimbang : Bahwa untuk kelancaran pelaksanaan kegiatan Penelitian Program Desentralisasi Dana BOPTN Tahun 2014, maka dipandang perlu menerbitkan Keputusan ini.
- Mengingat : 1. Undang-Undang RI Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang RI Nomor 12 tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 66 tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
4. Surat Keputusan Presiden RI Nomor 269 tahun 1965 tentang Pendirian IKIP Surabaya;
5. Surat Keputusan Presiden RI Nomor 93 tahun 1999 tentang Perubahan IKIP Surabaya menjadi Universitas Negeri Surabaya;
6. Surat Keputusan Presiden RI Nomor 71/M tahun 2010 tentang Pengangkatan Rektor Universitas Negeri Surabaya;
7. Surat Keputusan Mendikbud RI Nomor 279/O/1999 tentang Organisasi dan Tata Kerja Universitas Negeri Surabaya;
8. Surat Keputusan Mendiknas RI Nomor 92/O/2001 tentang Statuta Universitas Negeri Surabaya;
9. Keputusan Menkeu RI Nomor 50/KMK.05/2009 tentang Penetapan Universitas Negeri Surabaya Pada Departemen Pendidikan Nasional sebagai Instansi Pemerintah yang menerapkan Pengelolaan Keuangan Badan Layanan Umum.
10. Peraturan Menteri Keuangan RI Nomor 92/PMK.05/2011 tentang Rencana Bisnis dan Anggaran Serta Pelaksanaan Anggaran Badan Layanan Umum;
11. Surat Pengesahan Menteri Keuangan Nomor DIPA-023.04.2.414970/2014, tentang DIPA BLU tahun 2014;

MEMUTUSKAN

- Menetapkan :
Pertama : Saudara yang nama-namanya tersebut dalam lajur 6 lampiran Keputusan ini sebagai Tim Peneliti pada penelitian Desentralisasi baru dan lanjutan dana BOPTN Tahun Anggaran 2014.
Kedua : Dalam menjalankan tugasnya sebagai peneliti supaya tetap berpedoman pada ketentuan yang berlaku.
Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan selesainya kegiatan tersebut dengan ketentuan bahwa segala sesuatunya akan ditinjau dan akan diubah sebagaimana mestinya apabila ternyata di kemudian hari terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Surabaya
Pada tanggal : 24 Februari 2014

Rektor,

ttd.

MUCHLAS SAMANI
NIP 195112151974121001

Salinan sesuai dengan bunyi
Keputusan yang asli
Kepala BAU dan Keuangan,



Drs. BUDHARSO, S.H., M.M.
NIP 196005131980101002

Salinan disampaikan kepada Yth:

1. Menteri Pendidikan dan Kebudayaan RI
2. Sekretaris Jenderal Kemdikbud
3. Inspektur Jenderal Kemdikbud
4. Direktur Jenderal Pendidikan Tinggi Kemdikbud
5. Para Pembantu Rektor Unesa
6. Para Dekan, Direktur Pascasarjana, Kepala LPPM
7. Kepala Biro di lingkungan UNESA

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
|----|-------|---|---|---------------------------------|---|------------------------------|--------------------------|------------|----------|--------|-------------|----|----|---------------------------|
| 43 | FP | Pendidikan Guru Sekolah Dasar | Pengembangan Perangkat Pembelajaran Tematik Integratif Berorientasi Rata-rata Kompetensi Untuk Meningkatkan Keterampilan Berpikir Kritis Dan Karakter Siswa Sekolah Dasar | Pgpd | Dr. Drs. Wicardo Tjipto Sabesto Nasution | M.Pd. M.Hum., M.Ed., Ph.D | 0018115803 0002086604 | W/c 006 | 53 55 | L L | 90,000,000 | II | B | Tim Pasa Sarjana Lanjutan |
| 44 | FP | Pendidikan Luar Biasa | Pengembangan Model Language Enrichment Untuk Keterampilan Membaca Berbasis Macapad Pada Siswa Tunagrahita | Pendidikan Luar Biasa | Dr. Hj. Sri Jenda Andajani Ach Wijatohi | M.Kes. M.Pd | 0009946309 0013196195 | W/B 006 | 53 53 | P P | 80,000,000 | II | B | Tim Pasa Sarjana Lanjutan |
| 45 | FMIPA | Biologi | Pembelajaran Siswa Sekolah Dasar untuk Berprestasi Poinst dan Berkesuksesan Bersakit Melalui Inovasi Pembelajaran Kebemaknaan | Pgpd | Prof. Dr. H. Mestimin Ibrahim Wahyu Sukartiniopah | M.Pd. M.Pd | 0010451107 0018016801 | W/c 006 | 53 53 | L P | 110,000,000 | II | B | Tim Pasa Sarjana Lanjutan |
| 46 | IT | PKL | Implementasi Teknologi Informasi dan Komunikasi Berbasis Metakognisi pada Bidang Pendidikan Vokasi | Pend. Teknologi dan Kejuruan | Prof. Dr. Hj. Luthfyah Nuraida I Gusti Putu Ardi Budipahjanto | M.Pd. S.I., M.T. | 0018106653 0006077157 | W/c 004 | 53 55 | P L | 82,500,000 | II | B | Tim Pasa Sarjana Lanjutan |
| 47 | FP | PGSD | Kebijakan Wakil Metropolitan Antara Religiusitas dan Seksualitas | Sosiologi Agama | Des. H. M. Huzni Abdullah Agung Ari Subagio | M.Pd.I. M.Fil. | 0028065601 0018157407 | W/c 006 | 52 52 | L L | 50,000,000 | II | B | Fundamental Lanjutan |
| 48 | FTS | Pendidikan Bahasa Asing Prodi Bahasa Jepang | Mengembangkan Teraf Marfologi Dan Sintaksis Untuk Memahami Kalimat Bahasa Jepang Dan Sudat Pandang Weta Sebagai Pisan Kalimat | Sastra (dan Bahasa) Jepang | Dr. Feni Hincanah | M.Hum., M.A. S.S., M.Pd | 0030067153 0027126902 | W/c 006 | 52 52 | L P | 45,000,000 | II | B | Fundamental Lanjutan |
| 49 | FBS | Pendidikan Bahasa Asing Prodi Bahasa Jepang | Analisis Bahan Ajar Berwawasan Kemerataan Gender Pada Jenjang Sekolah Dasar Di Jawa Timur Dan Jawa Tengah | Pgpd | Dr. Retnani Dami | M.Pd. M.Hum. | 0014046493 0026945502 | W/B 006 | 53 53 | P P | 45,000,000 | II | B | Fundamental Lanjutan |
| 50 | FMIPA | Biologi | Analisis Keberagaman Burung Walet Di Jawa Dan Kalimantan Berdasarkan Gen Cyt B | Biologi (dan Bioteknologi) Umum | Dr. H. Sema Kuntjono Dwi Lindiana | S.Si., M.Si. S.Si., M.Si. | 0023067201 0067028303 | 004 006 | 53 52 | L P | 50,000,000 | II | B | Fundamental Lanjutan |
| 51 | FMIPA | Biologi | Reproduksi Spesies Parasitoid Yang Menyering Lalat Buah Bactrocera (Diptera - Tephritidae) Di Wilayah Pesisir Madura | Biologi (dan Bioteknologi) Umum | Des. Tjipto Haryono | M.Si. | 0025075101 | W/B | 52 | L | 50,000,000 | II | B | Fundamental Lanjutan |
| 52 | FMIPA | Matematika | Pengembangan Formasi Ruang Subjensi Fuzzy Dengan Kalkulus Lattice | Matematika | Dr. Raden Solaiman Budi Pityo Prawoto | M.Si. S.Pd., M.Si. | 0016036701 0017048502 | W/c 006 | 53 52 | L L | 50,500,000 | I | B | Fundamental Lanjutan |
| 53 | FMIPA | Kimia | Karakterisasi Teoritis Sensor Optik Dari Senyawa Porfirin/Guanidin Atau Turunannya | Kimia | Dr. I Gusti Made Sanjaya Dhan Novita | M.Si. S.I., M.Pd. | 0004126505 0019117409 | W/c 004 | 53 52 | L P | 75,000,000 | I | B | Fundamental Lanjutan |
| 54 | FMIPA | Matematika | Analisis Ke-stabilan Pada Model I-gika Volterra Sistem Predator-Prey Dengan Variasi Respon Fungsional | Matematika | Dr. Abadi Dhan Sawitri | M.Sc. S.Si., M.Si. | 0030086501 0011012603 | W/c 004 | 53 52 | L P | 65,000,000 | II | B | Fundamental Lanjutan |

Bukti Proses Review dan Revisi untuk Artikel Berjudul: "Developing Creative Thinking Skills in Learning at Higher-Educational Institution of Teacher", yang dimuat di Prosiding Seminar Internasional TVET.



Luthfiyah Nurlaela

Dear Authors,

We thank you for participating and presenting your paper in the 3rd UPI TVET Conference. We congratulate you that your paper entitled:

“Developing Creative Thinking Skills in Learning at Higher-Educational Institution of Teacher”

is selected to be included in the *Advances in Social Science, Education and Humanities Research* series. The Proceedings will be published by Atlantis Press, be open access, and be indexed in CPCI (Conference Proceedings Citation Index) of Thomson Reuters and EI/Compendex or Scopus, Google Scholar-indexed proceedings.

In this regard, we ask you to revise and reformat your paper in accordance with the required format. Any failure to follow the format and guidelines may cause reconsideration for the publication. We also require you to fulfill the following recommendations:

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1. Abstract should contain the following informations: objective/rationale, method, research results, and their implications.
2. Title should not use abbreviations. All abbreviations and acronyms should be written out in full in the title and the first time they are used on a page.
3. Please check your English, particularly the grammar, spellings, and punctuations, throughout.
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http://www.ieee.org/conferences_events/conferences/publishing/templates.html
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In accordance with our previous agreement, you are also required to pay an IDR 1.000.000,00 publication fee, to be transferred to the following bank account:

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We are looking forward to publishing your article in the Advances in Social Science, Education and Humanities Research series.

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Dr. Phil. Dadang Kurnia

Dr. Siscka Elvyanti

Paper Title* (use style: *paper title*)

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line 4-e-mail address if desired

Authors Name/s per 2nd Affiliation (*Author*)
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Keywords—component; formatting; style; styling; insert (*key words*)

I. INTRODUCTION (*HEADING 1*)

This template, modified in MS Word 2007 and saved as a “Word 97-2003 Document” for the PC, provides authors with most of the formatting specifications needed for preparing electronic versions of their papers. All standard paper components have been specified for three reasons: (1) ease of use when formatting individual papers, (2) automatic compliance to electronic requirements that facilitate the concurrent or later production of electronic products, and (3) conformity of style throughout a conference proceedings. Margins, column widths, line spacing, and type styles are built-in; examples of the type styles are provided throughout this document and are identified in italic type, within parentheses, following the example. Some components, such as multi-leveled equations, graphics, and tables are not prescribed, although the various table text styles are provided. The formatter will need to create these components, incorporating the applicable criteria that follow.

II. EASE OF USE

A. Selecting a Template (*Heading 2*)

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The template is used to format your paper and style the text. All margins, column widths, line spaces, and text fonts are prescribed; please do not alter them. You may note peculiarities. For example, the head margin in this template measures proportionately more than is customary. This measurement and others are deliberate, using specifications that anticipate your paper as one part of the entire proceedings,

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Before you begin to format your paper, first write and save the content as a separate text file. Keep your text and graphic files separate until after the text has been formatted and styled. Do not use hard tabs, and limit use of hard returns to only one return at the end of a paragraph. Do not add any kind of pagination anywhere in the paper. Do not number text heads—the template will do that for you.

Finally, complete content and organizational editing before formatting. Please take note of the following items when proofreading spelling and grammar:

A. Abbreviations and Acronyms

Define abbreviations and acronyms the first time they are used in the text, even after they have been defined in the abstract. Abbreviations such as IEEE, SI, MKS, CGS, sc, dc, and rms do not have to be defined. Do not use abbreviations in the title or heads unless they are unavoidable.

B. Units

- Use either SI (MKS) or CGS as primary units. (SI units are encouraged.) English units may be used as secondary units (in parentheses). An exception would be the use of English units as identifiers in trade, such as “3.5-inch disk drive.”
- Avoid combining SI and CGS units, such as current in amperes and magnetic field in oersteds. This often leads to confusion because equations do not balance dimensionally. If you must use mixed units, clearly state the units for each quantity that you use in an equation.
- Do not mix complete spellings and abbreviations of units: “Wb/m²” or “webers per square meter,” not “webers/m².” Spell units when they appear in text: “...a few henries,” not “...a few H.”
- Use a zero before decimal points: “0.25,” not “.25.” Use “cm³,” not “cc.” (*bullet list*)

C. Equations

The equations are an exception to the prescribed specifications of this template. You will need to determine whether or not your equation should be typed using either the Times New Roman or the Symbol font (please no other font). To create multileveled equations, it may be necessary to treat the equation as a graphic and insert it into the text after your paper is styled.

Number equations consecutively. Equation numbers, within parentheses, are to position flush right, as in (1), using a right tab stop. To make your equations more compact, you may use the solidus (/), the exp function, or appropriate exponents. Italicize Roman symbols for quantities and variables, but not Greek symbols. Use a long dash rather than a hyphen for a minus sign. Punctuate equations with commas or periods when they are part of a sentence, as in

$$a + b = \gamma \quad (1)$$

Note that the equation is centered using a center tab stop. Be sure that the symbols in your equation have been defined before or immediately following the equation. Use "(1)," not "Eq. (1)" or "equation (1)," except at the beginning of a sentence: "Equation (1) is ..."

D. Some Common Mistakes

- The word "data" is plural, not singular.
- The subscript for the permeability of vacuum μ_0 , and other common scientific constants, is zero with subscript formatting, not a lowercase letter "o."
- In American English, commas, semi-colons, periods, question and exclamation marks are located within quotation marks only when a complete thought or name is cited, such as a title or full quotation. When quotation marks are used, instead of a bold or italic typeface, to highlight a word or phrase, punctuation should appear outside of the quotation marks. A parenthetical phrase or statement at the end of a sentence is punctuated outside of the closing parenthesis (like this). (A parenthetical sentence is punctuated within the parentheses.)
- A graph within a graph is an "inset," not an "insert." The word *alternately* is preferred to the word "alternately" (unless you really mean something that alternates).
- Do not use the word "essentially" to mean "approximately" or "effectively."
- In your paper title, if the words "that uses" can accurately replace the word using, capitalize the "u"; if not, keep using lower-cased.
- Be aware of the different meanings of the homophones "affect" and "effect," "complement" and "compliment," "discreet" and "discrete," "principal" and "principle."
- Do not confuse "imply" and "infer."

