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Home > Archives > Vol 15, No 1 (2023)

Vol 15, No 1 (2023)

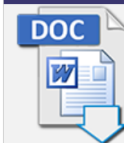
AL-ISHLAH: Jurnal Pendidikan

Table of Contents

Articles

Integrating Computer-Mediated Peer Review in ESL/EFL Higher Education: A Systematic ReviewPDF
1-14*Nur Arifah Drajiati, Dewi Rochsantiningih, Dewi Cahyaningrum, Ellisa Indriyani Putri Handayani, Endah Kurtianti***Optimizing Teacher Self-Efficacy in Facing the New Normal: A Literature Review**

PDF

[Online Submissions](#)[Editorial Board](#)[Focus and Scope](#)[Article Processing Charges](#)[Peer Review Process](#)[Screening Plagiarism](#)[Open Access Policy](#)[Journal License](#)[Publication Ethics](#)[Reviewer Acknowledgement](#)[Visitor Statistics](#)**Optimizing Teacher Self-Efficacy in Facing the New Normal: A Literature Review**PDF
15-24*Hardianto Hardianto, Vivi Puspita Sari, Hidayat Hidayat***Students' Perception on Ideas' Role in Film Story Scenario Writing Learning**PDF PDF
25-32*Bahren Bahren, Syahrul Ramadhan, Mezia Kemala Sari, Hermawati Syarief***The New Way Improve Mathematical Literacy in Elementary School: Ethnomathematics Module with Realistic Mathematics Education**PDF
33-44*Yuliana Yuliana, Budi Usodo, Riyadi Riyadi***The Pegon Script and Integrated Islamic Education in Yogyakarta: Study of the Alala Book Subject in Al-Qodir Islamic Boarding School**PDF
45-52*Pairin Pairin***Personality Competence of Islamic Religion Subject Teachers in the Development of the Al-karimah Character**PDF
63-72*Ridhwan Latuapo***Elementary School Students' Perception of Online Learning During COVID-19 Pandemic**PDF
53-62*Mujiyatun Mujiyatun***Preparing Primary Education Teachers to Teach Civic Education in the Indonesian Elementary Schools**PDF
73-84*Yayuk Hidayah***Adaptation of Minahasa Local Wisdom (Maleo-Leosan) as Sociology Teaching Material**PDF
85-94*Siti Fathimah, Awaluddin Hasrin, Sangputri Sidik*[Visitor Statistics](#)[Indexing](#)[Editorial Address](#)[Author Guidelines](#)[SUPERVISED BY](#)[ISSN INTERNATIONAL CENTER](#)[TEMPLATE](#)[CITATION ANALYSIS](#)

Critical Discourse Analysis in the Education Community to Respond the Hoax Based on Technology and InformationPDF
95-104*Mas'ud Muhammadiyah, Arwin Tannuay, Rona Romadhianti, Endang Fatmawati, Herman Herman***Integrating Distance Education into Mobile Devices Using Adobe Connect Pro**PDF
105-112*Dian Luthfiyati, Oikurema Purwati, Widyastuti Widyastuti, Ahmad Munir***Integration of Character Value Models in Senior High School**PDF
113-120*Fatimah Azis, Rahmat Nur, Ananda Setiawan***Changes in the Learning Behavior of the Islamic University Students during the Covid-19 Pandemic**PDF
121-134*Yusnaini Yusnaini, Dinn Wahyudin, Rusman Rusman***Achieving the Quality of Education through the Application of Eight National Education Standards using School-Based Management**PDF
135-146*Sumaryanti Sumaryanti, Nurtanio Agus Purwanto***Applications-Based Learning Media to Improve Students' Table Tennis Basic Skills: Viewing its Effectiveness**PDF
147-156*Samsuddin Siregar, Eva Faridah, Rosmaini Hasibuan***The Influence of Entrepreneurship Education and Family Environment on Students' Interest in Entrepreneurship**PDF
157-170*Aryati Arfah, Mapparenta Mapparenta, Serlin Serang***Efforts to Improve National Insights for Junior High School Civics Teachers and Students in the Era of Disruption 4.0**PDF
171-182*Inians Hendar Hendrawan, Lili Halimah, Siti Amini*Citedness in
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1,79M	1,191	406
70,041	1,186	401
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44,076	1,129	391
22,678	1,043	370
8,634	1,021	362
5,475	992	351
5,238	983	350
5,235	860	331
4,245	792	324
4,119	719	320
3,722	715	320
3,393	693	319
2,643	648	289
2,639	643	284
2,587	625	280
2,432	582	274
2,393	544	272
2,060	536	269
1,745	505	267
1,685	505	262
1,457	451	254
1,399	429	217

The Impact of Reward and Punishment on the Extrinsic Motivation of Elementary School StudentsPDF
183-192*Maya Dwi Kusumawati, Mohammad Fauziddin, Rizki Ananda***The Influence of Thinking Styles and Learning Styles on Student Learning Achievement**PDF
193-202*Ismail Ismail, Hasanuddin Hasanuddin, Andi Chandra***The Effectiveness of Pre-test and Post-test Using Kahoot in Increasing Students' Attention**PDF
203-210*Lukman Samboteng, Bernadetha Nadeak, Girang Razati, Ali Zaenal Abidin, Reza Saeful Rachman***Analysis of the Content and Accuracy of Multicultural Values in Islamic Religious Education and Moral Textbook**PDF
211-218*Hajiannor Hajiannor, Kundharu Saddhono, Elihami Elihami, Musyarrafah Sulaiman Kurdi, Muqarramah Sulaiman Kurdi***Attitudes of Religious Tolerance in Junior High School Students**PDF
219-226*Evi Susilawati, Nimim Nimim, Agung Suharyanto, Darmayasa Darmayasa***Teachers' Constrains in the Learning Process at Junior High School during Covid-19 Pandemic in Banda Aceh**PDF
227-234*Marwan Marwan, Jalaluddin Jalaluddin, Fakhrul Rijal, Ibrahim Ibrahim***Investigating Students' Perspectives on the Use of E-learning MOODLE**PDF
235-246*Suparjan Suparjan, Nining Ismiyani, Mariyadi Mariyadi, Dian Shintasari, Hery Kresnadi***The Impact of the Learning Environment and Online Learning System using Google Meet on University Students' Motivation**PDF
247-260*Dony Martias, Nasrullah Djamil*

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KEYWORDS

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education Learning
Learning Media Learning
Motivation Learning
Outcomes Local Wisdom

Exploring Students' Perceptions of EFL Teachers' TPACK Knowledge in Online Classroom EnvironmentPDF
261-270*Ma'rifatul Ilmi, Nur Arifah Drahati, Kristian Adi Putra***E-Module of Meaning in Interpersonal Context in Online Learning: Implementation and Students' Feedback**PDF
271-286*Indah Tri Purwanti, Eliwanti Eliwanti, Jismulatif Jismulatif***Mathematical Literacy Ability of Junior High School Students on the Material of Ranked Numbers and Root Forms**PDF
287-298*Adistiana Putri Rusyananda, Rita Pramujiyanti Khotimah***The Implementation of Drill Method to Improve Student Skills on Wudu and Salat**PDF
299-306*Julhadi Julhadi, Sobhan Sobhan***Needs Analysis of Digital-Based History Learning Resources in Senior High School**PDF
307-318*Siti Swasti Eka D, Syarifuddin Syarifuddin, Santi Oktarina***Exploration of Student Saturation and Learning Independence Online Learning in Elementary Schools**PDF
319-328*Desy Nur Wulandary, Riyadi Riyadi, Sri Marmoah***Internalization Methods Multicultural Value in Early Childhood Education**PDF
329-340*Kasmiati Kasmiati***Students' Cognitive Process to Solve Mathematics Problems Based on Learning Style**PDF
341-362*Binur Panjaitan*

