

HASIL REVIEW JPMIPA UNLAM

Editorial Comments:

1. Naskah Anda teridentifikasi 14% AI-generated writing berdasarkan hasil pemeriksaan menggunakan Turnitin AI Detection. Sesuai kebijakan penggunaan AI di jurnal kami, toleransi maksimum adalah 10% (lihat AI Usage Policy:

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Mohon untuk melakukan revisi atau parafrase manual pada naskah yang terdeteksi sebagai AI agar persentase AI writing berada di bawah batas toleransi tersebut. **Harap revisi naskah menyertakan bukti hasil screening AI yang menunjukkan bahwa naskah Anda telah memenuhi standar toleransi AI tersebut.**

2. Mohon pastikan seluruh naskah ditulis dalam bahasa Inggris misalnya pada bagian akhir introduction yang masih berbahasa Indonesia

3. Pada bagian Participants, mohon cantumkan jumlah pasti mahasiswa yang terlibat (N) beserta teknik pengambilan sampel yang digunakan.

4. Tambahkan penjelasan mengenai hasil uji validitas dan reliabilitas untuk instrumen penelitian (kuesioner, lembar observasi, dan rubrik) sebelum digunakan dalam tahap implementasi.

5. Anda menyajikan hasil uji Effect Size (Cohen's d) pada bagian Hasil. Mohon tambahkan penjelasan mengenai tahapan serta literatur rujukan untuk kriteria Effect Size tersebut di sub-bab Data Analysis Technique.

6. Karena Anda mencantumkan analisis kualitatif tematik di metode, kami menyarankan agar bagian Pembahasan (Discussion) diperkaya dengan narasi deskriptif atau kutipan langsung dari partisipan guna memperkuat klaim keberhasilan refleksi spiritual mahasiswa.

7. Naskah hasil revisi harap disubmitkan kembali pada ID yang sama yaitu 1387 dan tidak membuat submission baru

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Andrian Saputra 27 Jun 2026, 10.59 (19 jam yang lalu)

kepada saya

Dear Imas Ratna Ermawati & Co-Author:

Terima kasih telah mengirimkan revisi naskah Bapak/Ibu ke Jurnal Pendidikan MIPA. Berdasarkan hasil evaluasi oleh para reviewer dan tim editor, kami memutuskan bahwa naskah Bapak/Ibu memerlukan revisi minor sebelum dapat diterima untuk dipublikasikan.

Silakan melakukan revisi sesuai dengan komentar dan saran dari editor dan reviewer yang kami sampaikan bersama email ini. Mohon agar revisi dapat diselesaikan dalam waktu 1-2 minggu terhitung sejak tanggal email ini.

Setelah melakukan revisi, mohon unggah kembali naskah yang telah direvisi melalui sistem OJS Jurnal Pendidikan MIPA.

Apabila ada pertanyaan atau kesulitan dalam proses revisi, jangan ragu untuk menghubungi kami.

Atas perhatian dan kerja samanya, kami ucapkan terima kasih.

Hormat kami,

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Catatan revisi:

1. Komentar dari: Editor

Total sitasi pada bagian Introduction Minimal 80% berasal dari jurnal internasional bereputasi, bukan jurnal dan peneliti dalam negeri. Referensi yang digunakan akan dilihat lagi pada file naskah hasil revisi. Permintaan pada point ini bersifat WAJIB dan tidak melakukan revisi pada poin ini akan mengakibatkan penolakan naskah.

Evaluasi:

Penulis telah menambahkan beberapa sitasi internasional pada bagian pendahuluan.

Penambahan referensi telah dilakukan, namun proporsi metrik 80% jurnal internasional bereputasi memerlukan verifikasi lanjutan melalui pangkalan data indeksasi.

2. Komentar dari: Editor → sudah

Sitasi ini masih belum mengikuti ketentuan APA edisi 7 karena untuk rujukan dengan tiga penulis atau lebih sejak penyebutan pertama harus ditulis sebagai (Koutrouba et al., 2018) bukan bentuk penulisan lengkap penulis. Harap perbaiki.

Evaluasi:

Penulis telah menyingkat sitasi menggunakan format 'et al.', namun masih terdapat kesalahan penempatan tanda baca.

Sitasi pada naskah tertulis '(Koutrouba, et al , 2018)'. Terdapat penggunaan tanda koma yang tidak sesuai standar APA edisi 7 sebelum 'et al.'.

3. Komentar dari: Reviewer1 → sudah

Keterangan terkait persetujuan kaji etik maupun adanya informed consent belum dijelaskan dalam naskah, padahal penelitian melibatkan pengumpulan data perilaku serta aspek spiritual dari partisipan manusia. Harap tambahkan penjelasan mengenai prosedur perizinan dan pernyataan lolos etik untuk memastikan kepatuhan terhadap standar penelitian pada subjek manusia.

Evaluasi:

Penulis tidak menambahkan keterangan mengenai kaji etik maupun informed consent di dalam naskah.

Bagian metode masih belum memuat prosedur perizinan etik, meskipun penelitian ini melibatkan subjek manusia melalui observasi dan wawancara.

4. Komentar dari: Reviewer2 → sudah

Kuesioner terkait respons mahasiswa belum ditampilkan dalam bentuk visual yang informatif. Harap gunakan 100% stacked bar chart untuk menunjukkan

persentase jumlah siswa pada tiap kategori respons. Pada setiap batang, tampilkan komposisi persentase secara penuh, sedangkan kategori penilaian sebaiknya ditempatkan pada legenda sebagai penanda warna agar pembacaan data lebih jelas dan terstruktur.

Evaluasi:

Penulis menampilkan visualisasi grafik batang, namun tidak menggunakan format 100% stacked bar chart.

Visualisasi pada Figure 2 menggunakan sumbu X dengan skala numerik (0-4.5) dan tidak menampilkan komposisi persentase di dalam batang grafik seperti yang diinstruksikan.

5. Komentar dari: Editor → sudah

Letak keterangan pada Figure 2 saat ini masih berada di bagian atas gambar, padahal standar APA mengharuskan judul gambar ditempatkan di bawah grafik. Harap pindahkan dan hapus gridlines bawaan pada diagram untuk memperjelas tampilan visualisasi penelitian.

Evaluasi:

Penulis telah meletakkan takarir (caption) di bawah grafik, namun belum sepenuhnya membersihkan elemen bawaan grafik.

Judul grafik (chart title) masih tertulis di bagian atas dalam area gambar, dan garis kisi (gridlines) horizontal belum dihapus.

6. Komentar dari: Reviewer2 → sudah

Visualisasi pada Gambar 2 masih sebatas diagram batang yang terlalu sederhana untuk menyajikan pola data secara individual. Sebaiknya, tampilkan distribusi skor pretest dan posttest tiap siswa dalam bentuk scatter plot, sehingga perubahan masing-masing individu dapat terlihat lebih jelas. Dalam MS Excel, buat kolom terpisah untuk nilai pretest, posttest, serta garis diagonal acuan guna menilai konsistensi peningkatan setiap siswa secara lebih tepat.

Evaluasi:

Penulis mempertahankan diagram batang dan tidak mengubahnya menjadi scatter plot.

Penulis tidak mengakomodasi perubahan visualisasi dengan argumentasi bahwa fokus analisis adalah perbandingan peningkatan antardimensi, bukan lintasan belajar tingkat individu. Hal ini membutuhkan keputusan lebih lanjut dari Editor.