- The prefix "non" is not a word: it should be joined to the word it modifies, usually without a hyphen.
- There is no period after the "et" in the Latin abbreviation "et al."
- The abbreviation "i.e." means "that is," and the abbreviation "e.g." means "for example."

An excellent style manual for science writers is [7].

IV. USING THE TEMPLATE

After the text edit has been completed, the paper is ready for the template. Duplicate the template file by using the Save As command, and use the naming convention prescribed by your conference for the name of your paper. In this newly created file, highlight all of the contents and import your prepared text file. You are now ready to style your paper; use the scroll down window on the left of the MS Word Formatting toolbar. $\alpha + \beta = \gamma$. (1) (1)

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1) For author/s of only one affiliation (Heading 3): To change the default, adjust the template as follows.

a) Selection (Heading 4): Highlight all author and affiliation lines.

b) Change number of columns: Select the Columns icon from the MS Word Standard toolbar and then select "1 Column" from the selection palette.

c) Deletion: Delete the author and affiliation lines for the second affiliation.

2) For author/s of more than two affiliations: To change the default, adjust the template as follows.

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c) Highlight author and affiliation lines of affiliation 1 and copy this selection.

d) Formatting: Insert one hard return immediately after the last character of the last affiliation line. Then paste down the copy of affiliation 1. Repeat as necessary for each additional affiliation.

e) Reassign number of columns: Place your cursor to the right of the last character of the last affiliation line of an even numbered affiliation (e.g., if there are five affiliations, place your cursor at end of fourth affiliation). Drag the cursor up to highlight all of the above author and affiliation lines. Go to Column icon and select "2 Columns". If you have an odd

number of affiliations, the final affiliation will be centered on the page; all previous will be in two columns.

B. Identify the Headings

Headings, or heads, are organizational devices that guide the reader through your paper. There are two types: component heads and text heads.

Component heads identify the different components of your paper and are not topically subordinate to each other. Examples include ACKNOWLEDGMENTS and REFERENCES, and for these, the correct style to use is "Heading 5." Use "figure caption" for your Figure captions, and "table head" for your table title. Run-in heads, such as "Abstract," will require you to apply a style (in this case, italic) in addition to the style provided by the drop down menu to differentiate the head from the text.

Text heads organize the topics on a relational, hierarchical basis. For example, the paper title is the primary text head because all subsequent material relates and elaborates on this one topic. If there are two or more sub-topics, the next level head (uppercase Roman numerals) should be used and, conversely, if there are not at least two sub-topics, then no subheads should be introduced. Styles named "Heading 1," "Heading 2," "Heading 3," and "Heading 4" are prescribed.

C. Figures and Tables

1) *Positioning Figures and Tables: Place figures and tables at the top and bottom of columns. Avoid placing them in the middle of columns. Large figures and tables may span across both columns. Figure captions should be below the figures; table heads should appear above the tables. Insert figures and tables after they are cited in the text. Use the abbreviation "Fig. 1," even at the beginning of a sentence.*

TABLE I. TABLE STYLES

| Table Head | Table Column Head | | |
|------------|------------------------------|---------|---------|
| | Table column subhead | Subhead | Subhead |
| copy | More table copy ^a | | |

^a Sample of a Table footnote. (Table footnote)

We suggest that you use a text box to insert a graphic (which is ideally a 300 dpi resolution TIFF or EPS file with all fonts embedded) because this method is somewhat more stable than directly inserting a picture.

To have non-visible rules on your frame, use the MSWord "Format" pull-down menu, select Text Box > Colors and Lines to choose No Fill and No Line.

Fig. 1. Example of a figure caption. (figure caption)

Figure Labels: Use 8 point Times New Roman for Figure labels. Use words rather than symbols or abbreviations when writing Figure axis labels to avoid confusing the reader. As an

example, write the quantity "Magnetization," or "Magnetization, M," not just "M." If including units in the label, present them within parentheses. Do not label axes only with units. In the example, write "Magnetization (A/m)" or "Magnetization (A (m)), not just "A/m." Do not label axes with a ratio of quantities and units. For example, write "Temperature (K)," not "Temperature/K."

ACKNOWLEDGMENT (Heading 5)

The preferred spelling of the word "acknowledgment" in America is without an "e" after the "g." Avoid the stilted expression "one of us (R. B. G.) thanks ...". Instead, try "R. B. G. thanks...". Put sponsor acknowledgments in the unnumbered footnote on the first page.

REFERENCES

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Number footnotes separately in superscripts. Place the actual footnote at the bottom of the column in which it was cited. Do not put footnotes in the reference list. Use letters for table footnotes.

Unless there are six authors or more give all authors' names; do not use "et al.". Papers that have not been published, even if they have been submitted for publication, should be cited as "unpublished" [4]. Papers that have been accepted for publication should be cited as "in press" [5]. Capitalize only the first word in a paper title, except for proper nouns and element symbols.

For papers published in translation journals, please give the English citation first, followed by the original foreign-language citation [6].

- [1] G. Eason, B. Noble, and I.N. Sneddon, "On certain integrals of Lipschitz-Hankel type involving products of Bessel functions," *Phil. Trans. Roy. Soc. London*, vol. A247, pp. 529-551, April 1955. (references)
- [2] J. Clerk Maxwell, *A Treatise on Electricity and Magnetism*, 3rd ed., vol. 2. Oxford: Clarendon, 1892, pp.68-73.
- [3] I.S. Jacobs and C.P. Bean, "Fine particles, thin films and exchange anisotropy," in *Magnetism*, vol. III, G.T. Rado and H. Suhl, Eds. New York: Academic, 1963, pp. 271-350.
- [4] K. Elissa, "Title of paper if known," unpublished
- [5] R. Nicole, "Title of paper with only first word capitalized," *J. Name Stand. Abbrev.*, in press.
- [6] Y. Yorozu, M. Hirano, K. Oka, and Y. Tagawa, "Electron spectroscopy studies on magneto-optical media and plastic substrate interface," *IEEE Transl. J. Magn. Japan*, vol. 2, pp. 740-741, August 1987 [Digests 9th Annual Conf. Magnetics Japan, p. 301, 1982].
- [7] M. Young, *The Technical Writer's Handbook*. Mill Valley, CA: University Science, 1989.

Bukti Proses Review dan Revisi untuk Artikel Berjudul: "Interactive Multimedia-Based Learning to Improve Students' Creative Thinking Skills", yang dimuat di Prosiding Seminar Internasional TVET.



**4th UPI International Conference
on Technical and Vocational Education and Training**
Bandung, 15-16 November 2016



Bandung, 8 September 2016

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Universitas Pendidikan Indonesia
Jl. Dr. Setiabudi 207 Bandung

Email:
tvetcconference@upi.edu

To : *Yuyun Irawati*
Luthfiyah Nurlaela
Meda Wahini

Website:
tvetcconference.upi.edu/2016

Dear Authors,

On behalf of the Organizing Committee of 4th UPI International Conference on Technical and Vocational Education at the Indonesia University of Education (UPI), we are delighted to inform that your abstract entitled:

"Interactive Multimedia-Based Learning to Improve Students Creative Thinking Skills)"

has been accepted for presentation at the 4th UPI International Conference on Technical and Vocational Education will be held on 15-16 November 2016 in Bandung, Indonesia.

Please submit your full paper at the conference website by 20 September 2016. The full paper should follow the assigned paper template.

We look forward to receiving your full paper.

Chair,
4th UPI International Conference on TVET

  UPI International
Conference on
TVET

Tutin Aryanti, Ph.D.
NIP. 19750815 200312 2001



Sekretariat:
FPTK Building
Universitas Pendidikan Indonesia
Jl. Dr. Setiabudi 207 Bandung

Email:
tvetconference@upi.edu

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Seluruh paper yang telah lolos seleksi, akan diterbitkan pada conference proceedings CRC Press/Balkema Taylor & Francis Group (terindeks Scopus dan Thomson Reuters). Untuk memenuhi standar penerbitan maka perlu diperhatikan beberapa hal oleh para penulis:

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2. Teknik rujukan pustaka menggunakan *Harvard Reference Style* (Nama, Tahun).
3. Pastikan makalah telah melalui proses *proofreading* (pengecekan *spelling* dan *grammar*), sehingga memiliki tingkat keterbacaan Bahasa Inggris yang berterima.
4. *Abstract* berisi informasi dasar meliputi **isu, tujuan, metode, dan signifikansi penelitian** dengan maksimal 150 kata.
5. Jumlah halaman dibatasi maksimum 4 halaman.
6. Nama lembaga atau institusi tidak dialihbahasakan.
7. Pada prinsipnya, Tim *Reviewer* akan merekomendasikan semua paper yang lolos seleksi ke publisher Taylor & Francis Group. Bila paper yang diusulkan ditolak pihak publisher, panitia akan menerbitkan paper tersebut pada *serial conference* :
 - *Advanced in Social Science, Education and Humanities Research (ASSEHR)*, Atlantis Press (terindeks CPCI-SSH Thomson Reuters)
 - *IOP Conference Series: Materials Science and Engineering* (terindeks Scopus dan Thomson Reuters)

Reviewer Feedback

Paper Title:

Interactive Multimedia-Based Learning to Enhance Students' Creative Thinking Skills

Authors: Luthfiah Nurlaela, Yuyun Irawati, Meda Wahini

Komentar reviewer:

- Jika 3 penulis berasal dari 1 institusi yang sama. Maka hanya ditulis unesa saja.
Contoh:
Luthfiah N, Yuyun Irawati and Meda Wahini
Universitas Negeri Surabaya
- Daftar pustaka harus disesuaikan dengan teks yang sudah diacu.
Contoh: RJ (2010: 285) tidak ada dalam daftar pustaka.
- Table 2 diacu dari mana?
- Semua tabel dan gambar harus dijelaskan terlebih dahulu seperti pada tabel 1 berikut ini menjelaskan tentang apa?
- Jika table 3 dan figure 3 menampilkan data yang sama pilih salah satu saja.

Preparing a two column paper with MS Word for Windows

A.T. Balkema & G. Westers

A.A. Balkema Publishers, Rotterdam, Netherlands

B. Unknown

New Institute, Gouda, Netherlands

ABSTRACT: Authors of papers to proceedings have to type these in a form suitable for direct photographic reproduction by the publisher. In order to ensure uniform style throughout the volume, all the papers have to be prepared strictly according to the instructions set below. **The enclosed CPI_AR_PDF1.7.joboptions should be used to create the final Camera Ready Copy PDF file.** The publisher will reduce the camera-ready copy to 75% and print it in black only. For the convenience of the authors template files for MS Word 6.0 (and higher) are provided.

1 GENERAL INSTRUCTIONS

1.1 Type area

The text should fit exactly into the type area of 187 × 272 mm (7.36" × 10.71"). For correct settings of margins in the Page Setup dialog box (File menu) see Table 1.

1.2 Typefont, typesize and spacing

Use Times New Roman 12 point size and 13 point line spacing (Normal;text tag). Use roman type except for the headings (Heading tags), parameters in mathematics (not for log, sin, cos, ln, max., d (in dx), etc), Latin names of species and genera in botany and zoology and the titles of journals and books which should all be in italics. Never use bold, except to denote vectors in mathematics. Never underline any text. Use the small font (10 points on 11 points) for tables (Table tags), figure captions (Figure caption tag) and the references (Reference text tag).

Never use letterspacing and never use more than one space after each other.

2 GETTING STARTED

2.1 Preparing the new file with the correct template

Copy the template file B2ProcA4.dot (if you print on A4 size paper) or B2ProcLe.dot (for Letter size paper) to the template directory. This directory can be found by selecting the Tools menu, Options and then by tabbing the File Locations. When the Word programme has been started open the File menu and choose New. Now select the template B2ProcA4.dot

or B2ProcLe.dot (see above). Start by renaming the document by clicking Save As in the menu Files. Name your file as follows: First three letters of the file name should be the first three letters of the last name of the first author, the second three letters should be the first letter of the first three words of the title of the paper (e.g. this paper: balpat.doc). Now you can type your paper, or copy the old version of your paper onto this new formatted file.

2.2 Copying old text onto new file

Open your old file and the new file. Switch between these two with the Window menu. Select all text of the old file (excluding title, authors, affiliations and abstract) and paste onto bottom of new file, after having deleted the word INTRODUCTION (see also section 2.5). Check the margin setting (Page Setup dialog box in File menu) and column settings (see Table 1 for correct settings). After this copy the texts which have to be placed in the frames (see sections 2.3 and 2.4). In order to avoid disruption of the text

Table 1. Margin settings for A4 size paper and letter size paper.

| Setting | A4 size paper | | Letter size paper | |
|-----------------|---------------|--------|-------------------|--------|
| | cm | inches | cm | inches |
| Top | 1.2 | 0.47" | 0.32 | 0.13" |
| Bottom | 1.3 | 0.51" | 0.42 | 0.17" |
| Left | 1.15 | 0.45" | 1.45 | 0.57" |
| Right | 1.15 | 0.45" | 1.45 | 0.57" |
| All other | 0.0 | 0.0" | 0.0 | 0.0" |
| Column width* | 9.0 | 3.54" | 9.0 | 3.54" |
| Column spacing* | 0.7 | 0.28" | 0.7 | 0.28" |

* Column dialog box in Format menu.

and frames, copy these texts paragraph by paragraph without including the first word (which includes the old tag). It is best to first retype the first words manually and then to paste the correct text behind. When the new file contains all the text, the old tags in the text should be replaced by the new Balkema tags (see section 3). Before doing this apply automatic formatting (AutoFormat in Format menu).

2.3 Title, author and affiliation frame

Place the cursor on the T of Title at the top of your newly named file and type the title of the paper in lower case (no caps except for proper names). The title should not be longer than 75 characters). Delete the word Title (do not delete the paragraph end). Place the cursor on the A of A.B.Author(s) and type the name of the first author (first the initials and then the last name). If any of the co-authors have the same affiliation as the first author, add his name after an & (or a comma if more names follow). Delete the words A.B. Author etc. and place the cursor on the A of Affiliation. Type the correct affiliation (Name of the institute, City, State/Province, Country). Now delete the word Affiliation. If there are authors linked to other institutes, place the cursor at the end of the affiliation line just typed and give a return. Now type the name(s) of the author(s) and after a return the affiliation. Repeat this procedure until all affiliations have been typed.