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JOURNAL CONTENT

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Search

Browse

- » By Issue
- » By Author
- » By Title
- » Other Journals

Transformative Learning Management as A Learning Solution in MIS Islamiyah Muhammadiyah Walikukun NgawiPDF
363-372*Susilo Surahman***Development of STEM-Based Learning "Car Balloons" to Support Pancasila Students Profiles**PDF
373-382*Andi Eka Wulandari, Dea Puspita Sari, Enditias Pratiwi, Irianto Aras***Strategic Management of Continous Professional Development of Madrasa Supervisors Ministry of Religion Republic of Indonesia**PDF
383-390*Barnawi Barnawi, Ulfiah Ulfiah, Ikka Kartika A Fauzi, Deti Rostini***The Timely Habituation of Thematic Learning in Elementary School**PDF
391-398*Ridha Hasniar, Sutama Sutama***Leadership Style and Educational Quality at State Islamic University**PDF
399-410*Evi Muafiah, Nadjif Muhammad Mumtaz, Swasti Maharani***Quality Assurance in Education: The Development of An Employment Contract-Based Madrasa Principal Supervision Model At Madrasa Aliyah In West Aceh Regency**PDF
411-422*Herman Herman, Adi Kasman, Sindi Aulia***Application of Education Management Information System in the Online Learning Process in Madrasah**PDF
423-432*Danang Dwi Prasetyo, Annisa Himmatul Ilya, Syarif Hidayat, Diningrum Citraningsih***Blended Learning Model to Improve Learning Independence in Students of Elementary School Teacher Education**PDF
433-442*Sukatin Sukatin, Mahdeyeni Mahdeyeni, Aniyanti Ginanjar, Nurul Fatonah, Endang Meiliani, Pahmi Dakhmi*

Assessment Based on Higher Order Thinking Skill on SKI Learning <i>Yelfi Dewi S, Moh In'ami, Alina Audia, Masrukhin Masrukhin</i>	PDF 443-458
The Relationship of Extracurricular Activities with Students' Character Education and Influencing Factors: A Systematic Literature Review <i>Ayu Puji Rahayu, Yinshi Dong</i>	PDF PDF 459-474
Interpretation in Character Education Student (Munasabah approach of the Quran) <i>Bisyri Abdul Karim, Akhmad Syahid, Rosmiati Rosmiati, Martini Martini</i>	PDF 475-486
Dialogic Feedback on Graduate Students' Thesis Writing Supervision: Voices of Indonesian Graduate Students <i>Sarai Enita, Sumardi Sumardi</i>	PDF 487-496
The Implementation of Project Based Learning Connected Wwth Digital Technology to Increase Students Speaking Competence of Madrasah Aliyah Negeri (MAN) Simalungun Regency <i>Basar Lolo Siahaan, Mungkap Mangapul Siahaan</i>	PDF 497-506
Potential Implementation of Android-Based Interactive Multimedia for Student Learning Activities <i>Khotimatunnisa Utami, Muhammad Akhyar, Sudiyanto Sudiyanto</i>	PDF 507-518
Development of Student Worksheets Oriented to Problem Based Learning Integrated 21st Century Skills <i>Viki Masuruh, Restu Lusiana, Vera Dewi Susanti</i>	PDF 519-532
Development of Mathematics e-Modules based on PjBL STEM on Materials Constructing Flat Side Spaces to Improve Mathematical Communication Ability of Junior High School Students	PDF 533-548

Development of Steam-C Integrated Student Worksheets to Improve Creative Thinking Ability on Flat Side Building Materials <i>Edy Suprpto, Ika Krisdiana, Davi Apriandi, Fitria Rizqy Yuanawati</i>	PDF 549-564
Reflecting on Reflective Journals of Indonesian EFL Pre-Service Teachers to Examine Their Quality of Reflective Practice <i>M. Yoga Oktama, Endang Fauziati, Dewi Rochsantiningsih</i>	PDF 565-574
Teaching Speaking Model in Student Exchange MBKM Program in Indonesian Universities <i>Roni La'biran, Resnita Dewi</i>	PDF 575-586
Non EFL Students' Perception in English Language Learning Strategies (LLS) in the Digital Era <i>Muliaty Ibrahim, Dewi Nidia Soepriadi, Sunarlia Limbong, Sujarwo Sujarwo, Luana Sasabone</i>	PDF 587-596
Character Education Through an Independent Curriculum <i>Minsih Minsih, Djalal Fuadi, Nanda Dwi Rohmah</i>	PDF 597-602
Interactive Read Aloud as An Effort to Improve Foreign Language Skills at Early Age <i>Elwin Walimatul Fara, Rohinah Rohinah, Na'imah Na'imah</i>	PDF 603-610
Using Multimedia in Business Communication Learning: Case studies to Improve Vocational Students Business Presentations. <i>Nurdin Hidayat, Suroto Suroto</i>	PDF 611-618
Analysis of the Application of Parenting Activities in Hope Kindergarten Bunda Karak Woyla Barat <i>Nurma Nurma, Raden Rachmy Diana, Na'imah Na'imah, Fidya Ismiulya, Desi Farijah</i>	PDF 619-628

Google classroom for emergency remote learning: the students' perceptions <i>Eka Wulandari, Yuyun Putri Mandasari</i>	PDF 629-638
The Use of Learning Aids for Dyscalculia: Systematic Literature Review <i>Husna Fatwana, Dadan Dasari, Dadang Juandi</i>	PDF 639-652
Correlation Between The Attitude Of Religious Tolerance Educators With Religious Intolerance Of Learners <i>Muhammad Ikhza Helmy Nugroho, Sugeng Bayu Wahyono</i>	PDF 653-664
Promoting Peace Education by Using the Local Wisdom in Manggarai Culture, East Nusa Tenggara, Indonesia <i>Marselus Ruben Payong</i>	PDF 665-674
Implementation of Word Square Oriented Lesson Study in Educational Sociology Learning Outcomes <i>Jauhan Budiwan, Meidawati Suswandari</i>	PDF 675-686
Analysis of Students Ability in Solving HOTS-Based Basic Indonesian <i>Yuniar Ayu Pratiwi, Rahayu Condro Murti, Aninditya Sri Nugraheni</i>	PDF 687-694
The Relationship Between Learning Time Management and PKN Learning Outcomes in Class XI of SMK Swasta Harapan Bangsa <i>Alimin Purba, Chainar Elli Ria, Sondang Ni Bulan Marbun, Khairil Fauzan</i>	PDF 695-702
Internalization of Faith Educational Value in the Humanistic Perspective Riko Animation Series <i>M. Ali Sibram Malisi, Fauziyah Fauziyah, Surawan Surawan</i>	PDF 703-718

The Effect of Cognitive Ability in Problem-Based Learning on Science Literacy Ability of Grade 4 Elementary School Students <i>Astri Widyasari, Hermanto Hermanto</i>	PDF 719-728
Content Analysis of Character Values in Class V Thematic Books Theme 7 Sub-theme 3 Curriculum 2013 Revised 2017 Elementary School <i>Syahrial Syahril, Asrial Asrial, Husni Sabil, Dwi Agus Kurniawan, Rahmat Perdana, Roy Andre Ferdinan</i>	PDF 729-736
The Influence of the Internet-Based Group Investigation Model on Students of Madrasah Ibtidaiyah Teacher Education <i>Nisrina Ajrina Nur Hidayah, Ali Mustadi, Sigit Prasetyo</i>	PDF 737-746
Flipped Classroom Limited Face-to-Face Learning: A Bibliometric Study <i>Joko Soebagyo, Saamah Saamah</i>	PDF 747-756
The Impact of Gadgets on Moral Values during the Covid-19 Pandemic in Early Childhood <i>Nurhayati Nurhayati, I Putu Suwika, Nurhidaya Ahmad</i>	PDF 757-768
Analysis of Teacher Readiness in Welcoming the "Merdeka Belajar" Policy <i>Intan Jamilah, Rahayu Condro Murti, Irul Khotijah</i>	PDF 769-776
Analysis of The Need for The Development of Local-Based English Teaching Materials to Improve Reading Literacy in High School Students <i>Makhroji Makhroji, Irma Dewi Isda</i>	PDF 777-784
A Social Collaboration Model Between Guidance and Counseling Teacher and Parent to Guide Students During Distance Learning <i>Andina Amalia, Zulkipli Lessy, Miftahur Rohman</i>	PDF 785-794