7. Komentar dari: Reviewer2 → sudah

Temuan hasil wawancara kualitatif ditampilkan dalam bentuk rangkaian kutipan teks yang berurutan. Harap susunan peta konsep yang memvisualisasikan keterkaitan antara penerapan manajemen kelas, respons mahasiswa, serta kemunculan karakter profetik.

Evaluasi:

Penulis membatasi jumlah kutipan wawancara namun tidak menyajikan visualisasi peta konsep yang diminta.

Peta konsep untuk memvisualisasikan keterkaitan antarvariabel kualitatif tidak ditambahkan di dalam naskah.

8. Bagian Pendahuluan dan Analisis menyebutkan 85% dosen dan 82% mahasiswa → sudah menyatakan perlunya model pembelajaran humanistik. Berdasarkan bagian Metode, partisipan studi pendahuluan hanya terdiri dari 2 dosen dan 22 mahasiswa. Angka 85% dari 2 orang dan 82% dari 22 orang menghasilkan nilai desimal yang tidak logis untuk jumlah manusia. Tuliskan jumlah riil responden dalam bentuk angka mutlak.

9. Bagian Metode menyebutkan penggunaan teknik purposive sampling dengan → sudah kriteria partisipan telah mengambil mata kuliah prasyarat dan berada di semester yang sama. Kriteria ini merupakan syarat administratif umum, bukan kriteria inklusi yang membedakan sampel dari populasi. Tuliskan variabel inklusi yang konkret, seperti tingkat pemahaman awal mekanika dasar atau kriteria demografis lainnya yang mengontrol homogenitas kelas.

10. Tabel 1 menampilkan rentang IPK partisipan hanya pada kategori → sudah 2,75–3,00 dan 3,01–3,50. Informasi mengenai keberadaan mahasiswa dengan IPK di bawah 2,75 atau di atas 3,50 tidak ada. Jelaskan apakah rentang IPK ini merupakan kriteria penyaringan awal, dan cantumkan nilai standar deviasi IPK kelas untuk memverifikasi kesetaraan kemampuan akademik partisipan sebelum intervensi.

11. Tabel 8 melaporkan nilai Cronbach's Alpha sebesar 0,88 untuk Lembar → sudah Observasi dan 0,90 untuk Rubrik Penilaian. Uji Cronbach's Alpha berfungsi mengukur konsistensi internal instrumen kuesioner, bukan reliabilitas antar-penilai (inter-rater) pada instrumen observasi unjuk kerja. Ganti metode pengujian reliabilitas instrumen lembar observasi menggunakan perhitungan Cohen's Kappa atau Intraclass Correlation Coefficient (ICC) melalui perangkat lunak SPSS.

12. Terdapat kesalahan pengetikan pada Persamaan 2 untuk perhitungan N-Gain, → sudah yaitu tertulis "Post Test Scoe". Perbaiki teks tersebut menjadi "Score".

13. Tabel 10 menyajikan skor Pre-test dan Post-test serta N-Gain untuk → Sudah variabel "Prophetic classroom planning" dan "Collaborative implementation". Variabel ini mendeskripsikan aktivitas perencanaan kelas yang dilakukan oleh dosen, bukan hasil belajar mahasiswa. Jelaskan bagaimana aspek perencanaan kelas dosen diukur menggunakan instrumen pre-test dan post-test, serta sebutkan siapa pihak yang mengisi instrumen pengukur variabel tersebut.

Tabel 10 menyajikan hasil tes pra-uji dan pasca-uji yang diberikan kepada 22 mahasiswa untuk mengukur pemahaman konseptual mereka tentang model manajemen kelas fisika berbasis kenabian dalam mata kuliah Fisika Dasar II. Butir-butir tes dikembangkan dari lima dimensi model tersebut: perencanaan kelas profis, implementasi kolaboratif, refleksi spiritual, evaluasi holistik, dan partisipasi mahasiswa. Dengan demikian, skor tes pra-uji dan pasca-uji mencerminkan pemahaman konseptual mahasiswa tentang dimensi-dimensi ini, bukan evaluasi kinerja manajemen kelas dosen.

Instrumen penelitian terdiri dari lembar observasi, panduan wawancara, kuesioner analisis kebutuhan, lembar validasi ahli, dan kuesioner respons pengguna. Lembar observasi dan panduan wawancara digunakan untuk memperoleh informasi mengenai kondisi awal pengelolaan kelas fisika. Kuesioner analisis kebutuhan awal digunakan untuk mengidentifikasi praktik pengelolaan kelas dan kebutuhan akan model kelas berbasis kenabian. Kuesioner tersebut terdiri dari beberapa pernyataan yang berkaitan dengan integrasi nilai-nilai kenabian dalam pembelajaran fisika dan kebutuhan akan pendekatan pembelajaran yang lebih holistik. Lembar validasi ahli digunakan untuk menilai kelayakan model dalam hal isi, konstruksi, dan aplikasi, sedangkan kuesioner respons pengguna digunakan untuk mengukur kepraktisan model setelah implementasi. Validitas isi instrumen penelitian dinilai menggunakan koefisien V Aiken berdasarkan penilaian ahli. Koefisien V Aiken dipilih karena banyak digunakan untuk mengevaluasi relevansi dan representativitas item instrumen dalam penelitian pengembangan. Tiga instrumen dalam penelitian ini, (1) Kuesioner Manajemen Kelas diberikan kepada 22 mahasiswa untuk mengukur persepsi mereka tentang implementasi model yang dikembangkan, (2) Lembar Observasi diisi oleh dosen mata kuliah Fisika Dasar 2 selama fase implementasi untuk mendokumentasikan penggunaan implementasi model, Tes pemahaman konseptual yang terdiri dari pertanyaan-pertanyaan yang dikembangkan dari lima dimensi model manajemen kelas fisika berbasis kenabian diberikan sebelum dan sesudah implementasi. Tes ini mengukur pemahaman siswa tentang konsep manajemen kelas yang terintegrasi ke dalam proses pembelajaran Fisika Dasar II. (3) Rubrik Pembelajaran Holistik digunakan untuk menilai hasil pembelajaran holistik mahasiswa. Sebelum implementasi, semua instrumen menjalani validasi isi dan konstruk oleh tiga validator ahli yang mewakili Pendidikan Fisika, Manajemen Pendidikan, dan Pendidikan Islam. Validitas item instrumen dihitung menggunakan Aiken's V, sedangkan konsistensi internal kuesioner dinilai menggunakan Cronbach's Alpha.

14. Tabel 10 menampilkan skor Pre-test dan Post-test dalam bentuk → sudah persentase, misalnya 78% menjadi 92%. Perhitungan N-Gain standar membutuhkan skor mentah (raw score) dibandingkan dengan skor maksimal ideal instrumen. Ubah penyajian data di Tabel 10 menjadi skor mentah rata-rata kelas, dan tambahkan nilai Standar Deviasi (SD) untuk setiap kolom pengukuran.

15. Tabel 10 melaporkan nilai Effect Size (Cohen's d) kategori besar tanpa → sudah didahului uji signifikansi statistik parametrik atau non-parametrik. Perhitungan ukuran efek membutuhkan bukti adanya perbedaan yang signifikan secara statistik antara dua kondisi. Lakukan uji Paired Sample t-test atau Wilcoxon Signed-Rank Test pada data pre-test dan post-test menggunakan SPSS, lalu cantumkan nilai p-value di dalam tabel sebelum kolom Effect Size.