All these texts fit in a frame which should not be changed (Width: Exactly 187 mm (7.36"); Height: Exactly 73 mm (2.87") from top margin; Lock anchor).

2.4 Abstract frame

If there are no further authors place the cursor one space behind the word ABSTRACT: and type your abstract of not more than 150 words. The top of the first line of the abstract will be 73 mm (2.87") from the top of the type area. The complete abstract will fall in the abstract frame, the settings of which should also not be changed (Width: Exactly 187 mm (7.36"); Height: Automatic; Vertical 73 mm (2.87") from margin; Lock anchor).

2.5 First line of text or heading

If your text starts with a heading, place the cursor on the I of INTRODUCTION and type the correct text for the heading. Now delete the word INTRODUCTION and start with the text after a return. This text should have the tag First paragraph.

If your text starts without a heading you should place the cursor on the I of INTRODUCTION,

change the tag to First paragraph and type your text after deleting the word INTRODUCTION.

3 LAYOUT OF TEXT

3.1 Text and indenting

Text is set in two columns of 9 cm (3.54") width each with 7 mm (0.28") spacing between the columns. All text should be typed in Times New Roman, 12 pt on 13 pt line spacing except for the paper title (18 pt on 20 pt), author(s) (14 pt on 16 pt), and the small text in tables, captions and references (10 pt on 11 pt). All line spacing is exact. Never add any space between lines or paragraphs. When a column has blank lines at the bottom of the page, add space above and below headings (see opposite column).

First lines of paragraphs are indented 5 mm (0.2") except for paragraphs after a heading or a blank line (First paragraph tag).

3.2 Headings

Type primary headings in capital letters roman (Heading 1 tag) and secondary and tertiary headings in lower case italics (Headings 2 and 3 tags). Headings are set flush against the left margin. The tag will give two blank lines (26 pt) above and one (13 pt) beneath the primary headings, 1½ blank lines (20 pt) above and a ½ blank line (6 pt) beneath the secondary headings and one blank line (13 pt) above the tertiary headings. Headings are not indented and neither are the first lines of text following the heading indented. If a primary heading is directly followed by a secondary heading, only a ½ blank line should be set between the two headings. In the Word programme this has to be done manually as follows: Place the cursor on the primary heading, select Paragraph in the Format menu, and change the setting for spacing after, from 13 pt to 0 pt. In the same way the setting in the secondary heading for spacing before should be changed from 20 pt to 7 pt.

3.3 Listing and numbering

When listing facts use either the style tag List signs or the style tag List numbers.

3.4 Equations

Use the equation editor of the selected word processing programme. Equations are not indented (Formula tag). Number equations consecutively and place the number with the tab key at the end of the line, between parentheses. Refer to equations by these numbers. See for example Equation 1 below:

From the above we note that $\sin \theta = (x + y)z$ or:

$$K_t = \left(1 - \frac{R^2 \tau}{c_a + v \tan \delta} \right)^4 k_1 \quad (1)$$

where c_a = interface adhesion; δ = friction angle at interface; and k_1 = shear stiffness number.

For simple equations in the text always use superscript and subscript (select Font in the Format menu). Do not use the equation editor between text on same line.

The inline equations (equations within a sentence) in the text will automatically be converted to the AMS notation standard.

3.5 Tables

Locate tables close to the first reference to them in the text and number them consecutively. Avoid abbreviations in column headings. Indicate units in the line immediately below the heading. Explanations should be given at the foot of the table, not within the table itself. Use only horizontal rules: One above and one below the column headings and one at the foot of the table (Table rule tag: Use the Shift-minus key to actually type the rule exactly where you want it). For simple tables use the tab key and not the table option. Type all text in tables in small type: 10 on 11 points (Table text tag). Align all headings to the left of their column and start these headings with an initial capital. Type the caption above the table to the same width as the table (Table caption tag). See for example Table 1.

3.6 Figure captions

Always use the Figure caption style tag (10 points size on 11 points line space). Place the caption underneath the figure (see Section 5). Type as follows: 'Figure 1. Caption.' Leave about two lines of space between the figure caption and the text of the paper.

3.7 References

In the text, place the authors' last names (without initials) and the date of publication in parentheses (see examples in Section 5). At the end of the paper, list all references in alphabetical order underneath the heading REFERENCES (Reference heading tag). The references should be typed in small text (10 pt on 11 pt) and second and further lines should be indented 5.0 mm (0.2") (Reference text tag). If several works by the same author are cited, entries should be chronological:

- Larch, A.A. 1996a. Development ...
- Larch, A.A. 1996b. Facilities ...
- Larch, A.A. 1997. Computer ...
- Larch, A.A. & Jensen, M.C. 1996. Effects of ...
- Larch, A.A. & Smith, B.P. 1993. Alpine ...

3.7.1 Typography for references

Last name, First name or Initials (ed.) year. *Book title*. City: Publisher.

Last name, First name or Initials year. Title of article. *Title of Journal* (series number if necessary) volume number (issue number if necessary): page numbers.

3.7.2 Examples

Grove, A.T. 1980. Geomorphic evolution of the Sahara and the Nile. In M.A.J. Williams & H. Faure (eds), *The Sahara and the Nile*: 21-35. Rotterdam: Balkema.

Jappelli, R. & Marconi, N. 1997. Recommendations and prejudices in the realm of foundation engineering in Italy: A historical review. In Carlo Viggiani (ed.), *Geotechnical engineering for the preservation of monuments and historical sites; Proc. intern. symp., Napoli, 3-4 October 1996*. Rotterdam: Balkema.

Johnson, H.L. 1965. Artistic development in autistic children. *Child Development* 65(1): 13-16.

Polhill, R.M. 1982. *Crotalaria in Africa and Madagascar*. Rotterdam: Balkema.

3.7.3 Endnote

We would appreciate it if you make use of the enclosed Endnotes stylefile (Harvard.ens).

3.8 Notes

These should be avoided. Insert the information in the text. In tables the following reference marks should be used: *, **, etc. and the actual footnotes set directly underneath the table.

3.9 Conclusions

Conclusions should state concisely the most important propositions of the paper as well as the author's views of the practical implications of the results.

4 PHOTOGRAPHS AND FIGURES

Number figures consecutively in the order in which reference is made to them in the text, making no distinction between diagrams and photographs. Figures should fit within the column width of 90 mm (3.54") or within the type area width of 187 mm (7.36").

Figures, photographs, etc. can be in black/white or full color, but will be produced in the book in black/white only. Please insert the high resolution figures (see artwork document) in the word file. Figures, etc. should not be centered, but placed against the left margin. Leave about two lines of space between the actual text and figure (including caption). Never place any text next to a figure. Leave this space blank. The most convenient place for placing figures is at the top or bottom of the page. Avoid placing text between figures as readers might not notice the text. Keep in mind that everything will be reduced to 75%. Therefore, 9 point should be the minimum size of the lettering. Lines should

preferably be 0.2 mm (0.1") thick. Keep figures as simple as possible. Avoid excessive notes and designations.

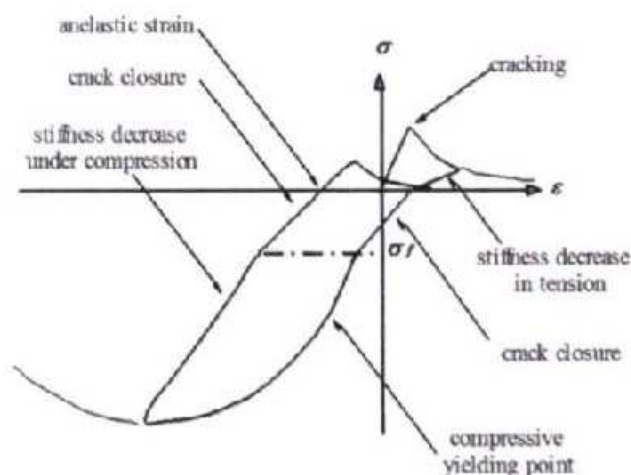


Figure 1. Caption of a typical figure. Photographs will be scanned by the printer. Always supply original photographs.

Photographs should be with good contrast and preferably in TIFF or EPS format (see Artwork document). Photographic reproductions cut from books or journals, photocopies of photographs and screened photographs are unacceptable. The proceedings will be printed in black only. For this reason avoid the use of colour in figures and photographs. Colour is also nearly always unnecessary for scientific work.

5 PREFERENCES, SYMBOLS AND UNITS

Consistency of style is very important. Note the spacing, punctuation and caps in all the examples below.

- *References in the text:* Figure 1, Figures 2-4, 6, 8a, b (not abbreviated)
- *References between parentheses:* (Fig. 1), (Figs 2-4, 6, 8a, b) (abbreviated)
- USA / UK / The Netherlands *instead of* U.S.A. / U.K. / Netherlands / the Netherlands
- Author & Author (1989) *instead of* Author and Author (1989)
- (Author 1989a, b, Author & Author 1987) *instead of* (Author, 1989a,b; Author and Author, 1987)
- (Author et al. 1989) *instead of* (Author, Author & Author 1989)
- *Use the following style:* (Author, in press); (Author, in prep.); (Author, unpubl.); (Author, pers. comm.)

Always use the official SI notations:

- kg / m / kJ / mm *instead of* kg. (Kg) / m. / kJ. (KJ) / mm.;

- 20°16'32"SW *instead of* 20° 16' 32" SW
- 0.50 *instead of* 0,50 (used in French text); 9000 *instead of* 9,000 *but if more than* 10,000; 10,000 *instead of* 10000
- ¹⁴C *instead of* C¹⁴ / C-14 and BP / BC / AD *instead of* B.P. / B.C. / A.D.
- × 20 *instead of* ×20 / X20 / x 20; 4 + 5 > 7 *instead of* 4+5>7 *but* -8 / +8 *instead of* - 8 / + 8
- e.g. / i.e. *instead of* e.g., / i.e.,

6 SUBMISSION OF MATERIAL TO THE EDITOR

The camera-ready copy PDF file of the complete paper should be created with the enclosed CPI_AR_PDF1.7.joboptions file and sent to the editor. Together with the MsWord or LaTeX file. All figures should be included as high resolution file in the PDF and word file (see artwork document). Check whether the paper looks the same as this sample: Title at top of first page in 18 points, authors in 14 points and all other text in 12 points on 13 points line space, except for the small text (10 point on 11 point line space) used in tables, captions and references. Also check if the type width is 187 mm (7.36"), the column width 90 mm (3.54"), the page length is 272 mm (10.71") and that the space above the Abstract is exactly as in the sample. Write your name and the shortened title of the paper in pencil in the bottom margin of each page and number the pages correctly.

7 DEADLINE

The above material should be with the editor before the deadline for submission. Any material received too late will not be published.

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH

Judul Artikel Ilmiah : **Application Based Instructional Tools for Enhancing Students' Problem Solving Skills in Home Economics**
 Penulis Artikel Ilmiah : Ketua dari 4 penulis (Luthfiyah Nurlaela, Ita Fatchur R, Wahono Widodo, Ana A)
 Identitas Jurnal Ilmiah :
 a. Nama Jurnal : Journal of Technical Education and Training (JTET)
 b. Nomor/Volume/Hal : No.2 Vol.9
 c. Edisi (bulan/tahun) : Desember 2017
 d. Penerbit : UTHM
 e. Jumlah halaman : 12 halaman

Kategori Publikasi Jurnal Ilmiah : Jurnal Ilmiah Internasional terindeks bereputasi dan berfaktor dampak
 (beri ✓ pada kategori yang tepat)
 Jurnal Ilmiah Internasional terindeks bereputasi
 Jurnal Ilmiah Nasional terindeks di luar kategori 2
 Jurnal Ilmiah Nasional Terakreditasi Dikti / peringkat 1 & 2
 Jurnal Ilmiah Nasional Berbahasa Inggris/ PBB terindeks CABI/ICI/ peringkat 3&4
 Jurnal Ilmiah Nasional berbahasa Indonesia / PBB / peringkat 5&6
 Jurnal Ilmiah Nasional Tidak Terakreditasi
 Jurnal berbahasa PBB namun tak memenuhi Syarat sebagai Jurnal Internasional

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | |
| 2. | Linieritas | <i>lmek</i> |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Jurnal Ilmiah (isikan di kolom yang sesuai) | | | | | | | Nilai Akhir Yang Diperoleh |
|--|--|---|--|---|--|--|---|----------------------------|
| | Internas. Bereputasi Berfaktor Dampak (Maks. 40) | Internas. Terindeks pada basis data intrn bereputasi (Maks. 30) | Intras. Terindeks pada basis data intrn di luar kategori 2 (Maks 20) | Nasional Terakreditasi Dikti / Peringkat 1 & 2 (Maks. 25) | Nasional berbahasa Inggris Terindeks CABI/ICI/ Peringkat 3 & 4, (Maks. 20) | Nasional berbahasa Indonesia Terindeks Kemenris tekdicti Peringkat 5 & 6 (Maks 15) | Nasional Tidak Terakreditasi (Maks. 10) | |
| Kelengkapan dan kesesuaian unsur isi jurnal (10%) | <i>4</i> | | | | | | | <i>3,2</i> |
| Ruang lingkup dan kedalaman pembahasan (30%) | <i>12</i> | | | | | | | <i>10,0</i> |
| Kecukupan dan kemutakhiran data/informasi dan metodologi (30%) | <i>12</i> | | | | | | | <i>9,8</i> |
| Kelengkapan unsur dan kualitas penerbit (30%) | <i>12</i> | | | | | | | <i>9,2</i> |
| Total = (100%) | <i>40</i> | | | | | | | <i>32</i> |
| Kontribusi Pengusul (Penulis Pertama/ Anggota/ Utama) | <i>24</i> | | | | | | | <i>19,2</i> |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | <i>Ummun > nya lengkap dan sesuai</i> | | | | | | | |
| *Ruang lingkup dan kedalaman pembahasan | <i>Ruang lingkup sesuai dgn bidang kefarmasian pembahasan cukup jelas</i> | | | | | | | |
| *Kecukupan & kemutakhiran data & metodologi | <i>Metodologi & data cukup tepat & jelas Referensi/ teori yg digunakan cukup jelas</i> | | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | <i>Baru ISBN, terbit sesuai traktum & berketerampilan bangun.</i> | | | | | | | |

Surabaya, *28-4-2020*
 Reviewer 1

Munoto
Prof. Dr. Munoto, M.Pd.
 NIP 195209071980021001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : *PTK*