Investigating the Impacts of Flipbook Media on Middle School Students' Learning Interests in HistoryPDF
795-804*Marwan Marwan, Rhoma Dwi Aria Yuliantri***The Supreme of Indonesian Language Learning Outcomes for Students through the Application of Problem-Based Learning Model**PDF
805-812*Yulianti Rasyid, Ridha Hasnul Ulya, Yenni Hayati, Asmawati Asmawati***Bullying and its Implications on Middle School Students and Teachers in Indonesia**PDF
813-822*Charles Kapile, Nuraedah Nuraedah, Junarti Junarti, Fajar Nugroho***Improving Science Learning Outcomes Through the Development of the Magic Card Box Learning Media**PDF
823-833*Framz Hardiansyah, Agus Wahdian***The Illocutionary Speech Acts in Students' Public Speaking**PDF
834-844*Pipit Rahayu, Eripuddin Eripuddin***Giftedness Analysis Using Sport Search on Physical Education Learning for Elementary School Students in Surakarta City**PDF
845-852*Matsuri Matsuri, Idam Ragil Widiyanto Atmojo, Tri Budiharto, Dwi Yuniasih Saputri, Sularmi Sularmi, Roy Ardiansyah***The Implementation of the Tabayyun Concept in Learning Islam to Enhance Attitudes of Religious Moderation**PDF
853-862*Dedi Masri, Pandu Prabowo Warsodirejo***Documenting the Literature of Teachers' Leadership Values**PDF
863-870*Cris Kuntadi, Eric Hermawan, Antoni Ludfi Arifin, Antaiwan Bowo Pranoevo***Integration of Science at Islamic Universities in Indonesia: Delving Lecturers' Perception**PDF
871-881*Muhammad Yafiz, Aqwa Naser Daulay***The Evaluation of "Merdeka Belajar-Kampus Merdeka" Program: A Breakthrough or a Wrong Way**PDF
882-892*Neneng Susanti, Rahmat Salam, Rr Dyah Eko Setyowati, Bintang R Simbolon, Tekat Sukomardojo, Syukra Alhamda, Fakhry Amin, Dwi Prasetyo***Implementation of Islamic Education in Mental Healing of Covid-19 Patients: Case Study in Cirebon City**PDF
893-902*Ahmad Yani***E-Learning: Succeeding Amid the Pandemic Period, Forgotten in the Post-Pandemic Era**PDF
903-910*Bintang R. Simbolon, Hidayat Hidayat, Hartiningsih Hartiningsih, Cecep Wahyu Hoerudin, Imran Imran, Mia Aina***Independent Curriculum and the Indonesian Language Education throughout the Era of Society 5.0: A Literature Review**PDF
911-921*Siti Rohana Hariana Intiana, Arina Amalia Prihartini, Fitriana Handayani, Mar'i Mar'i, Khairul Faridi***Quality Profile of Remote Areas Elementary Schools**PDF
922-933*Piter Joko Nugroho, Theo Jhoni Hartanto***Model Organisational Structure of the Kulliyatul Mu'allimin Al-Islamiyah Curriculum Content**PDF
934-943*Taufik Mukmin, Abdurrahmansyah Abdurrahmansyah, Aflatun Muchtar, Yesi Arikarani***Preparation to Face Minimum Competency Assessment in Elementary School**PDF
944-952*Retno Dwi Astuti, Eko Supriyanto, Yeny Prastiwi, Minsih Minsih*

Development of Summative Assessment Instruments for the Affective Aspects of Learning History <i>Syarifah Syarifah</i>	PDF 953-963
Parents-School Strategic Collaborations in Early Childhood School From-Home Learning During the Pandemic <i>Sri Nurhayati, Nur Asiyah Qudsi, Nandang Rukanda, Anggi Fitri</i>	PDF 964-971
Developing Students' Worksheets based on the Inquiry-Flipped Classroom Learning Model to Improve Argumentation Skills <i>Yultari Ramadani, Pujiriyanto Pujiriyanto, Suwartia Suwartia, Minarni Minarni</i>	PDF 972-980
Methods for Achieving Cognitive, Affective, and Psychomotor Aspects in Islamic Religious Education Learning: A study at Senior High School in Rejang Lebong <i>Guntur Gunawan, Putri Rama Yanti, Nelson Nelson</i>	PDF 981-991
Assessment Techniques for Aqidah Akhlak Subjects at Madrasa of Tsanawiyah <i>Nurmawati Nurmawati, As'ad As'ad, Diana Prasti</i>	PDF 992-998
High School Students' Mathematical Skills in Addressing Minimum Competency Assessment Problems using Working Backward Strategy <i>Siti Inganah, Annisa Nurina Vidyastuti, Retno Wahyu Arian Sah</i>	PDF 999-1008
Teachers' Perceptions: The Benefits and Weaknesses of Local and Foreign Cultural Representation in English Textbooks in Indonesia <i>Shella Monica, Sudarwan Danim, Muhammad Kristiawan, Azizatul Khairi</i>	PDF 1009-1017
Profile of the Use of Mathematics Learning Media for Strengthening Numerical Learning in Senior High Schools in Kendari City	PDF 1018-1025

Islamic Character Building Based on Diniyah Education at Senior High School in Banda Aceh <i>Mumtazul Fikri</i>	PDF 1026-1037
Understanding Pragmatics as a Way to Practice Natural Communication Skills in Various Contexts of Interactions <i>Leffi Noviyenti, Khairul Anwar</i>	PDF 1038-1052
Diagnosis of Maths Teaching Efficacy Beliefs Using Expert System <i>Idha Novianti, Joko Soebagyo, Wildan Toyib</i>	PDF 1053-1066
The Preaching of Prophet Musa in Improving the Integrity of the Nation's Children in the Era of Society 5.0 <i>Wagiman Manik, Ahmad Zaky, Muhajirah Binti Jamaluddin, Arum Wirahayuningsih, Rini Mardiyani Florida</i>	PDF 1067-1075
Enhancement Strategies for Visual Arts Online Learning through Community of Inquiry <i>Rahina Nugrahani, Wandah Wibawanto, Ratih Ayu Pratiwinindya, Arif Ardy Wibowo</i>	PDF 1076-1086
Developing of Android Application "Ku Pantomime" for Junior High School Students <i>Welly Suryandoko, Heru Setyono, Rudloffudin Jindan</i>	PDF 1087-1100
The Framework of Multicultural Education Value in Indonesia Schools to Face Challenge of 21-Century Learning Using Literary Study <i>Arini Noor Izzati, Liliana Muliastuti, Zainal Rafli</i>	PDF 1101-1110
Lecturers' Perspective of E-Counseling Service During Online Learning <i>Asriyanti Rosmalina</i>	PDF 1111-1118

Integration of Character Education Values for Students through Learning Peusijek Traditions Based on Local WisdomPDF
1119-1126*Rachmatsyah Rachmatsyah, Sukirno Sukirno, Usman Usman***The Implementation of Character Education as an Effort to Realise the Profile of Pancasila Students Based on Local Wisdom**PDF
1127-1135*Sukirno Sukirno, Juliati Juliati, Tengku Muhammad Sahudra***The Analysis of TPACK's Ability to Increase the Professionalism of Elementary School Teachers in DKI Jakarta**PDF
1136-1144*Muhammad Hayun, Maesaroh Lubis, R.Andi Ahmad Gunadi, Masrora Diah Lestari***Analysis of the Cooperative Learning Effectiveness on Students' Critical Thinking Skills in Science Learning for Primary Students**PDF
1145-1153*Esti Mutia Hayati, Agung Purwanto, Dede Rahmat Hidayat*

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#1642 Summary

SUMMARY REVIEW EDITING


Submission

Authors	Joko Soebagyo, Saamah Saamah
Title	Flipped Classroom Limited Face-to-Face Learning: A Bibliometric Study
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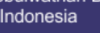



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#1642 Review

SUMMARY REVIEW EDITING

Submission

Authors	Joko Soebagyo, Saamah Saamah
Title	Flipped Classroom Limited Face-to-Face Learning: A Bibliometric Study
Section	Articles
Editor	Rashmi Panigrahi