16. Gambar 2 menampilkan grafik batang horizontal yang menumpuk data → sudah kuesioner setiap individu dengan sumbu X berskala 0 hingga 4,5. Tampilan ini menyulitkan pembacaan agregat pola respons kelas. Ubah Gambar 2 menjadi grafik 100% stacked bar chart yang menunjukkan proporsi persentase kategori respons, misalnya dari Sangat Setuju hingga Sangat Tidak Setuju, untuk setiap aspek yang dievaluasi.

17. Gambar 3 menyajikan data N-Gain yang sama persis dengan angka di Tabel → sudah diganti 10, menggunakan format grafik bawaan Excel dengan garis kisi (gridlines) yang masih aktif. Hapus Gambar 3 untuk menghindari repetisi data, atau ubah visualisasinya menjadi paired boxplot untuk menunjukkan distribusi sebaran skor N-Gain dan keberadaan pencilan (outlier) pada kelompok data.

18. Bagian analisis kualitatif menyebutkan tahapan reduksi data, pengkodean, → sudah pengelompokan, dan penarikan tema, tanpa merujuk pada kerangka kerja metodologis. Sebutkan pendekatan analisis tematik yang diaplikasikan, misalnya metode Braun & Clarke, dan cantumkan nama perangkat lunak pengolah data kualitatif seperti NVivo atau ATLAS.ti jika digunakan, atau tuliskan prosedur pengkodean manualnya.

19. Kutipan wawancara mahasiswa diberi label "0018" dan "001". Sistem pengkodean ini tidak didefinisikan maknanya di bagian Metode. Tambahkan penjelasan operasional mengenai format pengkodean transkrip, misalnya apakah angka tersebut merujuk pada nomor urut partisipan, jenis kelamin, atau sesi wawancara.

20. Tabel 6 menjabarkan sintaks model pembelajaran, namun peran dosen dan → sudah mahasiswa bersifat sangat generik, seperti "Mengeksplorasi konsep fisika" atau "Membangun kesiapan belajar". Masukkan materi Fisika Dasar II ke kolom aktivitas, misalnya tunjukkan bagaimana nilai Fathanah diterapkan saat mahasiswa menganalisis rangkaian listrik atau hukum termodinamika.

21. Tabel 7 menampilkan skor validasi ahli dengan tingkat presisi dua angka → sudah di belakang koma, seperti 91,82%. Skala instrumen yang diisi oleh tiga orang ahli umumnya berupa angka diskrit yang tidak menghasilkan desimal tingkat tinggi. Tuliskan rumus konversi skor mentah ke persentase yang digunakan untuk menghasilkan angka tersebut, atau sajikan skor rata-rata (mean) dalam skala aslinya, misalnya 4,5 dari skala 5.

22. Judul artikel menyebutkan manajemen kelas fisika, namun dari bagian → sudah Pendahuluan hingga Kesimpulan tidak ada satu pun nama topik, hukum, atau konsep fisika yang diuji coba. Cantumkan silabus ringkas atau daftar materi Fisika Dasar II yang diajarkan selama 14 pertemuan implementasi untuk membuktikan relevansi model dengan karakteristik keilmuan fisika.

23. Tabel 5 menggunakan kriteria pencapaian karakter dari Kemendikbud → sudah (2018). Kriteria ini dirancang untuk pendidikan dasar dan menengah. Berikan argumen atau kutipan literatur pendukung yang memvalidasi bahwa rentang persentase tersebut relevan diaplikasikan untuk mengukur perkembangan karakter mahasiswa di tingkat pendidikan tinggi.

24. Tabel 11 menjelaskan integrasi nilai profetik dalam tahapan ADDIE, namun isinya berupa klaim konseptual seperti "Inovasi dan kecerdasan konseptual". Ubah isi tabel ini menjadi indikator perilaku (behavioral indicators) yang terukur, yang menunjukkan tindakan riil mahasiswa atau dosen pada setiap tahap desain dan implementasi.

sudah baik dan sesuai dengan isi. Yang perlu diubah hanyalah isi kolom agar menggambarkan **perilaku nyata** mahasiswa dan dosen pada setiap tahap ADDIE.

26. Penjelasan rumus Aiken's V pada Persamaan 1 menyebutkan "c is the number → sudah of assessment categories", namun jumlah kategori penilaian dalam lembar validasi ahli tidak disebutkan. Tuliskan jumlah pilihan jawaban skala tersebut, misalnya 4 atau 5 pilihan, agar pembaca dapat mereplikasi perhitungan validitas konten.

27. Bagian instrumen penelitian menyebutkan adanya "prophetic character → sudah assessment rubrics", tetapi dimensi, jumlah butir penilaian, dan kriteria penskorannya tidak dijabarkan. Tambahkan satu paragraf yang merinci struktur rubrik tersebut dan cantumkan satu contoh butir pernyataan observasi untuk setiap nilai profetik.

28. Terdapat 11 tabel dalam artikel, yang membuat struktur halaman menjadi tidak efisien. Kurangi jumlah tabel menjadi maksimal 5 dengan cara menggabungkan informasi yang sejenis, misalnya Tabel 2, Tabel 3, Tabel 4, dan Tabel 5 disatukan menjadi satu tabel kriteria penilaian metodologis atau dinarasikan langsung dalam teks.

29. Daftar referensi memuat kurang dari 30 sumber kutipan, yang berada di bawah standar umum artikel riset primer. Tambahkan literatur primer dari jurnal internasional bereputasi terkait manajemen kelas sains dan pendidikan karakter di perguruan tinggi hingga mencapai minimal 30 referensi.

30. Beberapa penulisan referensi tidak konsisten dengan gaya selingkung APA 7th Edition, misalnya penulisan nama depan penulis yang tidak disingkat ("Anu Laine, Maija Ahtee") dan format kapitalisasi judul artikel ("Impact of Teacher's Actions..."). Revisi seluruh daftar referensi menggunakan perangkat lunak manajemen referensi seperti Mendeley atau Zotero dengan

pengaturan APA 7th Edition.

31. Pertanyaan penelitian nomor 1 di bagian Pendahuluan menanyakan → sudah karakteristik model, namun bagian Kesimpulan tidak memberikan jawaban operasional atas pertanyaan ini. Tuliskan ringkasan karakteristik operasional dari model yang dikembangkan di paragraf pertama bagian Kesimpulan, bukan sekadar mengulang nama tahapan ADDIE.

32. Gambar 1 menampilkan bagan model manajemen kelas yang umum dan tidak → sudah memuat variabel ilmu fisika. Modifikasi diagram tersebut dengan menambahkan variabel, alat ukur, atau aktivitas yang merepresentasikan pembelajaran sains fisika, sehingga bagan tersebut tidak terlihat seperti model umum yang bisa dipakai di mata kuliah lain tanpa modifikasi.

Development of a Prophetic-Based Physics Classroom Management Model Using the ADDIE Approach to Promote Holistic Student Learning

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Abstract: This study aims to develop a prophecy-based physics classroom management model through the ADDIE approach to support student learning holistically. This study uses a Research and Development (R&D) method consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. The analysis stage revealed that physics learning management is still dominated by cognitive aspects and has not been optimally integrated with prophetic values. Therefore, a classroom management model was developed that integrates the values of sidiq (honesty), amanah (responsibility), tabligh (communicative and collaborative attitude), and fa'lonah (wisdom and critical thinking) into physics learning. The model was validated by three experts in the fields of physics education, educational management, and Islamic education. The validation results showed a feasibility level of 91.5%, which is categorized as very feasible. Implementation was carried out with physics education students for 14 learning sessions. The findings indicate improvements in prophecy-based classroom planning, collaborative implementation, spiritual reflection, holistic evaluation, and student participation, with an average N-Gain score of 0.61 in the moderate category and an effect size of 1.03 in the large category. Qualitatively, this learning model creates a more participatory, reflective, collaborative, and meaningful learning environment. The integration of prophetic values into classroom management also contributes to strengthening students' scientific character, spiritual awareness, and active engagement in learning. The novelty of this research lies in the development of a prophecy-based physics classroom management model that systematically integrates the values of sidiq, amanah, tabligh, and fa'lonah in the ADDIE cycle and examines its quantitative and qualitative impacts on physics learning. The developed model shows potential for wider application in other science learning in order to realize education that is not only oriented towards academic achievement, but also towards character building and strengthening students' prophetic values in a sustainable manner.