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH

Judul Artikel Ilmiah : **Application Based Instructional Tools for Enhancing Students' Problem Solving Skills in Home Economics**
 Penulis Artikel Ilmiah : Ketua dari 4 penulis (Luthfiyah Nurlaela, Ita Fatchur R, Wahono Widodo, Ana A)
 Identitas Jurnal Ilmiah :
 a. Nama Jurnal : Journal of Technical Education and Training (JTET)
 b. Nomor/Volume/Hal : No.2 Vol.9
 c. Edisi (bulan/tahun) : Desember 2017
 d. Penerbit : UTHM
 e. Jumlah halaman : 12 halaman

- Kategori Publikasi Jurnal Ilmiah : Jurnal ilmiah Internasional terindeks bereputasi dan berfaktor dampak (beri v pada kategori yang tepat)
 Jurnal ilmiah Internasional terindeks bereputasi
 Jurnal ilmiah Internasional terindeks di luar kategori 2
 Jurnal ilmiah Nasional Terakreditasi Dikti / peringkat 1 & 2
 Jurnal ilmiah Nasional Berbahasa Inggris/ PBB terindeks CABI/ICI/ peringkat 3&4
 Jurnal ilmiah Nasional berbahasa Indonesia / PBB / peringkat 5&6
 Jurnal ilmiah Nasional Tidak Terakreditasi
 Jurnal berbahasa PBB namun tak memenuhi Syarat sebagai Jurnal Internasional

III. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | Tidak ditemukan |
| 2. | Linieritas | aman |

IV. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Jurnal Ilmiah (isikan di kolom yang sesuai) | | | | | | | Nilai Akhir Yang Diperoleh |
|--|--|---|--|---|--|---|---|----------------------------|
| | Internas. Bereputasi Berfaktor Dampak (Maks. 40) | Internas. Terindeks pada basis data intrn bereputasi (Maks. 30) | Intras. Terindeks pada basis data intrn di luar kategori 2 (Maks 20) | Nasional Terakreditasi Dikti / Peringkat 1 & 2 (Maks. 25) | Nasional berbahasa Inggris Terindeks CABI/ICI/ Peringkat 3 & 4, (Maks. 20) | Nasional berbahasa Indonesia Terindeks Kemenris tekdiikti Peringkat 5 & 6 (Maks 15) | Nasional Tidak Terakreditasi (Maks. 10) | |
| Kelengkapan dan kesesuaian unsur isi jurnal (10%) | 10 | | | | | | | 4 |
| Ruang lingkup dan kedalaman pembahasan (30%) | 25 | | | | | | | 10 |
| Kecukupan dan kemutakhiran data/informasi dan metodologi (30%) | 20 | | | | | | | 8 |
| Kelengkapan unsur dan kualitas penerbit (30%) | 25 | | | | | | | 10 |
| Total = (100%) | | | | | | | | 32 |
| Kontribusi Pengusul (Penulis Pertama/ Anggota/ Utama) | Ketua | | | | | | | 19,2 |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | Kesesuaian unsur | | | | | | | |
| *Ruang lingkup dan kedalaman pembahasan | Ruang lingkup dan kedalaman pembahasan dibahas di dalam | | | | | | | |
| *Kecukupan & kemutakhiran data & metodologi | Kecukupan & kemutakhiran data & metodologi | | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | Kualitas penerbit | | | | | | | |

Surabaya, 1-4-2020.....
 Reviewer 2,



Prof. Dr. Eko Hariadi, M.Pd.
 NIP 196004041987011001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : ...

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH

Judul Artikel Ilmiah : **The Implementation of The Good Character and Project-Based Learning to Improve Students' Orientation Towards Task and Achievement**

Penulis Artikel Ilmiah : Anggota dari 4 penulis (Any Sutiadiningsih, Luthfiyah Nuriela, Ahmad sonhadji KH, Eddy Sutadji)

Identitas Jurnal Ilmiah :

- a. Nama Jurnal : International Journal of Management and Administrative Sciences (IJMAS)
- b. Nomor/Volume/Hal : Vol.4 No.9 / ISSN : 2225-7225
- c. Edisi (bulan/tahun) : 2017
- d. Penerbit : Pakistan Society for Business and Management Research
- e. Jumlah halaman : 15 halaman

Kategori Publikasi Jurnal Ilmiah : Jurnal Ilmiah Internasional terindeks bereputasi dan berfaktor dampak
 Jurnal Ilmiah Internasional terindeks bereputasi
 Jurnal Ilmiah Internasional terindeks di luar kategori 2
 Jurnal Ilmiah Nasional Terakreditasi Dikti / peringkat 1 & 2
 Jurnal Ilmiah Nasional Berbahasa Inggris/ PBB terindeks CABI/ICI/ peringkat 3&4
 Jurnal Ilmiah Nasional berbahasa Indonesia / PBB / peringkat 5&6
 Jurnal Ilmiah Nasional Tidak Terakreditasi
 Jurnal berbahasa PBB namun tak memenuhi Syarat sebagai Jurnal Internasional

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------------------|
| 1. | Indikasi Plagiasi | |
| 2. | Linieritas | <i>linier untuk bidang pendidikan</i> |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Jurnal Ilmiah (isikan di kolom yang sesuai) | | | | | | | | Nilai Akhir Yang Diperoleh |
|--|--|---|--|---|--|---|---|--|----------------------------|
| | Internas. Bereputasi Berfaktor Dampak (Maks. 40) | Internas. Terindeks pada basis data intrn bereputasi (Maks. 30) | Intras. Terindeks pada basis data intrn di luar kategori 2 (Maks 20) | Nasional Terakreditasi Dikti / Peringkat 1 & 2 (Maks. 25) | Nasional berbahasa Inggris Terindeks CABI/ICI/ Peringkat 3 & 4, (Maks. 20) | Nasional berbahasa Indonesia Terindeks Kemenris tekdiikti Peringkat 5 & 6 (Maks 15) | Nasional Tidak Terakreditasi (Maks. 10) | Berbahasa PBB, tidak memenuhi Syarat Jurnal Internasional. (Maks.10) | |
| Kelengkapan dan kesesuaian unsur isi jurnal (10%) | | 3 | | | | | | | 3,0 |
| Ruang lingkup dan kedalaman pembahasan (30%) | | 9 | | | | | | | 7,5 |
| Kecukupan dan kemutakhiran data/ informasi dan metodologi (30%) | | 9 | | | | | | | 8,4 |
| Kelengkapan unsur dan kualitas penerbit (30%) | | 9 | | | | | | | 8,1 |
| Total = (100%) | | 30 | | | | | | | 27,0 |
| Kontribusi Pengusul (Penulis ³ Partame/Anggota/Utama) | | 4 | | | | | | | 3,6 |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | <i>Uraian yang lengkap dan sesuai</i> | | | | | | | | |
| *Ruang lingkup dan kedalaman pembahasan | <i>Pembahasan yang jelas & tepat sesuai dgn bidang ilmunya.</i> | | | | | | | | |
| *Kecukupan & kemutakhiran data & metodologi | <i>Metodologi & data cukup tepat dan jelas. Referensi cukup jelas & akurat</i> | | | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | <i>Ada ISBN, halbit, skema & buku kerucumbunga.</i> | | | | | | | | |

Surabaya, 28-4-2020

Reviewer 1,

Prof. Dr. Munoto, M.Pd.
 NIP 195209071980021001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : PTK

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH

Judul Artikel Ilmiah : **The Implementation of The Good Character and Project-Based Learning to Improve Students' Orientation Towards Task and Achievement**

Penulis Artikel Ilmiah : Anggota dari 4 penulis (Any Sutladiningsih, Luthfiyah Nurlaela, Ahmad sonhadji KH, Eddy Sutadji)

Identitas Jurnal Ilmiah :

- a. Nama Jurnal : International Journal of Management and Administrative Sciences (IJMAS)
- b. Nomor/Volume/Hal : Vol.4 No.9 / ISSN : 2225-7225
- c. Edisi (bulan/tahun) : 2017
- d. Penerbit : Pakistan Society for Business and Management Research
- e. Jumlah halaman : 15 halaman

- Kategori Publikasi Jurnal Ilmiah (beri v pada kategori yang tepat) :
- Jurnal Ilmiah Internasional terindeks bereputasi dan berfaktor dampak
 - Jurnal Ilmiah Internasional terindeks bereputasi
 - Jurnal Ilmiah Internasional terindeks di luar kategori 2
 - Jurnal Ilmiah Nasional Terakreditasi Dikti / peringkat 1 & 2
 - Jurnal Ilmiah Nasional Berbahasa Inggris/ PBB terindeks CABI/ICI/ peringkat 3&4
 - Jurnal Ilmiah Nasional berbahasa Indonesia / PBB / peringkat 5&6
 - Jurnal Ilmiah Nasional Tidak Terakreditasi
 - Jurnal berbahasa PBB namun tak memenuhi Syarat sebagai Jurnal Internasional

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | Tidak ditemukan |
| 2. | Linieritas | baik |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Jurnal Ilmiah (isikan di kolom yang sesuai) | | | | | | | | Nilai Akhir Yang Diperoleh |
|---|--|---|--|---|--|---|---|---|----------------------------|
| | Internas. Bereputasi Berfaktor Dampak (Maks. 40) | Internas. Terindeks pada basis data intrn bereputasi (Maks. 30) | Intras. Terindeks pada basis data intrn di luar kategori 2 (Maks 20) | Nasional Terakreditasi Dikti / Peringkat 1 & 2 (Maks. 25) | Nasional berbahasa Inggris Terindeks CABI/ICI/ Peringkat 3 & 4, (Maks. 20) | Nasional berbahasa Indonesia Terindeks Kemendiknas terdikti Peringkat 5 & 6 (Maks 15) | Nasional Tidak Terakreditasi (Maks. 10) | Berbahasa PBB, tidak memenuhi Syarat Jurnal Internas. (Maks.10) | |
| Kelengkapan dan kesesuaian unsur isi jurnal (10%) | | 10/6 | | | | | | | 3 |
| Ruang lingkup dan kedalaman pembahasan (30%) | | 23/6 | | | | | | | 7 |
| Kecukupan dan kemutakhiran data/ informasi dan metodologi (30%) | | 70/6 | | | | | | | 6 |
| Kelengkapan unsur dan kualitas penerbit (30%) | | 96/6 | | | | | | | 8 |
| Total = (100%) | | | | | | | | | 24 |
| Kontribusi Pengusul (Penulis Pertama/Anggota/ Utama) | | 70/6 | | | | | | | 3,2 |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | kelengkapan dan sesuai | | | | | | | | |
| *Ruang lingkup dan kedalaman pembahasan | Ruang lingkup dan kedalaman pembahasan | | | | | | | | |
| *Kecukupan & kemutakhiran data & metodologi | kecukupan & kemutakhiran data & metodologi | | | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | kelengkapan unsur & kualitas penerbit | | | | | | | | |

Surabaya, 1-4-2020
 Reviewer 2,

Prof. Dr. Eko Hariadi, M.Pd.
 NIP 196004041987011001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : IPS

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH

Judul Artikel Ilmiah : **Hygiene Behavior of Students Based on Knowledge and Habit Formation**
 Penulis Artikel Ilmiah : Anggota dari 4 penulis (Teti setiawati, Djoko Kustono, Eddy Sutadji, Luthfiah Nurliela)
 Identitas Jurnal Ilmiah :
 a. Nama Jurnal : IOSR Journal of Humanities and Social Science (IOSR-JHSS)
 b. Nomor/Volume/Hal : Vol.22 No.7 / ISSN : 2279-0837 / ISBN : 2279-0845
 c. Edisi (bulan/tahun) : Juli 2017
 d. Penerbit : IOSR Journal
 e. Jumlah halaman : 8 halaman

Kategori Publikasi Jurnal Ilmiah :
 (beri ✓ pada kategori yang tepat)

Jurnal Ilmiah Internasional terindeks bereputasi dan berfaktor dampak
 Jurnal Ilmiah Internasional terindeks bereputasi
 Jurnal Ilmiah Internasional terindeks di luar kategori 2
 Jurnal Ilmiah Nasional Terakreditasi Dikti / peringkat 1 & 2
 Jurnal Ilmiah Nasional Berbahasa Inggris/ PBB terindeks CABI/ICI/ peringkat 3&4
 Jurnal Ilmiah Nasional berbahasa Indonesia / PBB / peringkat 5&6
 Jurnal Ilmiah Nasional Tidak Terakreditasi
 Jurnal berbahasa PBB namun tak memenuhi Syarat sebagai Jurnal Internasional

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | |
| 2. | Linieritas | <i>linier</i> |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Jurnal Ilmiah (isikan di kolom yang sesuai) | | | | | | | | Nilai Akhir Yang Diperoleh |
|---|---|---|--|--|--|---|---|---|----------------------------|
| | Internas. Bereputasi Berfaktor Dampak (Maks. 40) | Internas. Terindeks pada basis data intrn bereputasi (Maks. 30) | Intras. Terindeks pada basis data intrn di luar kategori 2 (Maks 20) | Nasional Terakredit asi Dikti / Peringkat 1 & 2 (Maks. 25) | Nasional berbahasa Inggris Terindeks CABI/ICI/ Peringkat 3 & 4, (Maks. 20) | Nasional berbahasa Indonesia Terindeks Kemernis tekdiikti Peringkat 5 & 6 (Maks 15) | Nasional Tidak Terakreditasi (Maks. 10) | Berbahasa PBB, tidak memenuhi Syarat Jurnal Internas. (Maks.10) | |
| Kelengkapan dan kesesuaian unsur isi jurnal (10%) | | 3 | | | | | | | 3 |
| Ruang lingkup dan kedalaman pembahasan (30%) | | 9 | | | | | | | 7,5 |
| Kecukupan dan kemutakhiran data/ informasi dan metodologi (30%) | | 9 | | | | | | | 7,5 |
| Kelengkapan unsur dan kualitas penerbit (30%) | | 9 | | | | | | | 7,5 |
| Total = (100%) | | 30 | | | | | | | 25,5 |
| Kontribusi Pengusul (Penulis Pertama/Anggota/4 penulis) | 3 | 4 | | | | | | | 3,4 |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | <i>Unsur & kelengkapan sesuai standar.</i> | | | | | | | | |
| *Ruang lingkup dan kedalaman pembahasan | <i>Pembahasan cukup jelas, sesuai dgn bidang ilmu yg</i> | | | | | | | | |
| *Kecukupan & kemutakhiran data & metodologi | <i>Metode & datanya cukup tepat & jelas. Referensi sudah ada tambahan</i> | | | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | <i>Kualitas penerbit cukup baik, dan isinya lebih lengkap.</i> | | | | | | | | |

Surabaya, 27-11-2020
 Reviewer 1,

Munoto

Prof. Dr. Munoto, M.Pd.
 NIP 195209071980021001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : *ITX*