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4. Hasil Reviu

MANUSCRIPT EVALUATION RUBRIC

(To be fulfilled by Reviewers. Tick (√) where appropriate)

Reviewer Code	: As
Manuscript ID	: 1642
Title of the Article	: Flipped Classroom untuk Pembelajaran Tatap Muka Terbatas: Kajian Bibliometrik

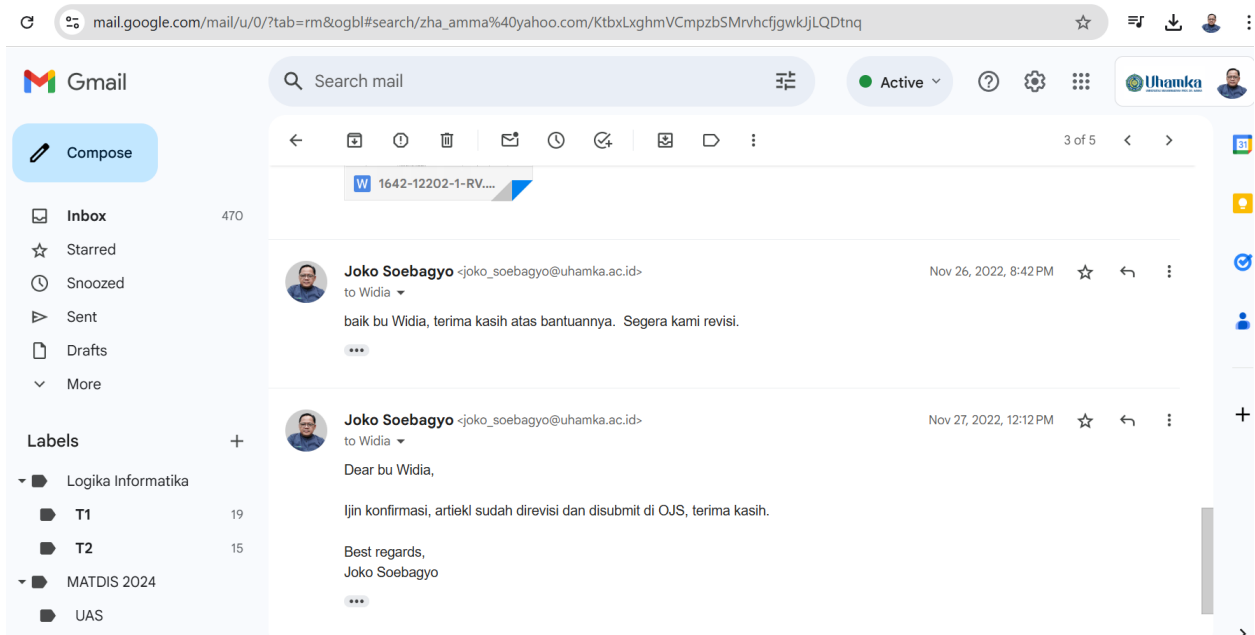
Criteria	Description(s)	Excellent	Fair	Insufficient
Scope of the research	The focus of this article concerns on the issue(s) of education.		√	
Title	The title is short, clear, and informative but does not exceed 20 words.		√	
Abstract	The abstract consists of the research background, purpose of the study, methods, results, and conclusions.		√	
Introduction	The introduction briefly explains that this study is important to conduct.		√	
	It defines the purpose of the work and its significance.		√	
	It cited some key publications.			√
	It mentions the research question(s).			√
	It shows the research's gap(s).			√
Methods	The method clearly explains the research design/approach.		√	
	It mentions the subjects of the study.			√
	It clearly explains the conduct of the research procedure.			√
	It clearly explains the use of materials and instruments.			√
	It clearly explains the data collection technique(s).		√	
	It clearly explains the data analysis technique(s).		√	
Findings	The presentation of the findings is adequate and consistent.		√	
	The tables and figures (if any) are arranged and explained well.			√
	The findings answer the research question of this paper		√	
Discussion	The discussion explains how the findings relate to the original question or objectives outlined in the Introduction section.		√	
	It provides scientific interpretation for each of the findings presented.			√

Criteria	Description(s)	Excellent	Fair	Insufficient
Conclusion	The conclusion presents the generalization of the findings and research discoveries.		√	
	It provides limitation of the study and recommendations for future studies.	-	-	-
References	The references are relevant, current, and sufficient.		√	
Grammar and Cohesion	The language is clear and understandable.		√	
	The cohesion throughout the paragraphs is achieved.		√	

Reviewer Decision	Accept Submission	
	Revisions Required	√
	Resubmit for Review	
	Resubmit Elsewhere	
	Decline Submission	

REVIEWER'S COMMENTS
<ul style="list-style-type: none"> - Pada bagian abstrak ini harusnya terdiri dari tujuan penelitian, metode penelitian, hasil dan kesimpulan penelitian. Cek keseluruhan substansi dalam abstrak penelitian ini sudah sesuai belum. - Pada Pendahuluan, tambahkan juga gap's penelitian sebelumnya yang pernah membahas penelitian yang setema dengan ini. Cari perbedaannya dari beberapa penelitian terdahulu yang relevan dengan penelitian anda tentunya yang berkaitan dengan "<i>flipped classroom</i> untuk Pembelajaran Tatap Muka Terbatas". - Banyak kajian ilmiah yang membahas keterkaitannya dengan <i>flipped classroom</i> untuk Pembelajaran Tatap Muka Terbatas. Apa kebaruan artikel ini? ini membutuhkan penjelasan yang cukup. Jika memang ada beberapa penelitian yang relevan maka akan terlihat jelas perbedaannya dengan penelitian sebelumnya - Tuliskan pada hasil temuan mengenai <i>flipped classroom</i> untuk Pembelajaran Tatap Muka Terbatas; apa kelebihan dan kekurangan penggunaan <i>flipped classroom</i> tersebut? - Kuatkan pernyataan-pernyataan yang berkaitan dengan permasalahan-permasalahan yang saudara ungkapkan dalam Pembahasan, dengan referensi terbaru 2018 keatas dari sumber karya ilmiah atau dari pakar ahli untuk mendukung pernyataan tersebut. - Pada hasil temuan dan pembahasan seperti permasalahan dalam <i>flipped classroom</i> untuk Pembelajaran Tatap Muka Terbatas, perlu dijelaskan secara detail mengenai temuan tersebut. Selanjutnya silahkan analisis temuan data itu dengan teori yang digunakan untuk menganalisis pada penelitian ini, jangan lupa cantumkan sumber referensi teori yang digunakan untuk menganalisisnya. - Pada hasil diskusi dan analisis, bagian ini secara keseluruhan masih lemah, mencerminkan kurangnya kedalaman analisis secara keseluruhan, yang membutuhkan analisis yang lebih mendalam agar menghasilkan karya ilmiah yang ideal. - Berikan rekomendasi untuk penelitian selanjutnya mengenai <i>flipped classroom</i> untuk Pembelajaran Tatap Muka Terbatas

5. Revisi Artikel



Flipped Classroom Limited Face-to-Face Learning: A Bibliometric Study

Joko Soebagyo¹, Saamah²

¹ Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia; joko_soebagyo@uhamka.ac.id

² Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia; zha_amma@yahoo.com

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ABSTRACT

The writing of this article is motivated by the government's policy of limiting learning activities in schools due to the covid-19 pandemic that has not ended. This research first revealed articles related to flipped classroom on mathematics learning to explore themes and opportunities for future research. The research method uses bibliometric analysis assisted by Publish or Perish (PoP) and VOSviewer. With the google scholar database study, there are research articles about flipped classrooms published in scientific journals in the last ten years starting from 2011 to 2021. The keywords used are related to the application of flipped classroom to mathematics learning during the Limited Face-to-Face Learning (PTMT) period. Search results obtained 500 articles, and after selection, 428 articles were obtained that qualified as samples. The selection results on PoP are stored in RIS form and analyzed using VOSviewer with the full counting method

so that 2870 terms are obtained. Verification is carried out by selecting terms that are relevant and intersect with the theme and eliminate those that do not match. The results of bibliometric analysis related to flipped classroom in mathematics learning show that variables with research potential in the future are flipped classroom approach, flipped classroom methods, mathematical concept, combination, impact, effectiveness and learning process.