Keywords: classroom management, physics learning, prophetic values, ADDIE, holistic learning.

INTRODUCTION

The development of science and technology in the 21st century requires education not only to focus on conceptual mastery and academic achievement, but also on character formation, social skills, and students' spiritual awareness. In the context of higher education, particularly in physics learning, instructional practices still tend to emphasize cognitive aspects such as theoretical understanding, conceptual mastery, and mathematical problem-solving, while affective, moral, and spiritual dimensions have not been optimally integrated. The results of the needs analysis obtained through observation, interviews, and questionnaires showed that the average questionnaire score from two lecturers reached 85%, which is included in the high need category for developing a classroom management model based on prophetic values. Meanwhile, the average questionnaire score from 22 students reached 82%, indicating a need for a more humanistic learning model based on prophetic values. The results of this initial analysis

Commented [E1]: Kalimat-kalimat revisi harap dibedakan dengan warna merah dan WAJIB memberi respon untuk setiap saran/komentar dari editor dan reviewer pada file naskah revisi.

KAMI TIDAK AKAN MEMPROSES NASKAH ANDA JIKA TIDAK ADA RESPON PENULIS UNTUK SETIAP KOMENTAR REVIEWER.

Commented [E2]: Jumlah kata pada abstrak saat ini sebanyak 231 kata sehingga belum memenuhi ketentuan minimal 250 kata. Harap sesuaikan Abstrak agar memuat tujuan penelitian, metode yang digunakan, hasil temuan, serta simpulan utama.

Commented [IR3R2]: Terima editor...abstraknya sudah 290 kata

Commented [E4]: Panjang bagian pendahuluan masih belum mencapai standar minimal dua halaman penuh. Sebaiknya, fokuskan pada kajian literatur state-of-the-art terkait manajemen kelas fisika sebelum mengarah pada pembahasan solusi berupa penerapan nilai-nilai profetik

indicate a real need for a learning model that is able to integrate religious/prophetic values with mastery of physics concepts and student character development. According to Ramma et al. (2018) that the affective domain in physics learning is often neglected because the focus of learning is more directed at developing cognitive aspects. In addition, research by Afrialdi et al. (2026) showed that the integration of moral and character values in physics learning is still a challenge so that a learning strategy is needed that is able to connect the cognitive, affective, and moral dimensions in an integrated manner. In fact, modern education emphasizes the importance of developing individuals holistically by integrating intellectual, emotional, social, and spiritual aspects as part of meaningful learning (Miller et al., 2005; Muhammad Nasir et al., 2024). Therefore, innovative learning approaches are needed to integrate science with character values and spirituality so that the learning process becomes more meaningful and humanistic.

Classroom management plays an important role in determining the success of the learning process. According to educational management theory, the functions of planning, implementation, and evaluation must be carried out systematically to ensure effective teaching and learning activities. Learning success does not solely depend on lecturers' ability to deliver instructional materials. Classroom management is also considered one of the most challenging aspects of managing the learning process, attracting the attention of both experienced and novice lecturers (Mulyadi, 2018). Classroom management refers to lecturers' efforts to maintain a conducive classroom atmosphere and create conditions that support learning objectives (Koutrouba et al., 2018). Learning management is defined as the efforts of teachers or lecturers to plan, implement, and evaluate learning activities in order to achieve educational goals effectively and efficiently (Arends, 2012). Effective classroom management can minimize student boredom caused by ineffective and inefficient learning activities. Conversely, lecturers who lack classroom management skills may contribute to poor student behavior, which can further affect social behavior in the broader community (Laine et al., 2019).

Classroom management also involves several important elements originating from lecturers, students, families, and educational facilities (Chan et al., 2019). One of the most significant factors hindering effective classroom management is the lecturer or instructor themselves. Classroom management issues are commonly encountered by both novice and experienced lecturers (Aliyyah et al., 2018). In addressing this complexity, holistic education emerges as a relevant solution because it focuses not only on academic achievement but also on the development of students' physical, social, emotional, and spiritual potential (Hasibuan et al., 2008). Various studies have shown that physics classroom management based on active learning, inquiry-based learning, and collaborative learning can improve student engagement and learning outcomes (Hake, 1998; Docktor & Mestre, 2014; Dau et al., 2022). However, most of these studies still focus on cognitive aspects and science process skills. Meanwhile, dimensions of scientific character, responsibility, and spiritual awareness of students have not received adequate attention (Fraser, 2015).

In modern education, these values play an important role in balancing students' intellectual, emotional, and spiritual dimensions, enabling them to face contemporary challenges with strong moral principles (Siroj et al., 2024). The integration of Islamic values into classroom management has become an increasingly relevant strategic approach in modern educational contexts. Islamic values such as honesty, discipline, justice, and compassion provide a strong foundation for establishing effective classroom

Commented [E5]: Total sitasi pada bagian Introduction Minimal 80% berasal dari jurnal internasional bereputasi, bukan jurnal dan peneliti dalam negeri.

Referensi yang digunakan akan dilihat lagi pada file naskah hasil revisi.

Pemintaan pada point ini bersifat WAJIB dan tidak melakukan revisi pada poin ini akan mengakibatkan penolakan naskah.

Commented [IR6R5]: Terima kasih masukkan nyaTambahan Ramma.et al (2018) dan Afriadi et al (2026)

Commented [R17]: Pernyataan pada paragraf pertama terkait kesenjangan masalah masih bersifat umum karena hanya menyebutkan bahwa pembelajaran fisika cenderung mengabaikan dimensi afektif. Harap tambahkan data empiris dari hasil observasi awal atau rujukan literatur yang relevan untuk memperkuat bukti bahwa permasalahan tersebut benar terjadi di lapangan

Commented [IR8R7]: Terima kasih masukkan nya.....Dari hasil analisis kebutuhan yang dilakukan sebelum penelitian atau awal penelitian berupa observasi dan wawancara dengan hasil 85 % dosen menilai pengelolaan kelas fisika khususnya mata kuliah fisika dasar yang diajar belum menerapkan atau mengakomodasi nilai-nilai profetik secara optimal, sedangkan mahasiswa mengatakan perlu menggunakan model pembelajaran yang lebih menarik dan humanistik menggunakan nilai-nilai profetik atau agama serta moral. Dari hasil analisis awal ini menunjukkan adanya kebutuhan nyata terhadap model pembelajaran yang mampu mengintegrasikan nilai-nilai agama / profetik dengan penguasaan konsep fisika dengan pengembangan karakter mahasiswa.

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Commented [IR10R9]: Terima kasih masukkanKoutrouba, et al, 2018

management systems. Understanding the implementation of prophetic values can support their application in everyday life. These prophetic values also help students integrate religious understanding directly into the learning process (Vahlia et al., 2022).