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH

Judul Artikel Ilmiah : **Hygiene Behavior of Students Based on Knowledge and Habit Formation**
 Penulis Artikel Ilmiah : Anggota dari 4 penulis (Teti setiawati, Djoko Kustono, Eddy Sutadji, Luthfiyah Nurlaeia)
 Identitas Jurnal Ilmiah :
 a. Nama Jurnal : IOSR Journal of Humanities and Social Science (IOSR-JHSS)
 b. Nomor/Volume/Hal : Vol.22 No.7 / ISSN : 2279-0837 / ISBN : 2279-0845
 c. Edisi (bulan/tahun) : Juli 2017
 d. Penerbit : IOSR Journal
 e. Jumlah halaman : 8 halaman

- Kategori Publikasi Jurnal Ilmiah : Jurnal Ilmiah Internasional terindeks bereputasi dan berfaktor dampak
 (beri v pada kategori yang tepat) Jurnal Ilmiah Internasional terindeks bereputasi
 Jurnal Ilmiah Internasional terindeks di luar kategori 2
 Jurnal Ilmiah Nasional Terakreditasi Dikti / peringkat 1 & 2
 Jurnal Ilmiah Nasional Berbahasa Inggris/ PBB terindeks CABI/ICI/ peringkat 3&4
 Jurnal Ilmiah Nasional berbahasa Indonesia / PBB / peringkat 5&6
 Jurnal Ilmiah Nasional Tidak Terakreditasi
 Jurnal berbahasa PBB namun tak memenuhi Syarat sebagai Jurnal Internasional

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | Tidak ditemukan |
| 2. | Linieritas | Tinggi |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Jurnal Ilmiah (isikan di kolom yang sesuai) | | | | | | | | Nilai Akhir Yang Diperoleh |
|--|--|---|--|---|--|---|---|---|----------------------------|
| | Internas. Bereputasi Berfaktor Dampak (Maks. 40) | Internas. Terindeks pada basis data intrn bereputasi (Maks. 30) | Intras. Terindeks pada basis data intrn di luar kategori 2 (Maks 20) | Nasional Terakreditasi Dikti / Peringkat 1 & 2 (Maks. 25) | Nasional berbahasa Inggris Terindeks CABI/ICI/ Peringkat 3 & 4, (Maks. 20) | Nasional berbahasa Indonesia Terindeks Kemenris tekdiikti Peringkat 5 & 6 (Maks 15) | Nasional Tidak Terakreditasi (Maks. 10) | Berbahasa PBB, tidak memenuhi Syarat Jurnal Internas. (Maks.10) | |
| Kelengkapan dan kesesuaian unsur isi jurnal (10%) | | 10/30 | | | | | | | 3 |
| Ruang lingkup dan kedalaman pembahasan (30%) | | 30/30 | | | | | | | 6 |
| Kecukupan dan kemutakhiran data/informasi dan metodologi (30%) | | 30/30 | | | | | | | 6 |
| Kelengkapan unsur dan kualitas penerbit (30%) | | 30/30 | | | | | | | 6 |
| Total = (100%) | | | | | | | | | 23 |
| Kontribusi Pengusul (Penulis Pertama/Anggota/ Utama) | | 3,06 | | | | | | | 3,06 |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | Cukup dan sesuai | | | | | | | | |
| *Ruang lingkup dan kedalaman pembahasan | Adekuat dan mendalam | | | | | | | | |
| *Kecukupan & kemutakhiran data & metodologi | Sangat up to date | | | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | Adekuat dan sesuai | | | | | | | | |

Surabaya, 1-4-2020.....
 Reviewer 2,



Prof. Dr. Eko Hariadi, M.Pd.
 NIP 196004041987011001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : IEP

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH

Judul Artikel Ilmiah : Learning Programming Technique Through Visual Programming Application as Learning Media with Fuzzy Rating

Penulis Artikel Ilmiah : Anggota dari 4 penulis (IGP Asto B, Luthfiyah Nurfaela, Ekohariadi, Mochamad Riduwan)

Identitas Jurnal Ilmiah :

- a. Nama Jurnal : International Journal of Information and communication Technology Education
- b. Nomor/Volume/Hal : Vol.13 issue 4
- c. Edisi (bulan/tahun) : Oktober - Desember 2017
- d. Penerbit : IGI Global
- e. Jumlah halaman : 21 halaman

- Kategori Publikasi Jurnal Ilmiah : Jurnal ilmiah Internasional terindeks bereputasi dan berfaktor dampak
 (beri v pada kategori yang tepat)
- Jurnal Ilmiah Internasional terindeks bereputasi
 - Jurnal Ilmiah Internasional terindeks di luar kategori 2
 - Jurnal Ilmiah Nasional Terakreditasi Dikti / peringkat 1 & 2
 - Jurnal Ilmiah Nasional Berbahasa Inggris/ PBB terindeks CABI/ICI/ peringkat 3&4
 - Jurnal Ilmiah Nasional berbahasa Indonesia / PBB / peringkat 5&6
 - Jurnal Ilmiah Nasional Tidak Terakreditasi
 - Jurnal berbahasa PBB namun tak memenuhi Syarat sebagai Jurnal Internasional

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | - |
| 2. | Linieritas | <i>Linear</i> |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Jurnal Ilmiah (isikan di kolom yang sesuai) | | | | | | | | Nilai Akhir Yang Diperoleh |
|--|---|---|--|---|--|---|---|---|----------------------------|
| | Internas. Bereputasi Berfaktor Dampak (Maks. 40) | Internas. Terindeks pada basis data intrn bereputasi (Maks. 30) | Intras. Terindeks pada basis data intrn di luar kategori 2 (Maks 20) | Nasional Terakreditasi Dikti / Peringkat 1 & 2 (Maks. 25) | Nasional berbahasa Inggris Terindeks CABI/ICI/ Peringkat 3 & 4, (Maks. 20) | Nasional berbahasa Indonesia Terindeks Kemendiknas terdikti Peringkat 5 & 6 (Maks 15) | Nasional Tidak Terakreditasi (Maks. 10) | Berbahasa PBB, tidak memenuhi Syarat Jurnal Internas. (Maks.10) | |
| Kelengkapan dan kesesuaian unsur isi jurnal (10%) | 4 | | | | | | | | 3,2 |
| Ruang lingkup dan kedalaman pembahasan (30%) | 12 | | | | | | | | 9,6 |
| Kecukupan dan kemutakhiran data/ informasi dan metodologi (30%) | 12 | | | | | | | | 10,4 |
| Kelengkapan unsur dan kualitas penerbit (30%) | 12 | | | | | | | | 10,8 |
| Total = (100%) | 40 | | | | | | | | 34,0 |
| Kontribusi Pengusul (Penulis ³ Pertama /Anggota/ ^{Utama} Utama) | 5,34 | | | | | | | | (4,5) |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | <i>Unsur-unsur lengkap & sesuai standar.</i> | | | | | | | | |
| *Ruang lingkup dan kedalaman pembahasan | <i>ruang lingkup dan pembahasan cukup lengkap dan jelas.</i> | | | | | | | | |
| *Kecukupan & kemutakhiran data & metodologi | <i>Metode cukup tepat & jelas, data lengkap, & referensi/daftar cukup lengkap & tepat</i> | | | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | <i>Penerbit berjenis internasional Terbit secara rutin & kontinyu</i> | | | | | | | | |

Surabaya, 27-4-2020.....

Reviewer 1,

Prof. Dr. Munoto, M.Pd.

NIP 195209071980021001

Jabatan/Pangkat : Guru Besar/IV.e

Unit kerja : FT Unesa

Bidang Ilmu : *ITK*

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH

Judul Artikel Ilmiah : Learning Programming Technique Through Visual Programming Application as Learning Media with Fuzzy Rating
 Penulis Artikel Ilmiah : Anggota dari 4 penulis (IGP Asto B, Luthfiyah Nurlaela, Ekohariadi, Mochamad Riduwan)
 Identitas Jurnal Ilmiah :
 a. Nama Jurnal : International Journal of Information and communication Technology Education
 b. Nomor/Volume/Hal : Vol.13 issue 4
 c. Edisi (bulan/tahun) : Oktober - Desember 2017
 d. Penerbit : IGI Global
 e. Jumlah halaman : 21 halaman

- Kategori Publikasi Jurnal Ilmiah : Jurnal Ilmiah Internasional terindeks bereputasi dan berfaktor dampak
 (beri V pada kategori yang tepat)
 Jurnal Ilmiah Internasional terindeks bereputasi
 Jurnal Ilmiah Internasional terindeks di luar kategori 2
 Jurnal Ilmiah Nasional Terakreditasi Dikti / peringkat 1 & 2
 Jurnal Ilmiah Nasional Berbahasa Inggris/ PBB terindeks CABI/ICI/ peringkat 3&4
 Jurnal Ilmiah Nasional berbahasa Indonesia / PBB / peringkat 5&6
 Jurnal Ilmiah Nasional Tidak Terakreditasi
 Jurnal berbahasa PBB namun tak memenuhi Syarat sebagai Jurnal Internasional

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | Tidak terdapat |
| 2. | Linieritas | Linear |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Jurnal Ilmiah (isikan di kolom yang sesuai) | | | | | | | Nilai Akhir Yang Diperoleh |
|---|--|---|--|---|--|--|---|----------------------------|
| | Internas. Bereputasi Berfaktor Dampak (Maks. 40) | Internas. Terindeks pada basis data intrn bereputasi (Maks. 30) | Intras. Terindeks pada basis data intrn di luar kategori 2 (Maks 20) | Nasional Terakreditasi Dikti / Peringkat 1 & 2 (Maks. 25) | Nasional berbahasa Inggris Terindeks CABI/ICI/ Peringkat 3 & 4, (Maks. 20) | Nasional berbahasa Indonesia Terindeks Kemendiknas Peringkat 5 & 6 (Maks 15) | Nasional Tidak Terakreditasi (Maks. 10) | |
| Kelengkapan dan kesesuaian unsur isi jurnal (10%) | 10/10 | | | | | | | 10 |
| Ruang lingkup dan kedalaman pembahasan (30%) | 30/30 | | | | | | | 30 |
| Kecukupan dan kemitakhiran data/ informasi dan metodologi (30%) | 30/30 | | | | | | | 30 |
| Kelengkapan unsur dan kualitas penerbit (30%) | 30/30 | | | | | | | 30 |
| Total = (100%) | | | | | | | | 100 |
| Kontribusi Pengusul (Penulis Pertama/Anggota/ Utama) | Anggota | | | | | | | 40 |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | Kelengkapan dan sesuai | | | | | | | |
| *Ruang lingkup dan kedalaman pembahasan | Ruang lingkup dan kedalaman pembahasan | | | | | | | |
| *Kecukupan & kemitakhiran data & metodologi | Kecukupan & kemitakhiran data & metodologi | | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | Kualitas baik | | | | | | | |

Surabaya,
 Reviewer 2,



Prof. Dr. Eko Hariadi, M.Pd.
 NIP 196004041987011001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : ...P&I.....

**LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH**

Judul Artikel Ilmiah : **Pengaruh Pendekatan SAVI, Model Pembelajaran Langsung, dan Minat Belajar Terhadap Hasil belajar Siswa**

Penulis Artikel Ilmiah : Anggota dari 2 penulis (Suparmi, Luthfiah Nuriaela, IGP Asto B)

Identitas Jurnal Ilmiah :
 a. Nama Jurnal : Jurnal Ilmiah Pendidikan Spion Indonesia (JIPSI)
 b. Nomor/Volume/Hal : Vol.2 No.41 / ISSN : 2443-1540
 c. Edisi (bulan/tahun) : Oktober 2016
 d. Penerbit : Spion Indonesia
 e. Jumlah halaman : 15 hal

Kategori Publikasi Jurnal Ilmiah (beri v pada kategori yang tepat) :

- Jurnal Ilmiah Internasional terindeks bereputasi dan berfaktor dampak
- Jurnal Ilmiah Internasional terindeks bereputasi
- Jurnal Ilmiah Internasional terindeks di luar kategori 2
- Jurnal Ilmiah Nasional Terakreditasi Dikti / peringkat 1 & 2
- Jurnal Ilmiah Nasional Berbahasa Inggris/ PBB terindeks CABI/ICI/ peringkat 3&4
- Jurnal Ilmiah Nasional berbahasa Indonesia / PBB / peringkat 5&6
- Jurnal Ilmiah Nasional Tidak Terakreditasi
- Jurnal berbahasa PBB namun tak memenuhi Syarat sebagai Jurnal Internasional

III. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | |
| 2. | Linieritas | <i>linear</i> |

IV. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Jurnal Ilmiah (isikan di kolom yang sesuai) | | | | | | | Nilai Akhir Yang Diperoleh | |
|---|--|---|--|--|--|---|---|----------------------------|---|
| | Internas. Bereputasi Berfaktor Dampak (Maks. 40) | Internas. Terindeks pada basis data intrn bereputasi (Maks. 30) | Intras. Terindeks pada basis data intrn di luar kategori 2 (Maks 20) | Nasional Terakredit asi Dikti / Peringkat 1 & 2 (Maks. 25) | Nasional berbahasa Inggris Terindeks CABI/ICI/ Peringkat 3 & 4, (Maks. 20) | Nasional berbahasa Indonesia Terindeks Kemenris tekdiikti Peringkat 5 & 6 (Maks 15) | Nasional Tidak Terakreditasi (Maks. 10) | | Berbahasa PBB, tidak memenuhi Syarat Jurnal Internas. (Maks.10) |
| Kelengkapan dan kesesuaian unsur isi jurnal (10%) | | | | | | | 1 | | 0,9 |
| Ruang lingkup dan kedalaman pembahasan (30%) | | | | | | | 3 | | 2,7 |
| Kecukupan dan kemutakhiran data/ informasi dan metodologi (30%) | | | | | | | 3 | | 2,5 |
| Kelengkapan unsur dan kualitas penerbit (30%) | | | | | | | 3 | | 2,5 |
| Total = (100%) | | | | | | | 10 | | 8,6 |
| Kontribusi Pengusul 2 (Penulis Bertama/Anggota/ Utama) | | | | | | | 2 | | 1,72 |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | <i>Linear = juga linear</i> | | | | | | | | |
| *Ruang lingkup dan kedalaman pembahasan | <i>Pembahasan cukup baik & sesuai bidang ilmu.</i> | | | | | | | | |
| *Kecukupan & kemutakhiran data & metodologi | <i>Metode cukup tepat, data lengkap dan jelas</i> | | | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | <i>Penerbit ber ISSN.</i> | | | | | | | | |