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Corresponding Author:

Joko Soebagyo

Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia; joko_soebagyo@uhamka.ac.id

1. INTRODUCTION

Realizing the importance of Face-to-Face Learning for (PTM) students, the government has issued guidelines for the implementation of Limited Face-to-Face Learning (PTMT) for education units that are ready to carry out face-to-face schooling with strict health procedures that must be followed and school domiciles are included in areas that have been declared safe from the declining spread of covid. Although it has only been implemented by several schools, since July 2020 limited face-to-face learning has been carried out as a trial stage. Research on the application of PTMT shows that it is not successful in achieving learning goals due to the lack of use of learning models to improve student learning activities (La Ode Onde, Aswat, Sari, & Meliza, 2021).

Face-to-face learning today is not face-to-face learning as before, from the number of days of implementation, the length of time students are present in school, and from the application of different curricula (Ansori & Sari, 2020). Education units differ from one to another so that educational units are given the flexibility to manage students' learning time and days. Students can come to school in turn. The arrangement of learning days is conditional and situational, meaning that every school in implementing PTMT does not have to be the same (Stevens, Bienz, Wali, Condie, & Schismenos, 2021). The curriculum applied during the COVID-19 pandemic is also adjusting. Schools can implement national curricula, essential curricula, or self-developed curricula (Safitri, Putri, Fauziyyah, & Prihantini, 2021). Furthermore, the existence of an independent learning program from the Ministry of Education and Culture provides flexibility to educational units in compiling the right curriculum according to needs and applying the right learning strategies as well. Learning that not only demands completeness of the material (Gusty et al., 2020).

Teaching and Learning activities will provide optimal results if direct communication is established between students and educators and between students and students (Kristanto, 2020). For this reason, it is important to have face-to-face in schools. In the period of Distance Learning, communication is carried out by utilizing communication technology with the internet which is now very remarkable in its development (Latip, 2021). Although PJJ itself does not actually have to be always in the network or known as online, it can also be carried out offline (being outside the network) or online and offline combined. Limited PTM communication can occur through direct interaction in schools as part of strengthening learning activities at home through the use of technology (Shadiqien, 2020).

In the world of education the trend of learning methods is always changing, following developments. In the past, just a teacher speaking in class might be enough. Then it develops how to get students actively involved in learning. Technology is developing rapidly influencing learning trends, especially information

and communication technology changing performance standards in the world of education (Kang, Kim, Kim, & You, 2012). How to prepare students, the provision of student abilities becomes a challenge of the 21st century so that students become graduates who are able to compete. Every learner must have 21st century skills. Knowledge and skills synergize with each other. Critical in thinking, able to solve problems, skills to convey ideas or ideas, and being able to work together in a team or collaborate are the demands of today (Rotherham & Willingham, 2009). *Flipped classrooms* address the challenges of change in learning by combining the roles of conventional classrooms and technology.

The world of education must adapt to the development of information technology where education in the digital era teachers must be able to present simple, effective, and efficient learning by utilizing information technology where space and time are no longer a barrier, documenting digitally, providing online learning innovations, and smartphones are one of the means that can be utilized (Maulidah, 2019). *Flipped classroom* is a learning model whose learning method is unusual, namely reversing old habits where student activities that have been done at home are done at school and those that were previously done at school are done at home (Güvenç, 2018). The goal is to maximize learning activities. This condition is similar to the current conditions where students' learning time at school is greatly reduced. In the current conditions where face-to-face learning hours are reduced and students become more at home, *flipped classrooms* are becoming a learning trend. *The flipped concept of Classroom* is to reverse learning procedures (Tucker, 2012) and with technology teachers can be interactive with students at home via video or otherwise. Students understand concepts at home. At school students can collaborate to solve problems. Before studying at school, students are asked by the teacher to study the material at home.

Flipped classrooms in learning have been widely researched and claimed to have an impact on both students, both in the learning process and based on learning outcomes. Many studies on *flipped classrooms* prove that the application of this learning model can encourage students' enthusiasm for learning. Students become happier, more creative, and learning outcomes get better. In the positive part of the implementation of Limited PTM, students have the opportunity to adapt to new behaviors. Students and teachers try to implement blended learning that combines PTM and PJJ (Adi, Oka, & Wati, 2021). Together with teachers and classmates, students try to carry out blended learning that combines the two. The application of *flipped classrooms* has a positive impact on student achievement (Huda, Dhewy, & Agustina, 2021). Thus, learning technology has contributed to student learning achievement, motivation, engagement, and interaction. Learning independently before studying in class is challenging and requires effort from students. Diligent students are highly motivated and students have difficulties requiring peer assistance in understanding encouraging the creation of *peer teaching* among students (Umam, Nusantara, Parta, Hidayanto, & Mulyono, 2019).

The application of *flipped classrooms* can improve the quality of learning. This is because with the help of communication and information technology devices at home, students can see the material repeatedly according to their ability to understand the material (Milman, 2012). In line with that, with *flipped classrooms* students have the potential to absorb much more learning materials because there is an active interaction between teachers and students both at school and outside of school (Imania & Bariah, 2020). With the *flipped classroom* model, students are able to interpret their abilities and become much more responsible for their learning but their workload does not increase (Blair, Maharaj, & Primus, 2016). Learners come to school not to simply record material but to solve complex problems together with their friends, or with their teachers (Steed, 2012). Metode *flipped classroom* allows teachers to spend as much time as students and allows students to complete assignments faster. *Flipped classroom* succeeds in increasing understanding of concepts in students because it is influenced by a good learning experience and is able to build student confidence, believe in their abilities (Marina & Ridlo, 2021).

Flipped Classroom, which is collaborated with other methods, can be one of the learning methods during the COVID-19 pandemic, especially in the application of Limited Face-to-Face Learning where only a little time in class becomes more quality because teachers are challenged to devise strategies that are not only

interesting but also accommodate the diversity of students' talents and interests. For educators, *flipped classrooms* make it easy to monitor the progress of students. So it is appropriate if *flipped classrooms* become research materials to be developed and implemented in conjunction with other learning methods. In the current conditions where face-to-face learning hours are reduced and students become more at home, *flipped classrooms* are becoming like the solution of today's learning strategies and can be a solution for the future where technology plays a big role.

Publish or perish (PoP) is used by authors to collect article data about *flipped classrooms* indexed by Google Scholar. *Publish or perish* is software designed to help with article reference search. By browsing the PoP metadata, a variety of articles that match the content can be collected. By *publishing or perish* the collection of scientific articles that fit the criteria becomes easy (Parchomovsky, 2000). PoP provides protection to the author or researcher for the findings in the research that has been carried out, gives the power of property rights to the work, makes the previous discovery a reference for evaluating the next discovery.

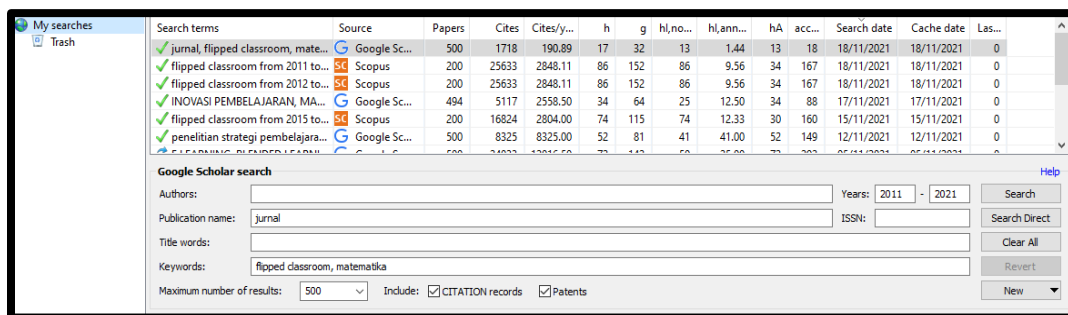
Google scholar is an author's choice not another source of data because of its more general, *free*, and *open access* nature. Articles contained in google scholar collected on PoP are also reference material in writing this article. Google Scholar is the world's largest provider of journal search and scientific references with a very wide range of publication components (Sejati, 2019). Almost all types of publications, both paid and unpaid, are included in Google Scholar and are easy to find. The amount of data that can be accessed is greater than any other database. Google scholar is very easy and familiar with the database of journals published in Indonesia because it uses the *Open Journal System* platform (Sejati, 2019).