Prophetic education operationally internalizes educational elements such as objectives, students, educators, curriculum, media, and evaluation, all of which incorporate the three pillars of prophetic values (Emawati et al., 2023). Prophetic education, developed by Kuntowijoyo, offers an integrative educational framework through four main values: *shiddiq* (honesty), *amanah* (responsibility), *tabligh* (effective communication), and *fathanah* (intelligence and wisdom). The integration of these prophetic values into physics classroom management is expected to create a more meaningful learning environment oriented toward character building and relevant to the challenges of 21st-century life. Prophetic education seeks to produce observable attitudes and behaviors, including: (1) *shiddiq*, meaning truthfulness, honesty, and consistency; (2) *amanah*, meaning trustworthiness, professionalism, and responsibility; (3) *tabligh*, meaning fairness, courage, and assertiveness; and (4) *fathanah*, meaning intelligence, analytical thinking, and critical reasoning (Maelasari et al., 2019). Understanding the implementation of prophetic values can be directly applied in daily life (Hartini et al., 2022). By integrating prophetic values, physics classroom management is expected not only to produce graduates who are academically competent but also individuals who possess honesty, discipline, communication skills, and wisdom in their attitudes and actions. **This finding is in line with various studies showing that science education still focuses more on knowledge transfer and academic achievement than on developing students' values, character, and spirituality (Holbrook & Rannikmae, 2007).**

To address these needs, this study employed the ADDIE approach (Analysis, Design, Development, Implementation, and Evaluation) as the framework for model development. The ADDIE model was selected because it provides systematic and flexible stages for developing learning innovations, ranging from needs analysis to the evaluation of instructional product effectiveness (Branch, 2020; Molenda, 2015). This approach enables the development of a classroom management model that is not only theoretically valid but also practically applicable in physics learning at the higher education level. The integration of prophetic values into each ADDIE stage is expected to produce a classroom management model that supports holistic, collaborative, reflective, and meaningful learning.

The novelty of this study lies in the development of a prophetic-based physics classroom management model that integrates the values of *shiddiq*, *amanah*, *tabligh*, and *fathanah* into every component of learning management through the ADDIE approach. This model is oriented not only toward mastery of physics concepts but also toward strengthening students' scientific character, spiritual awareness, and social skills. Therefore, this study is expected to provide theoretical contributions to the development of value-based science education and practical contributions to creating more holistic and humanistic physics learning in higher education. Based on the explanation above, the purpose of this study is to develop a prophetic-based physics classroom management model using the ADDIE approach to enhance students' holistic learning and to analyze the feasibility and effectiveness of the developed model in supporting integrative physics learning that combines cognitive, affective, social, and spiritual aspects.

Previous studies have discussed prophetic learning, holistic education, and classroom management separately. However, limited studies have developed a prophetic-

based classroom management model in physics learning using the ADDIE approach to support holistic learning in higher education.

Of the various learning approaches that emphasize not only mastery of concepts, but also the internalization of values, ethics, and reflective awareness as part of the learning process. In this context, the prophetic approach offers an integrative framework that combines scientific dimensions and transformative values, but its implementation in physics classroom management is still limited and not systematically structured. On the other hand, learning development models such as ADDIE provide a systematic methodological foundation in designing, developing, and evaluating learning interventions on an ongoing basis. Therefore, this research is relevant to developing a prophetic-based physics classroom management model through the ADDIE approach to improve students' holistic learning, while contributing to strengthening physics learning practices that are more integrative, adaptive, and oriented towards character formation and 21st-century competencies. Based on the analysis of needs and problems above, this research aims to develop a prophetic-based physics classroom management model that integrates the values of *shidiq*, *amanah*, *tabligh*, and *faṭonah* into the basic physics learning process. Specifically, this research aims to answer the research questions, namely: (1) what are the characteristics of a physics class management model specifically for basic physics courses based on prophecy that is suitable for application in physics learning in higher education; (2) what is the level of validity of the model developed based on expert assessments; (3) what is the level of practicality of the model based on lecturers' and students' assessments; and (4) what is the response of users (students) to the implementation of the developed physics class management model based on prophecy. These research questions form the basis for the process of model development, validation, and evaluation carried out at each stage of the research.

METHOD

Participants

The research participants consisted of lecturers, experts, and students involved in various stages of model development. Participants in this study were divided into three groups: (1). A team of three expert validators: a Physics Education Expert, an Educational Management Expert, and an Islamic Education Expert. These three experts played a role in assessing the validity of the content, construction, and the suitability of prophetic values in the model; (2). Lecturers teaching basic Physics courses, during the needs analysis and model implementation stages; (3). Participants in the limited trial phase consisted of 22 students with a composition of 8 male students and 14 female students from the Physics Education Study Program taking the Basic Physics II course consisting of second semester students in the 2024-2025 academic year of the Faculty of Teacher Training and Education, Muhammadiyah University Prof. Dr. HAMKA, for 14 learning sessions. Students were selected using purposive sampling techniques based on the following inclusion criteria: (1) active students of the Physics Education Study Program; (2) registered in the Basic Physics II course; (3) had successfully completed the prerequisite courses, namely Basic Physics I and Calculus I; (4) have participated in the entire series of model implementation and data collection; and (5) are willing to be research participants. These criteria were set to obtain participants with relatively homogeneous academic backgrounds so that the evaluation of the model's effectiveness better reflects the influence of model implementation rather than differences in participants' initial abilities.

Commented [E11]: Bagian pendahuluan masih belum memuat pertanyaan penelitian atau hipotesis yang berfungsi sebagai arah dalam pengembangan model serta evaluasi pada bagian hasil. Harap tambahkan.

Commented [IR12R11]: Terima kasih masukannyaSudah di tambahkan

Commented [E13]: Bagian metode sekurang-kurangnya terdiri atas 4 bagian dan dibuat terpisah per bagian yaitu: Participants; Research Design and Procedures; Instruments; Data Analysis.

Participants --> Jelaskan siapa saja populasi dan sample dan jumlahnya, teknik pengambilan sampel
Research Design and Procedures --> tentukan desain penelitian, step by step penelitian ini sesuai desain penelitian, jangka waktu penelitian
Instrument --> jelaskan apa saja instrument penelitian yang digunakan, diadaptasi dari siapa, tentukan validitas dan reliabilitas instrument
Data analysis --> jelaskan teknik statistic yang digunakan

Mohon disesuaikan.

Commented [IR14R13]: Sudah di sesuaikan dan ditambahkan validitas dan reliabilitas

Commented [R115]: Belum ada informasi terkait riwayat mata kuliah, indeks prestasi, maupun latar belakang demografi mahasiswa pada bagian metode. Harap tambahkan tabel demografi partisipan untuk menunjukkan kesetaraan bekal pengetahuan mahasiswa sebelum pelaksanaan uji coba.

Commented [IR16R15]: Untuk demografi sudah ditambahkan ,demografi hanya sebatas jumlah mahasiswa dan mata kuliah prasyarat saja (data yang diambilnya) dan semester
Utk IPK tidak dikumpulkan dikarenakan penelitian ini berfokus pada pengembangan dengan model ADDIE

Commented [R117]: Keterangan terkait persetujuan kaji etik maupun adanya informed consent belum dijelaskan dalam naskah, padahal penelitian melibatkan pengumpulan data perilaku serta aspek spiritual dari partisipan manusia. Harap tambahkan penjelasan mengenai prosedur perizinan dan pernyataan lolos etik untuk memastikan kepatuhan terhadap standar penelitian pada subjek manusia.