Surabaya, 28-4-2020

Reviewer 1,

Prof. Dr. Munoto, M.Pd.
 NIP 195209071980021001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : *PAK*

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH

Judul Artikel Ilmiah : **Pengaruh Pendekatan SAVI, Model Pembelajaran Langsung, dan Minat Belajar Terhadap Hasil belajar Siswa**
 Penulis Artikel Ilmiah : Anggota dari 2 penulis (Suparmi, Luthiyah Nurlaela, IGP Asto B)
 Identitas Jurnal Ilmiah :
 a. Nama Jurnal : Jurnal Ilmiah Pendidikan Spion Indonesia (JIPSI)
 b. Nomor/Volume/Hal : Vol.2 No.41 / ISSN : 2443-1540
 c. Edisi (bulan/tahun) : Oktober 2016
 d. Penerbit : Spion Indonesia
 e. Jumlah halaman : 15 hal

Kategori Publikasi Jurnal Ilmiah (beri V pada kategori yang tepat)

- Jurnal Ilmiah Internasional terindeks bereputasi dan berfaktor dampak
- Jurnal Ilmiah Internasional terindeks bereputasi
- Jurnal Ilmiah Internasional terindeks di luar kategori 2
- Jurnal Ilmiah Nasional Terakreditasi Dikti / peringkat 1 & 2
- Jurnal Ilmiah Nasional Berbahasa Inggris/ PBB terindeks CABI/ICI/ peringkat 3&4
- Jurnal Ilmiah Nasional berbahasa Indonesia / PBB / peringkat 5&6
- Jurnal Ilmiah Nasional Tidak Terakreditasi
- Jurnal berbahasa PBB namun tak memenuhi Syarat sebagai Jurnal Internasional

V. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | Tidak ditemukan |
| 2. | Linieritas | ada |

VI. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Jurnal Ilmiah (isikan di kolom yang sesuai) | | | | | | | Nilai Akhir Yang Diperoleh |
|--|--|---|--|--|--|---|---|----------------------------|
| | Internas. Bereputasi Berfaktor Dampak (Maks. 40) | Internas. Terindeks pada basis data intrn bereputasi (Maks. 30) | Intras. Terindeks pada basis data intrn di luar kategori 2 (Maks 20) | Nasional Terakredit asi Dikti / Peringkat 1 & 2 (Maks. 25) | Nasional berbahasa Inggris Terindeks CABI/ICI/ Peringkat 3 & 4, (Maks. 20) | Nasional berbahasa Indonesia Terindeks Kemernis tekdiikti Peringkat 5 & 6 (Maks 15) | Nasional Tidak Terakreditasi (Maks. 10) | |
| Kelengkapan dan kesesuaian unsur isi jurnal (10%) | | | | | | | 10/10 | 1 |
| Ruang lingkup dan kedalaman pembahasan (30%) | | | | | | | 20/30 | 2 |
| Kecukupan dan kemutakhiran data/informasi dan metodologi (30%) | | | | | | | 20/30 | 2 |
| Kelengkapan unsur dan kualitas penerbit (30%) | | | | | | | 20/30 | 2 |
| Total = (100%) | | | | | | | | 7 |
| Kontribusi Pengusul (Penulis Pertama/Anggota/ Utama) | | | | | | | Anggota | 1,4. |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | sangat memuaskan | | | | | | | |
| *Ruang lingkup dan kedalaman pembahasan | Kecukupan dan kedalaman pembahasan | | | | | | | |
| *Kecukupan & kemutakhiran data & metodologi | sangat memuaskan dan metodologi | | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | kualitas penerbit sangat baik | | | | | | | |

Surabaya, 1-11-2020.....

Reviewer 2,



Prof. Dr. Eko Hariadi, M.Pd.

NIP 196004041987011001

Jabatan/Pangkat : Guru Besar/IV.e

Unit kerja : FT Upesa

Bidang Ilmu : ...

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : PROSIDING

Judul Karya Ilmiah (Paper) : **Analysis of Factors Causing Food Insecurity in Probolinggo District**
 Jumlah Penulis : Penulis pertama dari 2 penulis (Luthfiyah Nurlaela, Choirul Anna NA)
 Identitas Prosiding : a. Nama Prosiding : Engineering International Conference 2013
 b. ISBN/ISSN : 97925-2784
 c. Nomor/Volume/Hal :
 d. Edisi (bulan/tahun) : November 2013
 e. Penerbit : Unnes Semarang
 f. Jumlah halaman : 5 halaman

Kategori Publikasi Makalah (beri ✓ pada kategori yang Tepat) :

- Prosiding Forum Ilmiah Internasional
- Prosiding Forum Ilmiah Nasional
- Makalah tidak disajikan dalam seminar/simposium/lokakarya, tetapi dimuat dalam prosiding Internasional
- Makalah tidak disajikan dalam seminar/simposium/lokakarya, tetapi dimuat dalam prosiding Nasional
- Makalah disajikan dalam seminar internasional (tetapi tidak dimuat dalam prosiding)
- Makalah disajikan dalam seminar nasional (tetapi tidak dimuat dalam prosiding)

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | - |
| 2. | Linieritas | linear |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Prosiding (Isikan di kolom yang sesuai) | | | | | | Nilai Akhir Yang Di peroleh |
|---|--|---|--|--|---|--|-----------------------------|
| | Prosiding Forum Ilmiah Internasional (Maks.15) | Prosiding Forum Ilmiah Nasional (Maks.10) | Makalah Tidak diseminarkan tetapi dimuat dalam Prosiding Internas. (Maks.10) | Makalah Tidak diseminarkan tetapi dimuat dalam Prosiding Nasional (Maks.5) | Makalah Seminar Internas. Tidak dimuat dalam Prosiding (Maks.5) | Makalah Seminar nasional Tidak dimuat dalam Prosiding (Maks.3) | |
| Kelengkapan dan kesesuaian unsur isi paper (20%) | 3 | | | | | | 3 |
| Ruang lingkup dan kedalaman pembahasan (30%) | 4,5 | | | | | | 4 |
| Kecukupan dan kemutakhiran data/ informasi dan metodologi (30%) | 4,5 | | | | | | 4 |
| Kelengkapan unsur dan kualitas penerbit/ prosiding (20%) | 3 | | | | | | 3 |
| Total = (100%) | 15 | | | | | | 14 |
| Kontribusi Pengusul (Penulis Pertama/ Anggota/Utama) | 9 | | | | | | 8,4 |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | Uraian & pembahasan standar | | | | | | |
| *Ruang lingkup & kedalaman pembahasan | Kontribusi, kelengkapan & kedalaman pembahasan cukup baik. | | | | | | |
| *Kecukupan & kemutakhiran data & metodologi | Metode cukup tepat & akurat, data & teori cukup lengkap dan jelas. Referensi cukup baik jumlah & kualitas. | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | Beri ISSN & diseminarkan oleh Perguruan Tinggi | | | | | | |

Surabaya, 27-4-2026
 Reviewer 1,

Munoto

Prof. Dr. Munoto, M.Pd.
 NIP. 195209071980021001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : ITe

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : PROSIDING

Judul Karya Ilmiah (Paper) : **Analysis of Factors Causing Food Insecurity in Probolinggo District**
 Jumlah Penulis : Penulis pertama dari 2 penulis (Luthfiyah Nurlaela, Choirul Anna NA)
 Identitas Prosiding : a. Nama Prosiding : Engineering International Conference 2013
 b. ISBN/ISSN : 97925-2784
 b. Nomor/Volume/Hal :
 c. Edisi (bulan/tahun) : November 2013
 d. Penerbit : Unnes Semarang
 e. Jumlah halaman : 5 halaman

Kategori Publikasi Makalah (beri pada kategori yang Tepat) :

- Prosiding Forum Ilmiah Internasional
- Prosiding Forum Ilmiah Nasional
- Makalah tidak disajikan dalam seminar/simposium/lokakarya, tetapi dimuat dalam prosiding Internasional
- Makalah tidak disajikan dalam seminar/simposium/lokakarya, tetapi dimuat dalam prosiding Nasional
- Makalah disajikan dalam seminar internasional (tetapi tidak dimuat dalam prosiding)
- Makalah disajikan dalam seminar nasional (tetapi tidak dimuat dalam prosiding)

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | Tidak ditemukan |
| 2. | Linieritas | ada |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Prosiding (isikan di kolom yang sesuai) | | | | | | Nilai Akhir Yang Di peroleh |
|---|--|---|--|--|---|--|-----------------------------|
| | Prosiding Forum Ilmiah Internasional (Maks.15) | Prosiding Forum Ilmiah Nasional (Maks.10) | Makalah Tidak diseminarkan tetapi dimuat dalam Prosiding Internas. (Maks.10) | Makalah Tidak diseminarkan tetapi dimuat dalam Prosiding Nasional (Maks.5) | Makalah Seminar Internas. Tidak dimuat dalam Prosiding (Maks.5) | Makalah Seminar nasional Tidak dimuat dalam Prosiding (Maks.3) | |
| Kelengkapan dan kesesuaian unsur isi paper (20%) | 10/15 | | | | | | 3 |
| Ruang lingkup dan kedalaman pembahasan (30%) | 10/15 | | | | | | 3 |
| Kecukupan dan kemitakhiran data/ informasi dan metodologi (30%) | 10/15 | | | | | | 3 |
| Kelengkapan unsur dan kualitas penerbit/prosiding (20%) | 10/15 | | | | | | 3 |
| Total = (100%) | | | | | | | 12 |
| Kontribusi Pengusul (Penulis Pertama/ Anggota/Utama) | Pembantu | | | | | | 7,2 |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | kelengkapan dan kesesuaian | | | | | | |
| *Ruang lingkup & kedalaman pembahasan | Ruang lingkup dan kedalaman pembahasan | | | | | | |
| *Kecukupan & kemitakhiran data & metodologi | Kecukupan dan kemitakhiran data & metodologi | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | kelengkapan penerbit dan | | | | | | |

Surabaya, 2-7-2020
 Reviewer 2,



Prof. Dr. Eko Hariadi, M.Pd.
 NIP 196004041987011001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : ...

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : PROSIDING

Judul Karya Ilmiah (Paper) : **Developing Creative Thinking Skills in Learning Educational Institution of Teacher**
 Jumlah Penulis : **Tunggal (Luthfiyah Nurlaela)**
 Identitas Prosiding : **a. Nama Prosiding : 3 rd UPI International Conference on Technical and Vocational Education and Training (TVET)**
b. ISBN/ISSN : 978-94-62520-53-0 / 2352-5398
b. Nomor/Volume/Hal :
c. Edisi (bulan/tahun) : Maret 2015
d. Penerbit : Atlantis Press
e. Jumlah halaman : 6 halaman

Kategori Publikasi Makalah (beri V pada kategori yang Tepat) :

- Prosiding Forum Ilmiah Internasional
- Prosiding Forum Ilmiah Nasional
- Makalah tidak disajikan dalam seminar/simposium/lokakarya, tetapi dimuat dalam prosiding Internasional
- Makalah tidak disajikan dalam seminar/simposium/lokakarya, tetapi dimuat dalam prosiding Nasional
- Makalah disajikan dalam seminar internasional (tetapi tidak dimuat dalam prosiding)
- Makalah disajikan dalam seminar nasional (tetapi tidak dimuat dalam prosiding)

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | - |
| 2. | Linieritas | <i>linier</i> |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Prosiding (isikan di kolom yang sesuai) | | | | | | Nilai Akhir Yang Di peroleh |
|---|---|---|--|--|---|--|-----------------------------|
| | Prosiding Forum Ilmiah Internasional (Maks.15) | Prosiding Forum Ilmiah Nasional (Maks.10) | Makalah Tidak diseminarkan tetapi dimuat dalam Prosiding Internas. (Maks.10) | Makalah Tidak diseminarkan tetapi dimuat dalam Prosiding Nasional (Maks.5) | Makalah Seminar Internas. Tidak dimuat dalam Prosiding (Maks.5) | Makalah Seminar nasional Tidak dimuat dalam Prosiding (Maks.3) | |
| Kelengkapan dan kesesuaian unsur isi paper (20%) | 3 | | | | | | 3 |
| Ruang lingkup dan kedalaman pembahasan (30%) | 4,5 | | | | | | 4 |
| Kecukupan dan kemutakhiran data/ informasi dan metodologi (30%) | 4,5 | | | | | | 4 |
| Kelengkapan unsur dan kualitas penerbit/ prosiding (20%) | 3 | | | | | | 3 |
| Total = (100%) | 15 | | | | | | 14 |
| Kontribusi Pengusul (Penulis Pertama Anggota/Utama) | | | | | | | (14) |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | <i>Unsur-unsur sesuai standar (memenuhi standar)</i> | | | | | | |
| *Ruang lingkup & kedalaman pembahasan | <i>luas cakupan lingkup & tepat</i> | | | | | | |
| *Kecukupan & kemutakhiran data & metodologi | <i>metode cukup tepat dan akurat data dan teori cukup lengkap dan jelas</i> | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | <i>di edarkan secara internasional, tem 1500 penerbit cukup handal.</i> | | | | | | |

Surabaya, 27-4-2020
 Reviewer 1,



Prof. Dr. Munoto, M.Pd.
 NIP 195209071980021001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : P.T.E

**LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : PROSIDING**

Judul Karya Ilmiah (Paper) : **Developing Creative Thinking Skills in Learning Educational Institution of Teacher**
 Jumlah Penulis : **Tunggal (Luthfiyah Nurlaela)**
 Identitas Prosiding : a. Nama Prosiding : **3 rd UPI International Conference on Technical and Vocational Education and Training (TVET)**
 b. ISBN/ISSN : **978-94-62520-53-0 / 2352-5398**
 c. Edisi (bulan/tahun) : **Maret 2015**
 d. Penerbit : **Atlantis Press**
 e. Jumlah halaman : **6 halaman**

Kategori Publikasi Makalah (beri V pada kategori yang Tepat) :

- Prosiding Forum Ilmiah Internasional
- Prosiding Forum Ilmiah Nasional
- Makalah tidak disajikan dalam seminar/simposium/lokakarya, tetapi dimuat dalam prosiding Internasional
- Makalah tidak disajikan dalam seminar/simposium/lokakarya, tetapi dimuat dalam prosiding Nasional
- Makalah disajikan dalam seminar internasional (tetapi tidak dimuat dalam prosiding)
- Makalah disajikan dalam seminar nasional (tetapi tidak dimuat dalam prosiding)