Bibliometric analysis research related to flipped classroom with flipped classroom and inverted classroom keywords in general in the 2000-2015 interval concluded that "active learning" and "blended learning" were the two most researched keywords (Yang, Sun, & Liu, 2017). The search was carried out before the covid pandemic occurred, therefore it will draw the results of the analysis carried out in 2019 and above. Recent research related to flipped classrooms in general in the range of 2007-2021 has been carried out using web of science databases, and recommends qualitative and quantitative research to analyze the potential of flipped classrooms (del Arco, Mercadé-Melé, Ramos-Pla, & Flores-Alarcia, 2022).

This research first revealed research trends and research gaps with the keyword "flipped classroom in mathematics learning" usingn software Publish or Perish and VOSviewer as a metadata extraction store that the authors use to obtain *network* visualizations, *overlay* visualizations, and *density* visualizations . Bibliometric analysis on VOSviewer was conducted to explore themes that still have the opportunity to be researched in the future.

2. METHODS

Google Scholar's database of 500 publications was collected starting in 2021 ten years ago. Bibliometric analysis methods are used to view and analyze flipped classroom-related data. Data collection using *Publish or Perish* (PoP). Out of 500 articles taken 428 articles to be visualized by using VOSviewer.



Search terms	Source	Papers	Cites	Cites/y...	h	g	hI, no...	hI, ann...	hA	acc...	Search date	Cache date	Las...
✓ jurnal, flipped classroom, mate...	Google Sc...	500	1718	190.89	17	32	13	1.44	13	18	18/11/2021	18/11/2021	0
✓ flipped classroom from 2011 to...	Scopus	200	25633	2848.11	86	152	86	9.56	34	167	18/11/2021	18/11/2021	0
✓ flipped classroom from 2012 to...	Scopus	200	25633	2848.11	86	152	86	9.56	34	167	18/11/2021	18/11/2021	0
✓ INOVASI PEMBELAJARAN, MA...	Google Sc...	494	5117	2558.50	34	64	25	12.50	34	88	17/11/2021	17/11/2021	0
✓ flipped classroom from 2015 to...	Scopus	200	16824	2804.00	74	115	74	12.33	30	160	15/11/2021	15/11/2021	0
✓ penelitian strategi pembelajara...	Google Sc...	500	8325	8325.00	52	81	41	41.00	52	149	12/11/2021	12/11/2021	0

Google Scholar search			
Authors:		Years:	2011 - 2021
Publication name:	jurnal	ISSN:	
Title words:			
Keywords:	flipped classroom, matematika		
Maximum number of results:	500	Include:	<input checked="" type="checkbox"/> CITATION records <input checked="" type="checkbox"/> Patents

Figure 1. Google Scholar Database Search on Publish or Perish (PoP)

The collection of secondary data on Google Scholar related to *Flipped Classroom* in mathematics learning on Publish or Perish (PoP) by writing the keywords "*flipped classroom*" and "mathematics" in the range of 2011 to 2021 is the first step taken as shown in Figure 1. Furthermore, the data obtained from the search results is stored in RIS format so that it can be visualized with VOSviewer seen in Figure 2, to see the development of scientific publications *flipped classroom* mathematics learning.

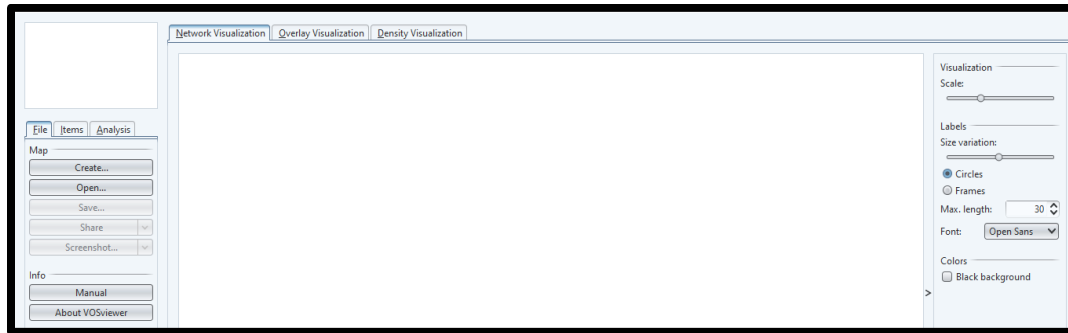


Figure 2. Data Visualization with VOSviewer

Among the types of documents, meeting abstracts, proceedings papers, corrections, theses, and book chapters are excluded from the study (Ajinegara & Soebagyo, 2022). As material for literacy information when looking for articles about *flipped classrooms* on PoP is not limited to journals. Publications unrelated to *flipped classroom* topics and mathematics learning were also excluded, a total of 428 saved in RIS format. VOSviewer software is used to retrieve, analyze and visualize information about the publication of articles with a defined theme. From 428 articles extracted based on article title and abstract, *the full counting* method was chosen (Karim & Soebagyo, 2021) and the VOSviewer software that appears on Figure 3, finds 2870 terms or keywords, the minimum number of the same term out of 2870 is selected 5 and finds 84 keywords that meet the threshold to then calculate their relevance score. For all keywords, the total strength of shared event links is calculated in relation to other keywords.

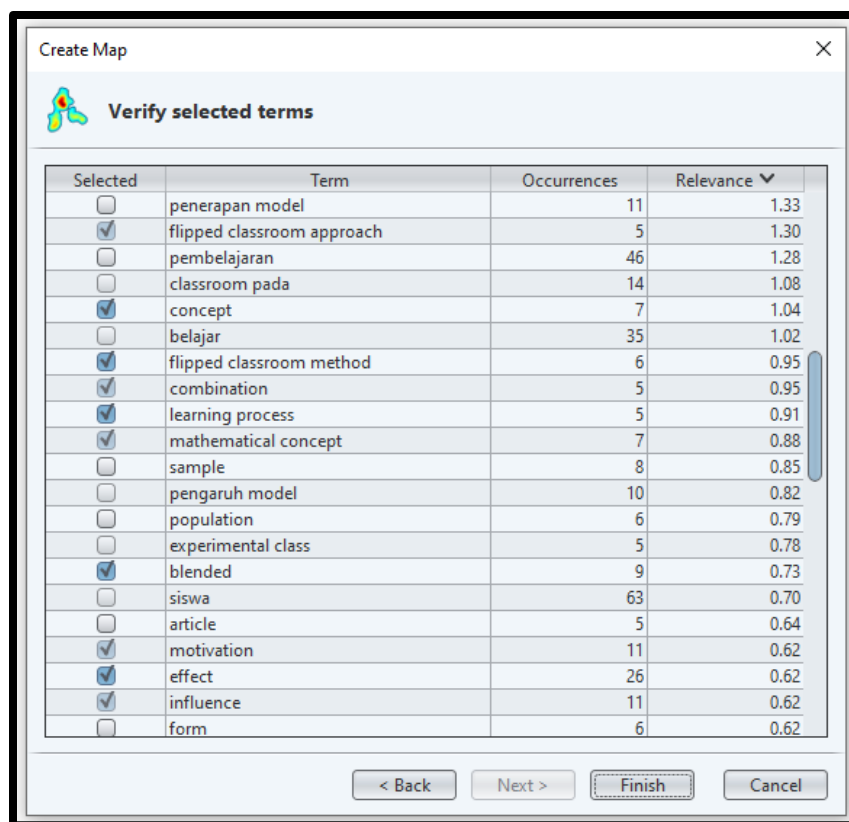


Figure 3. Verify Selected Terms

3. FINDINGS AND DISCUSSION

The network map based on keywords is the result of visualization of VOSviewer as shown in Figure 4. There are 5 colors that indicate there are 5 different groups where terms or keywords are associated with each other. The largest groups are shown in red: *combination*, *effectiveness*, *flipped classroom method*, *flipped classroom model*, *implementation*, *learning process*, *mathematics*, *project*, and *skills*. The second group is shown in green: *ability*, *analysis*, *application*, *concept*, *experimental class*, *impact*, and *mathematical concept*. The third group is shown in blue: *effect*, *flipped classroom approach*, *outcome*, *student*, and *study*. The fourth group is visualized in yellow: *blended learning*, *flipped classroom*, *mathematics learning*, *problems*, and *teachers*. And the least group is visualized in purple: *achievement*, *influence*, and *motivation*. The blended learning variable in the yellow cluster was a similar finding in bibliometric analysis in the 2000-2015 range (Yang et al., 2017). Meanwhile, the flipped classroom method variable in the red cluster is relevant to the findings of other studies as an alternative learning method to improve student learning achievement. (Supriatna, 2021).