Commented [IR18R17]: •tidak ada kajian etik, dikarenakan penelitian saya hanya penelitian pengembangan yang mengembangkan model pembelajaran (ADDIE) dengan observasi , wawancara dan angket kepada mahasiswa dan dosen ,dan biasanya dapat diterima dengan penjelasan bahwa
•penelitian telah memperoleh izin dari institusi terkait,
•partisipasin bersifat sukarela,
•peserta diberikan informasi mengenai tujuan penelitian,
•data dijaga kerahasiaannya,
•identitas peserta dianonimkan.

Commented [R119]: Bagian Partisipan belum menyertakan informasi jumlah total mahasiswa (N) yang terlibat dalam uji coba. Harap cantumkan informasi tersebut termasuk besaran sampel secara numerik serta kriteria yang digunakan dalam penentuan purposive sampling.

Commented [IR20R19]: Besaran sampel sebanyak 22 mhs (8 mahasiswa laki-laki dan 14 mhs perempuan)

Table 1. Demografic And Characteristics Of The Participants (n=22)

Characteristics	Category	n	Percentage (%)
Gender	Male	8	36.4
	Female	14	63.6
Semester	Semester 2	22	100
Prerequisite Courses	Passed the Basic Physics I	22	100
	Passed Calculus I	22	100
GPA	2,75 – 3.00	10	45,5
	3,01 – 3,50	12	54,5
	3,60 – 4,00	0	0
Age	18- 20 Year	22	100

The GPA categories presented in Table 1 were used solely to describe the participants' academic characteristics and were not used as inclusion criteria in sample selection. The equivalence of participants' initial academic abilities was verified through a pretest administered prior to model implementation. The pretest aimed to measure students' initial understanding of basic physics concepts to ensure that all participants had relatively comparable initial abilities before participating in the intervention.

Research Design And Prosedur

This study employed a Research and Development (R&D) method using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The R&D approach was selected because the study aimed to develop an educational product in the form of a prophetic-based physics classroom management model that is valid, practical, and effective in supporting students' holistic learning. The ADDIE model was chosen due to its systematic and flexible procedures for designing, developing, implementing, and evaluating instructional innovations (Branch, 2020; Molenda, 2015). This research was conducted from September 2024 to January 2025 at the Physics Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University Prof. DR. HAMKA.

The research procedure followed the five stages of the ADDIE model as described below. In the analysis stage, an initial needs analysis was conducted involving 2 physics lecturers and 22 students from the Physics Education Study Program. Participants were selected using a sampling method because they were directly involved in basic physics teaching and learning activities and were considered capable of providing relevant information regarding prophecy-based physics classroom management. Data were collected through classroom observations, interviews with lecturers and students, and documentation related to the physics learning process. The analysis focused on classroom management conditions, student engagement, implementation of character values in learning, and the need for a holistic learning approach. The results show that physics learning is still dominated by cognitive achievement orientation and has not been optimally integrated with prophetic values. In addition, students need a more humanistic, reflective, and value-based learning environment to increase engagement and meaning in learning.

The design stage focused on developing the framework of the prophetic-based physics classroom management model. At this stage, theories of classroom management, prophetic education, and holistic learning were integrated into the model design. The

model was developed based on four major prophetic values: *shiddiq* (honesty), *amanah* (responsibility), *tabligh* (communicative and collaborative attitudes), and *fathanah* (intelligence and wisdom). This stage also produced several supporting learning instruments, including: (1) The syntax of the prophetic-based classroom management model; (2) Observation sheets for model implementation; (3) Student perception questionnaires; (4) Prophetic character assessment rubrics.

During the development stage, the model design and supporting instruments were validated by a panel of experts consisting of: (1) A physics education expert; (2) An educational management expert; (3) An Islamic and prophetic education expert. The validation process aimed to assess: (1) The appropriateness of the model concept; (2) The clarity of the model syntax and components; (3) The integration of prophetic values; (4) The feasibility of implementing the model in physics learning. Suggestions and feedback from the validators were used to revise and improve the model before implementation.

The implementation stage involved a limited trial conducted with students of the Physics Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Prof. DR. HAMKA. The model was implemented during physics learning activities for 14 meetings. During implementation, lecturers applied prophetic-based learning syntax consisting of: (1) Learning orientation; (2) Physics concept exploration; (3) Integration of prophetic values; (4) Collaborative discussion; (5) Spiritual reflection; (6) Holistic evaluation. At this stage, observations were conducted to examine classroom activities, student engagement, classroom management practices, and the development of students' prophetic character.

The evaluation stage was conducted through both formative and summative evaluation. Formative evaluation was carried out throughout the implementation process to improve the model continuously, while summative evaluation was conducted to determine the overall effectiveness of the model. The evaluation focused on: (1) The effectiveness of the model in enhancing holistic learning; (2) The improvement of student engagement; (3) The strengthening of scientific and spiritual character; (4) The feasibility of the model based on student responses and classroom observations. The findings from this stage served as the basis for refining instructional specifications and character integration within the developed model.

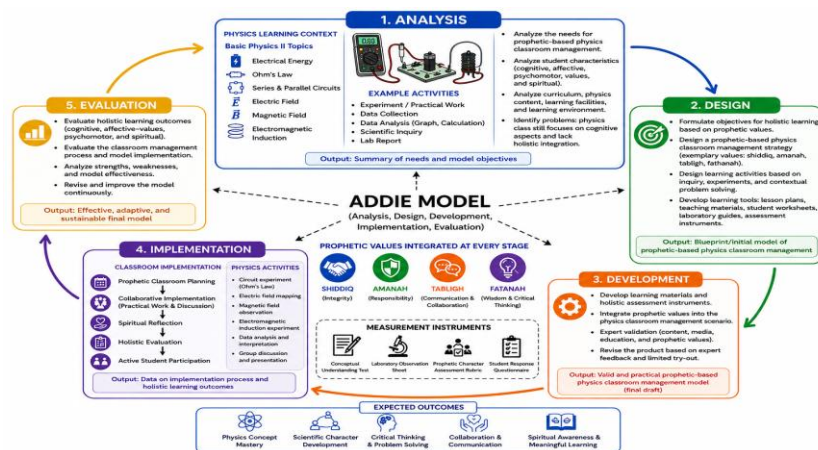


Figure 1. Prophetic-based classroom management model

Figure 1. illustrates that the prophetic-based classroom management model begins with input components consisting of student characteristics, curriculum, learning environment, and institutional support. The process stage integrates prophetic values into classroom management activities, including planning, organizing, implementation, monitoring, and reflection. The outputs include cognitive achievement, scientific character, social competence, and spiritual awareness, leading to holistic and meaningful physics learning outcomes.

Research Instruments

The research instruments consisted of an observation sheet, an interview guide, a needs analysis questionnaire, an expert validation sheet, and a user response questionnaire. The observation sheet and interview guide were used to obtain information regarding the initial conditions of physics classroom management. The initial needs analysis questionnaire was used to identify classroom management practices and the need for a prophetic-based classroom model. The questionnaire consisted of several statements related to the integration of prophetic values in physics learning and the need for a more holistic learning approach.

The questionnaire consists of several statements related to the integration of prophetic values in physics learning and the need for a more holistic learning approach. The Prophetic Character Assessment Rubric was developed to assess students' character development during the implementation of the prophecy-based physics classroom management model. This rubric consists of four dimensions representing core prophetic values: (1) shiddiq / honesty, where students report experimental observations and laboratory results honestly without manipulating data; (2) amanah / responsibility, where students complete learning assignments, laboratory activities, and assigned responsibilities on time and responsibly; (3) tabligh / communication and collaboration, where students communicate scientific ideas clearly, actively participate in group discussions, and respect the opinions of others during collaborative learning; (4) fathanah / critical and wise thinking, where students analyze physics problems critically, develop evidence-based solutions, and justify conclusions logically. Each dimension consists of five observable behavioral indicators, resulting in a total of 20 assessment indicators. This rubric uses a five-point rating scale ranging from 1 (very low) to 5 (very high). The total score obtained from the rubric is converted into a percentage and interpreted according to the achievement criteria.