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | <i>Tidak ditemukan</i> |
| 2. | Linieritas | <i>Benar</i> |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Prosiding (Isikan di kolom yang sesuai) | | | | | | Nilai Akhir Yang Di peroleh |
|---|--|---|--|--|---|--|-----------------------------|
| | Prosiding Forum Ilmiah Internasional (Maks.15) | Prosiding Forum Ilmiah Nasional (Maks.10) | Makalah Tidak diseminarkan tetapi dimuat dalam Prosiding Internas. (Maks.10) | Makalah Tidak diseminarkan tetapi dimuat dalam Prosiding Nasional (Maks.5) | Makalah Seminar Internas. Tidak dimuat dalam Prosiding (Maks.5) | Makalah Seminar nasional Tidak dimuat dalam Prosiding (Maks.3) | |
| Kelengkapan dan kesesuaian unsur isi paper (20%) | <i>206</i> | | | | | | <i>3</i> |
| Ruang lingkup dan kedalaman pembahasan (30%) | <i>306</i> | | | | | | <i>4,5</i> |
| Kecukupan dan kemutakhiran data/ informasi dan metodologi (30%) | <i>206</i> | | | | | | <i>3</i> |
| Kelengkapan unsur dan kualitas penerbit/prosiding (20%) | <i>206</i> | | | | | | <i>3</i> |
| Total = (100%) | | | | | | | <i>13,5</i> |
| Kontribusi Pengusul (Penulis Pertama/ Anggota/Utama) | <i>100%</i> | | | | | | <i>13,5</i> |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | <i>Kelebihan dan sesuai</i> | | | | | | |
| *Ruang lingkup & kedalaman pembahasan | <i>Penyusunan komprehensif</i> | | | | | | |
| *Kecukupan & kemutakhiran data & metodologi | <i>Banyak referensi berdasar mutakhir</i> | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | <i>Kelebihan penerbit baik</i> | | | | | | |

Surabaya, *2-4-2020*
 Reviewer 2,

Prof. Dr. Eko Hariadi, M.Pd.
 NIP 196004041987011001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : *P.P.P.*

**LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : PROSIDING**

Judul Karya Ilmiah (Paper) : **Entrepreneurial Character Development Model : Responsibl and Discipline Integrated in Business Plan Based Learning Project**

Jumlah Penulis : Penulis anggota dari 4 penulis (Any Sutiadiningsih, Ahmad sonhadji, Eddy Sutadji, Luthiyah Nurlaela)

Identitas Prosiding :
 a. Nama Prosiding : IMEEEC 2016
 b. ISBN/ISSN : 978-0-7354-1440-2
 c. Nomor/Volume/Hal :
 d. Edisi (bulan/tahun) : 2016
 e. Penerbit : AIP Publishing
 f. Jumlah halaman : 8 halaman

Kategori Publikasi Makalah (beri v pada kategori yang Tepat) :

- Prosiding Forum Ilmiah Internasional
- Prosiding Forum Ilmiah Nasional
- Makalah tidak disajikan dalam seminar/simposium/lokakarya, tetapi dimuat dalam prosiding Internasional
- Makalah tidak disajikan dalam seminar/simposium/lokakarya, tetapi dimuat dalam prosiding Nasional
- Makalah disajikan dalam seminar internasional (tetapi tidak dimuat dalam prosiding)
- Makalah disajikan dalam seminar nasional (tetapi tidak dimuat dalam prosiding)


I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---|
| 1. | Indikasi Plagiasi | |
| 2. | Linieritas | <i>linier antara bidang pembedanya.</i> |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Prosiding (isikan di kolom yang sesuai) | | | | | | Nilai Akhir Yang Di peroleh |
|---|--|---|--|--|---|--|-----------------------------|
| | Prosiding Forum ilmiah Internasional (Maks.15) | Prosiding Forum ilmiah Nasional (Maks.10) | Makalah Tidak diseminarkan tetapi dimuat dalam Prosiding Internas. (Maks.10) | Makalah Tidak diseminarkan tetapi dimuat dalam Prosiding Nasional (Maks.5) | Makalah Seminar Internas. Tidak dimuat dalam Prosiding (Maks.5) | Makalah Seminar nasional Tidak dimuat dalam Prosiding (Maks.3) | |
| Kelengkapan dan kesesuaian unsur isi paper (20%) | 3 | | | | | | 2,7 |
| Ruang lingkup dan kedalaman pembahasan (30%) | 4,5 | | | | | | 4,05 |
| Kecukupan dan kemutakhiran data/ informasi dan metodologi (30%) | 4,5 | | | | | | 4,2 |
| Kelengkapan unsur dan kualitas penerbit/prosiding (20%) | 3 | | | | | | 2,55 |
| Total = (100%) | 15 | | | | | | 13,5 |
| Kontribusi Pengusul (Penulis <u>Pertama</u> / Anggota/ <u>Utama</u>) | 2 | | | | | | 1,8 |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | <i>Unsur-nya lengkap dan sesuai</i> | | | | | | |
| *Ruang lingkup & kedalaman pembahasan | <i>Sistematika pembahasan cukup baik Kontribusi keilmuan cukup jelas</i> | | | | | | |
| *Kecukupan & kemutakhiran data & metodologi | <i>Metodologi cukup tepat, teori & data cukup jelas dan lugas</i> | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | <i>Penerbit ke indox sesuai</i> | | | | | | |

Surabaya, 18-4-2020

Reviewer 1 

Prof. Dr. Munoto, M.Pd.
 NIP 195209071980021001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : ITK

**LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : PROSIDING**

Judul Karya Ilmiah (Paper) : **Entrepreneurial Character Development Model : Responsibl and Discipline Integrated in Business Plan Based Learning Project**

Jumlah Penulis : Penulis anggota dari 4 penulis (Any Sutiadiningsih, Ahmad sonhadji, Eddy Sutadji, Luthiyah Nurlaela)

Identitas Prosiding :
 a. Nama Prosiding : IMEEEC 2016
 b. ISBN/ISSN : 978-0-7354-1440-2
 c. Nomor/Volume/Hal :
 d. Edisi (bulan/tahun) : 2016
 e. Penerbit : AIP Publishing
 f. Jumlah halaman : 8 halaman

Kategori Publikasi Makalah (beri v pada kategori yang Tepat) :

- Prosiding Forum Ilmiah Internasional
- Prosiding Forum Ilmiah Nasional
- Makalah tidak disajikan dalam seminar/simposium/lokakarya, tetapi dimuat dalam prosiding Internasional
- Makalah tidak disajikan dalam seminar/simposium/lokakarya, tetapi dimuat dalam prosiding Nasional
- Makalah disajikan dalam seminar Internasional (tetapi tidak dimuat dalam prosiding)
- Makalah disajikan dalam seminar nasional (tetapi tidak dimuat dalam prosiding)

III. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | Tidak ditemukan |
| 2. | Linieritas | Ya |

IV. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Prosiding (isikan di kolom yang sesuai) | | | | | | Nilai Akhir Yang Di peroleh |
|---|--|---|--|--|---|--|-----------------------------|
| | Prosiding Forum ilmiah Internasional (Maks.15) | Prosiding Forum Ilmiah Nasional (Maks.10) | Makalah Tidak diseminarkan tetapi dimuat dalam Prosiding Internas. (Maks.10) | Makalah Tidak diseminarkan tetapi dimuat dalam Prosiding Nasional (Maks.5) | Makalah Seminar Internas. Tidak dimuat dalam Prosiding (Maks.5) | Makalah Seminar nasional Tidak dimuat dalam Prosiding (Maks.3) | |
| Kelengkapan dan kesesuaian unsur isi paper (20%) | 90% | | | | | | 3 |
| Ruang lingkup dan kedalaman pembahasan (30%) | 90% | | | | | | 3 |
| Kecukupan dan kemutakhiran data/ informasi dan metodologi (30%) | 90% | | | | | | 3 |
| Kelengkapan unsur dan kualitas penerbit/prosiding (20%) | 90% | | | | | | 3 |
| Total = (100%) | | | | | | | 12 |
| Kontribusi Pengusul (Penulis Pertama/ Anggota/Utama) | 100% | | | | | | 1,6 |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | Sesuai dan sesuai | | | | | | |
| *Ruang lingkup & kedalaman pembahasan | Ruang lingkup dan kedalaman | | | | | | |
| *Kecukupan & kemutakhiran data & metodologi | Data dan metode sudah mutakhir | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | Kualitas penerbit baik | | | | | | |

Surabaya, 2-4-2020
 Reviewer 2,

Prof. Dr. Eko Hariadi, M.Pd.
 NIP 196004041987011001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : P.I.P.

**LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : PROSIDING**

Judul Karya Ilmiah (Paper) : **Interactive Multimedia –Based Learning to Improve Students' Creative Thinking Skills**
 Jumlah Penulis : Penulis anggota dari 3 penulis (Y. Irawati, Luthfiyah Nurlaela, M Wahini)
 Identitas Prosiding : a. Nama Prosiding : Regionalization and Harmonization in TVET
 b. ISBN/ISSN : 978-1-138-05419-6 / 978-1-315-16656-8
 b. Nomor/Volume/Hal :
 c. Edisi (bulan/tahun) : September 2017
 d. Penerbit : Routledge Taylor & Francis Group
 e. Jumlah halaman : 4 halaman

Kategori Publikasi Makalah (beri V pada kategori yang Tepat) :

- Prosiding Forum Ilmiah Internasional
- Prosiding Forum Ilmiah Nasional
- Makalah tidak disajikan dalam seminar/simposium/lokakarya, tetapi dimuat dalam prosiding Internasional
- Makalah tidak disajikan dalam seminar/simposium/lokakarya, tetapi dimuat dalam prosiding Nasional
- Makalah disajikan dalam seminar internasional (tetapi tidak dimuat dalam prosiding)
- Makalah disajikan dalam seminar nasional (tetapi tidak dimuat dalam prosiding)

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|-----------------------------------|
| 1. | Indikasi Plagiasi | - |
| 2. | Linieritas | <i>linier dibidang pendidikan</i> |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Prosiding (isikan di kolom yang sesuai) | | | | | | Nilai Akhir Yang Di peroleh |
|---|--|---|--|--|---|--|-----------------------------|
| | Prosiding Forum Ilmiah Internasional (Maks.15) | Prosiding Forum Ilmiah Nasional (Maks.10) | Makalah Tidak diseminarkan tetapi dimuat dalam Prosiding Internas. (Maks.10) | Makalah Tidak diseminarkan tetapi dimuat dalam Prosiding Nasional (Maks.5) | Makalah Seminar Internas. Tidak dimuat dalam Prosiding (Maks.5) | Makalah Seminar nasional Tidak dimuat dalam Prosiding (Maks.3) | |
| Kelengkapan dan kesesuaian unsur isi paper (20%) | 3 | | | | | | 2,7 |
| Ruang lingkup dan kedalaman pembahasan (30%) | 4,5 | | | | | | 4,05 |
| Kecukupan dan kemutakhiran data/ informasi dan metodologi (30%) | 4,5 | | | | | | 4,05 |
| Kelengkapan unsur dan kualitas penerbit/prosiding (20%) | 3 | | | | | | 2,7 |
| Total = (100%) | 15 | | | | | | 13,5 |
| Kontribusi Pengusul (Penulis Pertama Anggota/Utama) | 3 | | | | | | (2,7) |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | <i>Uraian & unsur cukup lengkap & sesuai standar.</i> | | | | | | |
| *Ruang lingkup & kedalaman pembahasan | <i>Sistematis, kontribusi keilmuan dan substansinya cukup baik.</i> | | | | | | |
| *Kecukupan & kemutakhiran data & metodologi | <i>Metodologi cukup tepat dan akurat. Isi cukup lengkap dan jelas.</i> | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | <i>berada secara internasional & ber ISBN</i> | | | | | | |

Surabaya, *28-4-2020*
 Reviewer 1,

Prof. Dr. Munoto, M.Pd.
 NIP 195209071980021001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : *ITK*

**LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : PROSIDING**

Judul Karya Ilmiah (Paper) : **Interactive Multimedia –Based Learning to Improve Students' Creative Thinking Skills**
 Jumlah Penulis : Penulis anggota dari 3 penulis (Y. Irawati, Luthfiyah Nurlaela, M Wahini)
 Identitas Prosiding : a. Nama Prosiding : Regionalization and Harmonization in TVET
 b. ISBN/ISSN : 978-1-138-05419-6 / 978-1-315-16656-8
 b. Nomor/Volume/Hal :
 c. Edisi (bulan/tahun) : September 2017
 d. Penerbit : Routledge Taylor & Francis Group
 e. Jumlah halaman : 4 halaman

Kategori Publikasi Makalah (beri v pada kategori yang Tepat) :

Prosiding Forum Ilmiah Internasional
 Prosiding Forum Ilmiah Nasional
 Makalah tidak disajikan dalam seminar/simposium/lokakarya, tetapi dimuat dalam prosiding Internasional
 Makalah tidak disajikan dalam seminar/simposium/lokakarya, tetapi dimuat dalam prosiding Nasional
 Makalah disajikan dalam seminar internasional (tetapi tidak dimuat dalam prosiding)
 Makalah disajikan dalam seminar nasional (tetapi tidak dimuat dalam prosiding)

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | Tidak ditemukan |
| 2. | Linieritas | Baik |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Prosiding (isikan di kolom yang sesuai) | | | | | | Nilai Akhir Yang Di peroleh |
|---|--|---|--|--|---|--|-----------------------------|
| | Prosiding Forum Ilmiah Internasional (Maks.15) | Prosiding Forum Ilmiah Nasional (Maks.10) | Makalah Tidak diseminarkan tetapi dimuat dalam Prosiding Internas. (Maks.10) | Makalah Tidak diseminarkan tetapi dimuat dalam Prosiding Nasional (Maks.5) | Makalah Seminar Internas. Tidak dimuat dalam Prosiding (Maks.5) | Makalah Seminar nasional Tidak dimuat dalam Prosiding (Maks.3) | |
| Kelengkapan dan kesesuaian unsur isi paper (20%) | 20 | | | | | | 3 |
| Ruang lingkup dan kedalaman pembahasan (30%) | 15 | | | | | | 2 |
| Kecukupan dan kemutakhiran data/ informasi dan metodologi (30%) | 20 | | | | | | 3 |
| Kelengkapan unsur dan kualitas penerbit/ prosiding (20%) | 20 | | | | | | 3 |
| Total = (100%) | | | | | | | 11 |
| Kontribusi Pengusul (Penulis Pertama/ Anggota/Utama) | | | | | | | 2,2. |
| KOMENTAR/ULASAN PEER REVIEW | | | | | | | |
| *Kelengkapan dan kesesuaian unsur | Lengkap dan sesuai | | | | | | |
| *Ruang lingkup & kedalaman pembahasan | Pembahasan sudah cukup komprehensif | | | | | | |
| *Kecukupan & kemutakhiran data & metodologi | Data dan pembahasan sudah sesuai | | | | | | |
| *Kelengkapan unsur & kualitas penerbit | Kualitas baik | | | | | | |

Surabaya, 2-5-2020
 Reviewer 2,

Prof. Dr. Eko Hariadi, M.Pd.
 NIP 196004041987011001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : ...