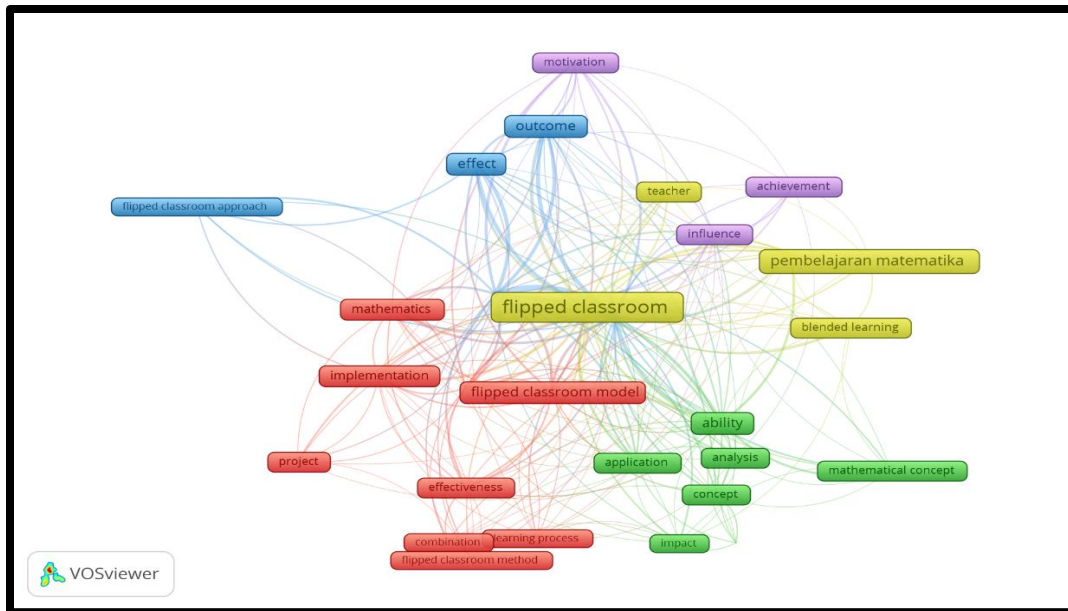


Figure 4. Flipped Classroom Cluster with Network Visualization Mode

The VOSviewer results in Figure 5 show a strong relationship between *flipped classroom* and 28 other keywords shown in bold lines. This means that *flipped classroom* itself is the main theme or discussion in research and is most researched related to mathematics learning. In addition to being thickly connected, it can also be seen that *flipped classrooms* are visualized the most. This result is similar to the findings of other studies except that it differs in that the keyword flipped classroom in general and there are 6 clusters using the web of science database (del Arco et al., 2022).

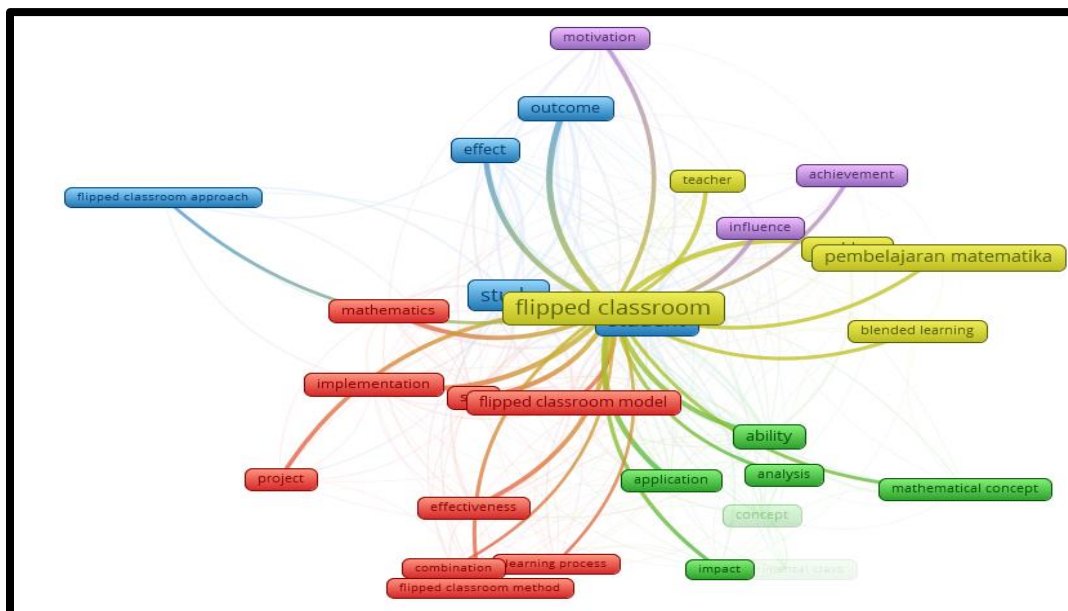


Figure 5. Flipped Classroom Networking

The VOSviewer *overlay visualization* in Figure 6 shows that *flipped classrooms* are not a new theme from many studies that have been done. Based on findings on Google Scholar, flipped classrooms have been researched since 2000 and J. Wesley Baker, Ph.D. was the first to write about *flipped classrooms*. Long before 2000, in 1991, Eric Mazur of Harvard University applied learning in the classroom with the outside (Utami,

2017). In the span of 2011 to 2021, based on *flipped classroom* visualization, it was widely studied in 2018. Meanwhile, the theme related to flipped classroom that was studied starting in mid-2019 is the *flipped classroom approach* which is connected to *analysis*, *projects*, and *blended learning*.