The expert validation sheet was used to assess the feasibility of the model in terms of content, construction, and application, while the user response questionnaire was used to measure the practicality of the model after implementation. The content validity of the research instrument was assessed using Aiken's V coefficient based on expert assessment. Aiken's V coefficient was chosen because it is widely used to evaluate the relevance and representativeness of instrument items in development research. Three instruments in this study, (1) Classroom Management Questionnaire was given to 22 students to measure their perceptions about the implementation of the developed model, (2) Observation Sheet was filled by the lecturer of Basic Physics 2 course during the implementation phase to document the use of the model implementation, Conceptual understanding test consisting of questions developed from five dimensions of the prophecy-based physics classroom management model was given before and after implementation. This test measures students' understanding of the classroom management concept integrated into the Basic

Physics II learning process. (3) Holistic Learning Rubric was used to assess students' holistic learning outcomes. Before implementation, all instruments underwent content and construct validation by three expert validators representing Physics Education, Educational Management, and Islamic Education. The validity of the instrument items was calculated using Aiken's V, while the internal consistency of the questionnaire was assessed using Cronbach's Alpha.

The coefficient was calculated using the formula proposed by Aiken (1985). Aiken's V coefficient was chosen because it is widely used to evaluate the relevance and representativeness of instrument items in development research.

Content validity was assessed using Aiken's V. The Aiken's V coefficient was calculated using Equation (1), where r represents the score given by each expert, l_0 is the lowest score on the rating scale, n is the number of experts, and c is the number of response categories on the validation instrument. In this study, the expert validation instrument used a five-point Likert scale ranging from 1 (very inappropriate) to 5 (very appropriate); therefore, $c = 5$. where V is the Aiken's validity coefficient, s is the score given by the expert minus the lowest score on the scale, n is the number of experts, and c is the number of rating categories. The resulting Aiken's V value ranges from 0 to 1, with values closer to 1 indicating higher content validity. Following Aiken (1985), an Aiken's V value above 0.80 indicates that the instrument has satisfactory content validity. The reliability of the instrument was evaluated using the Cronbach's Alpha coefficient. Meanwhile, the reliability of the instrument was analyzed using the Cronbach's Alpha coefficient. An instrument is considered reliable if its Cronbach's Alpha value is ≥ 0.70 .

Data Analysis Technique

Data analysis techniques using quantitative and qualitative methods to obtain information about the effectiveness of the physics class management model based on prophecy through the ADDIE approach.

Quantitative data were used to obtain pre-test and post-test scores, N-Gain analysis, and Effect Size using Cohen's d to determine the level of improvement and influence of the developed model. N-Gain analysis was used to determine the level of model effectiveness using the N-Gain calculation (Coletta & Steinert, 2020)

The interpretation criteria used for data analysis, including normalized gain or N-Gain, effect size, expert validation, and achievement of prophetic character, are summarized in Table 2.

Table 2. Gain score classification

Analysis Component	Categori	Interpretation
Normalized Gain (N-Gain) (Coletta & Steinert, 2020)'	$g \geq 70$	High
	$0,30 \leq g < 0,70$	Moderate
	$g < 0,30$	Low
Cohen's d value (Cohen,1988)	0,20	Small
	0,50	Medium
	$\geq 0,80$	Large
Prophetic Character Achievement (Brown et al., 2023; American Association of Colleges and Universities [AAC&U], 2009; Khan & Alam, 2017)	81% – 100%	Highly Achieved
	61% – 80%	Achieved
	41% – 60%	Moderately Achieved
	21% – 40%	Less Achieved
	0 – 20 %	Not Achieved
Expert Validation (Sugiono,2019)	86%–100%	Highly Feasible

	71%–85%	Feasible
	56%–70%	Moderately Feasible
	<56%	Not Feasible
Student Response (Sugiono,2019)	81–100%	Very Positive
	61–80%	Positive
	41–60%	Moderately Positive
	21–40%	Less Positive
	0–20%	Negative

In addition, the study also used Cohen's d Effect Size analysis to determine the magnitude of the influence of model implementation on students' holistic learning.

The development of prophetic character was analyzed using descriptive quantitative procedures based on observational data related to the indicators of *shiddiq*, *amanah*, *tabligh*, and *fathanah*. This interval is used to provide a practical interpretation of the level of demonstration of prophetic character indicators, namely *shiddiq*, *amanah*, *tabligh*, and *fathanah*, during classroom activities. The use of percentage-based categories is consistent with descriptive evaluation procedures commonly applied in educational assessment studies.

In addition to quantitative analysis, researchers also used thematic qualitative analysis to explore students' experiences, spiritual reflections, and responses to the implementation of the prophecy-based physics classroom management model. Qualitative data were obtained through observations, student reflection notes, limited interviews, and open-ended questionnaire responses. The analysis was conducted through data reduction stages, namely sorting and focusing data according to the research focus, followed by a coding process to identify units of meaning. These codes were then grouped into categories, and from these categories, main themes were drawn that describe the patterns of student experiences. To maintain data validity, source triangulation was used by comparing the results of observations, interviews, and reflection documents.

This research was conducted after obtaining permission from the Physics Education Department of Muhammadiyah Prof. Hamka University, where the research was conducted. Prior to data collection, all participating students were provided with an explanation of the research's purpose, procedures, benefits, and form of involvement. Participation in the study was voluntary, and each participant provided informed consent before participating in any research activity, including observations, interviews, and completing the research instruments.

Researchers guarantee that participant identities will be kept confidential by using codes or anonymization for all analyzed data. All data will be used solely for research purposes and will not be shared with other parties. This research was not submitted for approval from an ethics committee, but the entire research process was carried out with reference to the ethical principles of research on human subjects, namely respecting participant autonomy, maintaining data confidentiality, minimizing risks, and ensuring that participation is voluntary.

Qualitative interview data were manually analyzed using the thematic analysis approach developed by Braun and Clarke (2006). The coding process was conducted entirely by the researcher without the use of qualitative data analysis software such as NVivo or ATLAS.ti.; (1) all interview recordings were transcribed verbatim and read repeatedly to achieve a better understanding of the data, (2) relevant statements related to the implementation of the prophecy-based physics classroom management model were

identified and manually coded initially, (3) similar codes were grouped into broader categories based on conceptual similarities, (4) the categories were reviewed and refined to ensure that they accurately represented the participants' responses, (5) key themes were developed to explain students' perceptions of classroom management implementation, collaborative learning, prophetic and spiritual reflection, and holistic learning experiences, (6) the identified themes were interpreted and triangulated with classroom observations and student questionnaire data to strengthen the credibility of the qualitative findings.

RESULT AND DISCUSSION

This study produced a Prophetic-Based Physics Classroom Management Model developed using the ADDIE approach, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. The development process involved lecturers, students, and expert validators from various fields to ensure the theoretical and practical validity of the model.