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : BUKU

Judul Buku : **Potensi Pangan Lokal Kabupaten Sidoarjo**
 Jumlah Penulis : Ketua dari 6 orang penulis (Prof. Dr. Luthfiyah N, M.Pd., Dra. Siti Sulandjari, M.Si., Dra. Lucia Tri P, M.Pd., Nugrahani Astuti, S.Pd., M.Pd., Drs. Ec. Mein Kharnolis, MSM, Sri Handajani, S.Pd., M.Kes.)
 Identitas Buku : a. ISBN : 978-602-7982-62-8
 b. Nomor/Volume/Hal : -
 c. Edisi (bulan/tahun) : cetakan I, Januari 2014
 d. Penerbit : PT. Revka Petra Media
 e. Jumlah halaman : 199 halaman

Kategori Publikasi Karya Ilmiah Buku (beri \surd pada kategori yang Tepat) : Buku Referensi
 Buku Monograf
 Buku Bunga Rampai/Buku yang dipublikasikan & berisi berbagai tulisan dari berbagai penulis (Book Chapter) Internasional
 Buku Bunga Rampai/Buku yang dipublikasikan & berisi berbagai tulisan dari berbagai penulis (Book Chapter) Nasional

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | - |
| 2. | Linieritas | <i>Imex</i> |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Buku (Isikan di kolom yang sesuai) | | | | Nilai Akhir Yang Diperoleh |
|---|---|---------------------|---|---|----------------------------|
| | Referensi (Maks. 40) | Monograf (Maks. 20) | Bunga Rampai/ Book Chapter Internasional (Maks. 15) | Bunga Rampai/Book Chapter Nasional (Maks. 10) | |
| Kelengkapan dan kesesuaian unsur isi buku (20%) | <i>8</i> | | | | <i>8</i> |
| Ruang lingkup dan kedalaman pembahasan (30%) | <i>12</i> | | | | <i>10</i> |
| Kecukupan dan kemutakhiran data/ informasi dan metodologi (30%) | <i>11</i> | | | | <i>11</i> |
| Kelengkapan unsur dan kualitas penerbit (20%) | <i>8</i> | | | | <i>7,0</i> |
| Total = (100%) | <i>40</i> | | | | <i>36</i> |
| Kontribusi Pengusul (Penulis Pertama /Anggota /Utama) | <i>24</i> | | | | <i>(21,6)</i> |
| KOMENTAR/ULASAN PEER REVIEW | | | | | |
| *Kelengkapan dan kesesuaian unsur | <i>Unsur standar, isi lebih dari 151 hal.</i> | | | | |
| *Ruang lingkup dan kedalaman pembahasan | <i>Pembahasan cukup sudah diteliti, jelas dan sekisi</i> | | | | |
| *Kecukupan & kemutakhiran data & metodologi | <i>Metodologi data cukup tepat, jelas dan akurat</i> | | | | |
| *Kelengkapan unsur & kualitas penerbit | <i>Berik ISBN, penerbit komersial Diedarkan: kurang jelas</i> | | | | |

Surabaya, *29-5-2020*
 Reviewer 1,

Munoto

Prof. Dr. Munoto, M.Pd.
 NIP 195209071980021001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : *PKK*

**LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : BUKU**

Judul Buku : **Potensi Pangan Lokal Kabupaten Sidoarjo**
 Jumlah Penulis : Ketua dari 6 orang penulis (Prof. Dr. Luthfiah N, M.Pd., Dra. Siti Sulandjari, M.Si., Dra. Lucia Tri P, M.Pd., Nugrahani Astuti, S.Pd., M.Pd., Drs. Ec. Mein Kharnolis, MSM, Sri Handajani, S.Pd., M.Kes.)
 Identitas Buku : a. ISBN : 978-602-7982-62-8
 b. Nomor/Volume/Hal : -
 c. Edisi (bulan/tahun) : cetakan I, Januari 2014
 d. Penerbit : PT. Revka Petra Media
 e. Jumlah halaman : 199 halaman

Kategori Publikasi Karya Ilmiah Buku (beri v pada kategori yang Tepat) : Buku Referensi
 Buku Monograf
 Buku Bunga Rampai/Buku yang dipublikasikan & berisi berbagai tulisan dari berbagai penulis (Book Chapter) Internasional
 Buku Bunga Rampai/Buku yang dipublikasikan & berisi berbagai tulisan dari berbagai penulis (Book Chapter) Nasional

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | <i>Tidak ditemukan</i> |
| 2. | Linieritas | <i>Baik</i> |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal Buku (isikan di kolom yang sesuai) | | | | Nilai Akhir Yang Diperoleh |
|---|---|---------------------|---|---|----------------------------|
| | Referensi (Maks. 40) | Monograf (Maks. 20) | Bunga Rampai/ Book Chapter Internasional (Maks. 15) | Bunga Rampai/Book Chapter Nasional (Maks. 10) | |
| Kelengkapan dan kesesuaian unsur isi buku (20%) | <i>20/40</i> | | | | <i>8</i> |
| Ruang lingkup dan kedalaman pembahasan (30%) | <i>30/60</i> | | | | <i>10</i> |
| Kecukupan dan kemutakhiran data/ informasi dan metodologi (30%) | <i>20/60</i> | | | | <i>8</i> |
| Kelengkapan unsur dan kualitas penerbit (20%) | <i>20/60</i> | | | | <i>8</i> |
| Total = (100%) | | | | | <i>34</i> |
| Kontribusi Pengusul (Penulis Pertama / Anggota / Utama) | <i>Subarna</i> | | | | <i>21</i> |
| KOMENTAR/ULASAN PEER REVIEW | | | | | |
| *Kelengkapan dan kesesuaian unsur | <i>kelebihan dan kekurangan</i> | | | | |
| *Ruang lingkup dan kedalaman pembahasan | <i>Pembahasan, kurang lengkap</i> | | | | |
| *Kecukupan & kemutakhiran data & metodologi | <i>kelebihan kedalaman materi</i> | | | | |
| *Kelengkapan unsur & kualitas penerbit | <i>kurang baik</i> | | | | |

Surabaya,*5-4-2020*.....
 Reviewer 2,



Prof. Dr. Eko Hariadi, M.Pd.
 NIP 196004041987011001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : *PAF*

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : LAPORAN PENELITIAN

Judul laporan : Implementasi Teknologi Informasi dan Komunikasi Berbasis Metakognisi pada Bidang Pendidikan Vokasi
 Jumlah Penulis : Ketua dari 2 penulis (Luthfiyah Nurlaela, IGP Astu B)
 Identitas laporan : a. Nomor : 46/LPPM/095/K/V/2014
 b. Edisi (bulan/tahun) : 2014
 c. Jumlah halaman : 122 halaman

Kategori Laporan : Artikel Dalam Laporan Penelitian
 (beri v pada kategori yang tepat)

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | |
| 2. | Linieritas | <i>Timen</i> |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal | Nilai Akhir Yang Diperoleh |
|---|---|----------------------------|
| | Artikel Dalam Laporan Penelitian (Maks. 2) | |
| Aktualitas Artikel (30%) | <i>0,6</i> | <i>0,5</i> |
| Ruang lingkup dan kedalaman pembahasan (50%) | <i>1,0</i> | <i>1,0</i> |
| Kelengkapan unsur Bahasa (20%) | <i>0,4</i> | <i>0,4</i> |
| Total = (100%) | <i>2</i> | <i>1,9</i> |
| Kontribusi Pengusul (Penulis <u>Pertama Anggota/Utama</u>) | <i>1,2</i> | <i>(1,14)</i> |
| KOMENTAR/ULASAN PEER REVIEW | | |
| *Kelengkapan dan kesesuaian unsur | <i>Moment nya sudah sesuai & sesuai</i> | |
| *Ruang lingkup dan kedalaman pembahasan | <i>Pembahasan cukup jelas, tetapi masih bisa di perdalam.</i> | |
| *Kecukupan & kemutakhiran data & metodologi | <i>Metodologi & data cukup tepat dan jelas.</i> | |
| *Kelengkapan unsur & kualitas penerbit | <i>Penerbit milik PT</i> | |

Surabaya, 30-4-2020
 Reviewer 1,

Prof. Dr. Munoto, M.Pd.
 NIP 195209071980021001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : ITK

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : LAPORAN PENELITIAN

Judul laporan : Implementasi Teknologi Informasi dan Komunikasi Berbasis Metakognisi pada Bidang Pendidikan Vokasi
 Jumlah Penulis : Ketua dari 2 penulis (Luthfiah Nurlaela, IGP Astu B)
 Identitas laporan : a. Nomor : 46/LPPM/095/K/V/2014
 b. Edisi (bulan/tahun) : 2014
 c. Jumlah halaman : 122 halaman

Kategori Laporan : Artikel Dalam Laporan Penelitian
 (beri ✓ pada kategori yang tepat)

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | Tidak ditemukan |
| 2. | Linieritas | Linear |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal | Nilai Akhir Yang Diperoleh |
|---|--|----------------------------|
| | Artikel Dalam Laporan Penelitian (Maks. 2) | |
| Aktualitas Artikel (30%) | 30 | 0,6 |
| Ruang lingkup dan kedalaman pembahasan (50%) | 50 | 1 |
| Kelengkapan unsur Bahasa (20%) | 10 | 0,4 |
| Total = (100%) | | 2. |
| Kontribusi Pengusul (Penulis Pertama/Anggota/Utama) | | |
| KOMENTAR/ULASAN PEER REVIEW | | |
| *Kelengkapan dan kesesuaian unsur | Lengkap dan sesuai | |
| *Ruang lingkup dan kedalaman pembahasan | Ruang lingkup dan kedalaman pembahasan | |
| *Kecukupan & kemutakhiran data & metodologi | Metode penelitian | |
| *Kelengkapan unsur & kualitas penerbit | Kualitas penerbit | |

Surabaya, 5-4-2020
 Reviewer 2,



Prof. Dr. Eko Hariadi, M.Pd.
 NIP 196004041987011001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : Pendidikan

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : LAPORAN PENELITIAN

Judul laporan : Pengembangan Perangkat Pembelajaran untuk Melatih Keterampilan Pemecahan Masalah
 Jumlah Penulis : Anggota dari 4 penulis (Muchlas Samani, Sri Poedjiastuti, Luthfiah Nurlaela, Wahono Widodo)
 Identitas laporan : a. Nomor : 321/UN38/HK/LT/2015
 b. Edisi (bulan/tahun) : 2015
 c. Jumlah halaman : 41 halaman

Kategori Laporan : Artikel Dalam Laporan Penelitian
 (beri v pada kategori yang tepat)

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | |
| 2. | Linieritas | <i>tidak</i> |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal | Nilai Akhir Yang Diperoleh |
|---|---|----------------------------|
| | Artikel Dalam Laporan Penelitian (Maks. 2) | |
| Aktualitas Artikel (30%) | 0,6 | 0,6 |
| Ruang lingkup dan kedalaman pembahasan (50%) | 1,0 | 1,0 |
| Kelengkapan unsur Bahasa (20%) | 0,4 | 0,4 |
| Total = (100%) | 2 | 2 |
| Kontribusi Pengusul (Penulis Pertama/Anggota/Utama) | 0,3 | (0,27) |
| KOMENTAR/ULASAN PEER REVIEW | | |
| *Kelengkapan dan kesesuaian unsur | <i>terlengkap sesuai dan lengkap</i> | |
| *Ruang lingkup dan kedalaman pembahasan | <i>Pembahasan jelas & agak dalam</i> | |
| *Kecukupan & kemitakhiran data & metodologi | <i>Metodologi cukup tepat dan akurat Ternyata cukup jelas dan tepat</i> | |
| *Kelengkapan unsur & kualitas penerbit | <i>Ditubuhkan oleh PT</i> | |

Surabaya, 2015-4-2000
 Reviewer 1,

Munoto

Prof. Dr. Munoto, M.Pd.
 NIP 195209071980021001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : PTK

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : LAPORAN PENELITIAN

Judul laporan : **Pengembangan Perangkat Pembelajaran untuk Melatih Keterampilan Pemecahan Masalah**
 Jumlah Penulis : Anggota dari 4 penulis (Muchlas Samani, Sri Poedjastuti, Luthfiyah Nurlaela, Wahono Widodo)
 Identitas laporan : a. Nomor : 321/UN38/HK/LT/2015
 b. Edisi (bulan/tahun) : 2015
 c. Jumlah halaman : 41 halaman

Kategori Laporan : Artikel Dalam Laporan Penelitian
 (beri v pada kategori yang tepat)

I. Hasil Penilaian Validasi :

| No. | ASPEK | URAIAN/KOMENTAR PENILAIAN |
|-----|-------------------|---------------------------|
| 1. | Indikasi Plagiasi | Tidak ditemukan |
| 2. | Linieritas | Ya |

II. Hasil Penilaian Peer Review :

| Komponen Yang Dinilai | Nilai Maksimal | Nilai Akhir Yang Diperoleh |
|---|--|----------------------------|
| | Artikel Dalam Laporan Penelitian (Maks. 2) | |
| Aktualitas Artikel (30%) | 30 | 0,6 |
| Ruang lingkup dan kedalaman pembahasan (50%) | 50 | 1 |
| Kelengkapan unsur Bahasa (20%) | 20 | 0,4 |
| Total = (100%) | | 2 |
| Kontribusi Pengusul (Penulis Pertama/Anggota/Utama) | | |
| KOMENTAR/ULASAN PEER REVIEW | | |
| *Kelengkapan dan kesesuaian unsur | Kurang dan sesuai | |
| *Ruang lingkup dan kedalaman pembahasan | Tidak cukup | |
| *Kecukupan & kemutakhiran data & metodologi | Kurang dan sesuai | |
| *Kelengkapan unsur & kualitas penerbit | Kurang baik | |

Surabaya, 2-4-2020
 Reviewer 2,



Prof. Dr. Eko Hariadi, M.Pd.
 NIP 196004041987011001
 Jabatan/Pangkat : Guru Besar/IV.e
 Unit kerja : FT Unesa
 Bidang Ilmu : Pendidikan