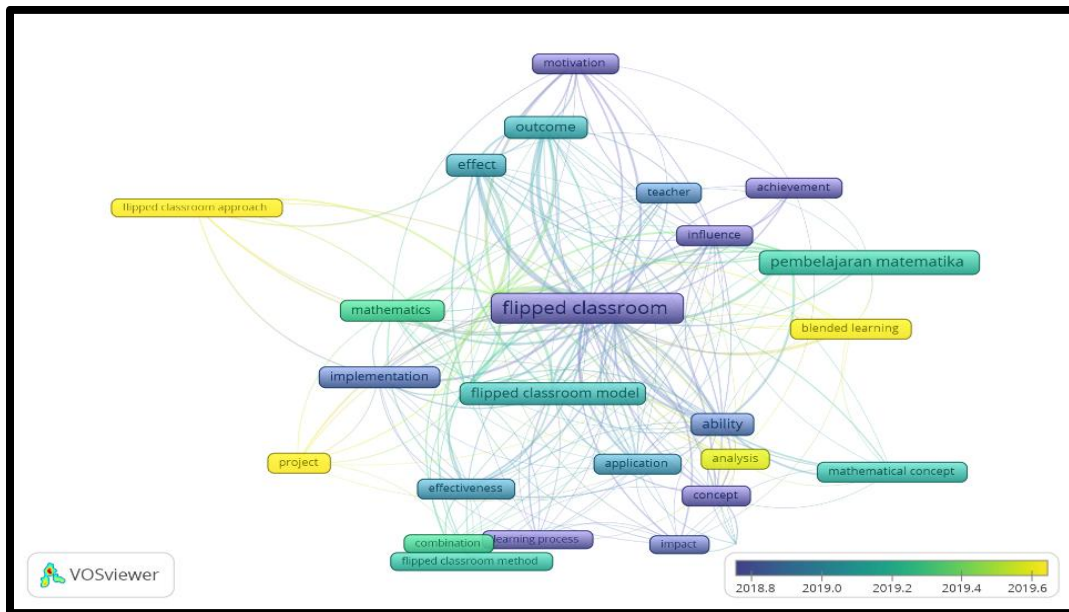


Figure 6. Overlay Visualization

The VOSviewer results in Figure 7 (*density visualisization*) clarify the theme that has been widely studied, namely about flipped classroom itself, then *flipped classrooms* that are connected to learning and students shown with light colors. While other themes related to flipped classrooms that are still little studied include *flipped classroom approach*, *flipped classroom methods*, *mathematical concept*, *combination*, *impact*, *evectiveness*, *blended learning* and *learning process*. Of course, it is related to learning mathematics. It is indicated by a dim color. So that the dimly colored research theme can be a reference theme for further research.

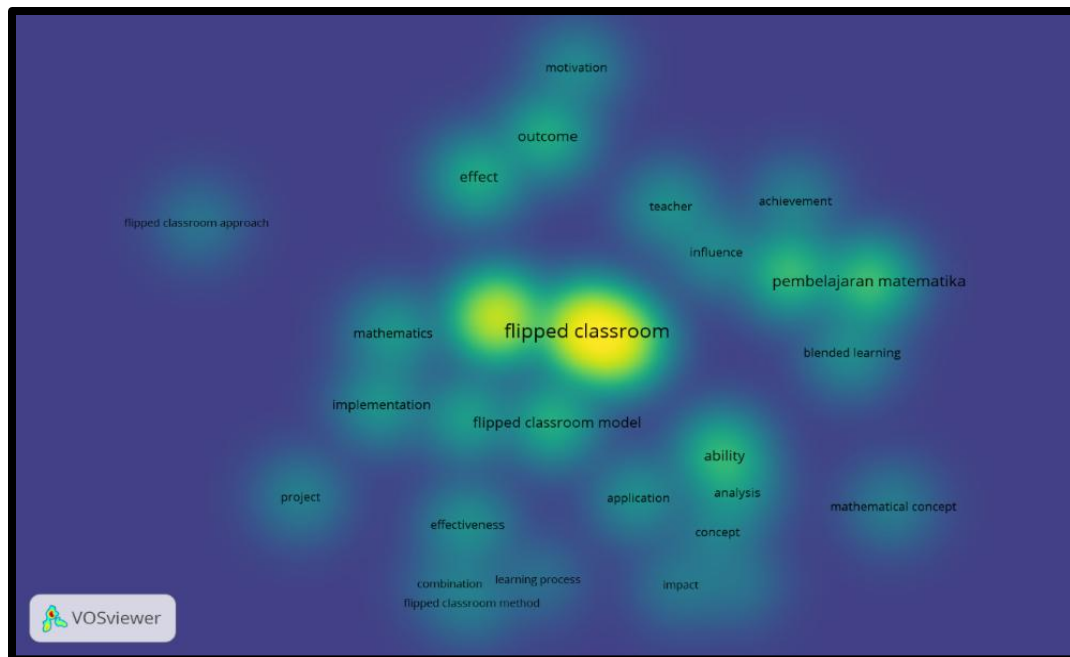


Figure 7. Density Visualization

Our previous research on bibliometric analysis of blended learning in mathematics learning shows a close relationship between blended learning and flipped classrooms. However, uniquely the network of the two is not directly connected but through a mathematical theme first (Eryanti & Soebagyo, 2021). That is, the keyword flipped classroom is unique and still rarely researched. If we do a search on google with the keyword "flipped classroom for Limited Face-to-Face Learning" on November 26, 2022 at 22.11 WIB only one study was found. This signals the relevance of the findings of lack of research to these variables.

Flipped classroom approach has been researched by Fezile Ozdamli dan Gulsum Asiksoy that states in future studies it is necessary to carry out further analysis related to the application of the reverse class approach. According to them that to keep pace with the educational demands of 21st century students, it is important to use innovative approaches in Education (Ozdamli & Asiksoy, 2016). And that approach is a *flipped classroom* approach that at the time was still not widely applied. In line with Fezile Ozdamli and Gulsum Asiksoy, (Lo, 2018) said more research needs to be done on the reverse classroom approach to improve the robuster design framework so that the implementation of the best classroom approach in schools can improvesaid more research needs to be done on the reverse classroom approach to improve the robuster design framework so that the implementation of the best classroom approach in schools can improve. *Flipped classroom* research has been widely conducted in various disciplines and levels of education but it is still interesting to look at. It is part of *blended learning* but *flipped classroom* itself is still divided into several approaches that have not been studied much. Then in addition, *flipped classrooms* are right to be combined with other models and even their application to mathematics learning is wide open to research topics.

In previous studies, many of the objects of research were students. Teachers being the object of research are still little done. Another is the effectiveness of flipped classroom which has been studied by comparing the results in example classes or classes with the application of flipped classrooms with classes without the application of *flipped classrooms*, one of which is done by (Saputra & Mujib, 2018) who in his research used a learning video in his experimental class and found that classes with a flipped classroom model were better than classes that were not *applied flipped classrooms*, but did not give too significant results. This is possible because the application of *flipped classrooms* in the observation class is limited. The

flipped Classroom model research combined with a learning method is also visible in the visualization of VOSviewer overlays with small writing with not bright colors, meaning that it is still open for follow-up. The effectiveness of *flipped classrooms* associated with a combination of methods and comparative test results between the experimental class and the control class is also open to be carried out. who in his research used a learning video in his experimental class and found that classes with a flipped classroom model were better than classes that were not *applied flipped classrooms*, but did not give too significant results. This is possible because the application of *flipped classrooms* in the observation class is limited. The flipped Classroom model research combined with a learning method is also visible in the visualization of VOSviewer overlays with small writing with not bright colors, meaning that it is still open for follow-up. The effectiveness of *flipped classrooms* associated with a combination of methods and comparative test results between the experimental class and the control class is also open to be carried out.

4. CONCLUSION

Although it is not a new learning model, the presence of a *flipped classroom* model is one of the good choices to be implemented today. Freedom of learning, technological advances, restrictions on space and time for face-to-face in schools as a result of the prolonged Covid-19 pandemic seem to support that the *flipped classroom* model is a solution for the implementation of Limited Face-to-Face Learning. For this reason, studies that examine the effectiveness of the application of *flipped classrooms* or the merger of *flipped classrooms* with other learning methods are needed to support previous research. It is also necessary to conduct new research that can contribute to learning in Indonesia, especially in the current conditions of the Covid pandemic.

The results of this study recommend the variables flipped classroom *approach, flipped classroom methods, mathematical concept, combination, impact, evectiveness* and *learning process* in the next study. The downside to this article is that it doesn't limit it to the *flipped classroom* model applied. Open research by taking one of the existing models in the *flipped classroom* and applying it in a limited learning period like today.

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Flipped Classroom Limited Face-to-Face Learning: A Bibliometric Study

Joko Soebagyo, Saamah Saamah

Abstract

The writing of this article is motivated by the government's policy of limiting learning activities in schools due to the covid-19 pandemic that has not ended. This research first revealed articles related to flipped classroom on mathematics learning to explore themes and opportunities for future research. The research method uses bibliometric analysis assisted by Publish or Perish (PoP) and VOSviewer. With the google scholar database study, there are research articles about flipped classrooms published in scientific journals in the last ten years starting from 2011 to 2021. The keywords used are related to the application of flipped classroom to mathematics learning during the Limited Face-to-Face Learning (PTMT) period. Search results obtained 500 articles, and after selection 428 articles were obtained that qualified as samples. The selection results on PoP are stored in RIS form and

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