Analysis Stage

The needs analysis results obtained through observation, interviews, and questionnaires showed that the average questionnaire score from two lecturers reached 85%, categorizing the need for a high-value-based classroom management model. Meanwhile, the average questionnaire score from 22 students reached 82%, indicating a need for a more humanistic learning model based on prophetic values. These findings indicate the necessity of a prophetic-based classroom management model to enhance students' holistic development, including cognitive, affective, psychomotor, and character dimensions.

This finding is consistent with the perspective of Robbins and Coulter (2018), who argue that needs analysis in educational management should be based on an honest understanding of students' actual conditions to ensure appropriate instructional decision-making. The analysis also revealed a gap between existing instructional practices and the demands of 21st-century learning, which emphasize active student engagement. According to Branch (2020), the analysis stage in the ADDIE model functions to identify learning needs comprehensively as the basis for instructional model development.

Students' difficulties in understanding abstract physics concepts are also consistent with the view that science learning requires experience-based and meaning-construction approaches (Hmelo-Silver, 2020). Furthermore, the lack of value integration indicates that holistic educational approaches encompassing cognitive, affective, and spiritual dimensions have not yet been optimally implemented (Zohar & Barzilai, 2023).

Design Stage

At the design stage, the prophetic-based classroom management model was developed by integrating learning management theory (Robbins, et al., 2018), prophetic education concepts (Kuntowijoyo, 2006), and holistic education principles (Miller et al., 2005). The model design consisted of three major pillars: (1) Prophetic Planning, in which lecturers designed instructional activities by integrating the values of *shiddiq*, *amanah*, *tabligh*, and *fathanah*; (2) Prophetic Implementation, in which learning activities emphasized collaboration, empathy, and scientific-spiritual reflection; (3) Holistic Evaluation, in which learning outcomes were assessed based on cognitive, affective, and spiritual domains.

Commented [R221]: Terlihat adanya lompatan logika terkait klaim bahwa integrasi nilai spiritual dapat menaikkan skor kognitif pada fisika. Harap jelaskan hubungan mekanistik yang mengaitkan pembiasaan refleksi nilai moral dengan kemampuan pemecahan soal fisika yang bersifat abstrak.

Commented [R222]: Kuesioner terkait respons mahasiswa belum ditampilkan dalam bentuk visual yang informatif. Harap gunakan 100% stacked bar chart untuk menunjukkan persentase jumlah siswa pada tiap kategori respons. Pada setiap batang, tampilkan komposisi persentase secara penuh, sedangkan kategori penilaian sebaiknya ditempatkan pada legenda sebagai penanda warna agar pembacaan data lebih jelas dan terstruktur.

Commented [R123]: Uraian prosedur analisis data kualitatif pada halaman 8 masih terlalu ringkas sehingga tahapan analisis belum tergambar secara sistematis. Harap perluas penjelasan dengan memaparkan langkah reduksi data, proses kategorisasi hingga pembentukan tema, serta jenis triangulasi yang digunakan.

Commented [IR24R23]: Terima kasih masukannyasudah sy tambahkan paparan nya

Commented [R225]: Persentase 85% pada dosen dan 82% pada mahasiswa ini belum didukung oleh tabel maupun keterangan pada bagian metode terkait adanya survei pendahuluan. Harap jelaskan asal populasi serta instrumen pengumpulan data yang digunakan untuk memperoleh angka tersebut agar transparansi dan keterlacakan data penelitian menjadi jelas.

Commented [IR26R25]: Alhamdulillah sudah sy revisi dan dimasukkan pada metode dan analisis pendahuluan

The implementation of the prophecy-based physics classroom management model was carried out during fourteen meetings in the Basic Physics II course. This model was applied when discussing topics specified in the semester's learning plan, including electrostatics, electric circuits, magnetism, electromagnetic induction, and electromagnetic waves. Table 3 summarizes the steps of the basic physics topic 2 used in the learning process during the implementation period.

In addition, several supporting instruments were developed, including classroom observation sheets, student perception questionnaires, and prophetic character assessment rubrics. Dick, Carey, and Carey (2015) state that the design stage in instructional development requires pedagogical intelligence and strategic precision to achieve learning objectives effectively. To strengthen the systematic structure of the design stage, the prophetic learning syntax within the ADDIE framework is presented in Table 3.

Table 3. Design Syntax of the Prophetic-Based Learning Model

Stage	Learning Activities	Lecturer's Role	Student's Role	Prophetic Values
Orienta tion	The lecturer introduces learning objectives by presenting contextual physics phenomena, such as electrical energy, magnetic fields, electromagnetic induction, and explains them in everyday life to stimulate students' curiosity and intention to learn.	Explain learning objectives and connect physics concepts to real-life contexts and provide motivation.	Recalling previous material and expressing ideas about the material to be presented	Sincerity, awareness
Explora tion	Students practice physics concepts through experiments in problem-solving activities, such as analyzing Ohm's Law, series and parallel circuits, electric fields, magnetic fields, and electromagnetic induction. Students collect experimental data, analyze it, and draw conclusions to build scientific understanding.	Facilitate research activities, provide practical guidance.	Conducting practical work, analyzing data critically, formulating explanations based on evidence, and reporting practical results honestly.	Shiddiq (intellectual honesty), Fathanah (critical thinking),
Integra tion	Students connect physics concepts with prophetic values by reflecting on the responsible use of electrical energy, honesty in reporting lab results, environmental awareness,	Guiding students in integrating scientific concepts with prophetic values and	Connecting scientific knowledge with responsibility or ethics, environmental	Amanah, Responsibility

	and ethical decision-making in science and technology.	their application in everyday life.	conservation, and personal character development.	
Discussion	Students present the results of the practicum, compare various problem solutions, discuss conceptual misunderstandings, and provide constructive feedback to their peers.	Provide direction regarding discussions, provide reflection, and encourage active participation.	Collaborate respectfully, communicate with scientific arguments, value diverse opinions, and reflect on the results of learning experiences well.	Collaboration, Tabliq
Evaluation	Students complete assignments conceptually and problem-solving, reflect on the learning process, and evaluate the application of prophetic values throughout learning activities.	Evaluate conceptual understanding, scientific reasoning, collaboration, and character development.	Reflect on learning achievements, and evaluate personal attitudes and responsibilities	Amanah, Responsibility

These findings are consistent with the instructional design principles of the ADDIE model, which emphasize clarity in learning sequences (Branch, 2020). The integration of values at each stage also demonstrates that the model is oriented not only toward cognitive achievement but also toward affective and spiritual development. Furthermore, the development stage in ADDIE aims to produce feasible and high-quality instructional products (Branch, 2020). This approach aligns with the theory of meaningful learning, which suggests that learning becomes more effective when connected to life experiences and values (Novak, 2021). Reflective strategies have also been shown to enhance students' metacognitive awareness (Schraw, et al., 2022).

Development Stage

At the development stage, the model was validated by a panel of experts consisting of: (1) a physics education expert focusing on content suitability and instructional structure; (2) an educational management expert focusing on classroom management and managerial integration; and (3) an Islamic education expert focusing on prophetic values and spiritual dimensions. The validation process was conducted through assessment sheets and in-depth discussions. The results are presented in Table 4.

Table 4. Expert Validation Results

No	Aspect	Expert 1	Expert 2	Expert 3	Mean (1-5)	Mean (%)	Category
1	Suitability of the model with learning theory	91.8	92.0	91.9	4.60	92	Highly Feasible

2	Clarity of model components (objectives, syntax, roles, instruments)	90.0	90.0	90.0	4.50	90	Highly Feasible
3	Integration of prophetic values in classroom management	92.5	92.7	93.0	4.64	93	Highly Feasible
4	Implementation feasibility	90.8	91.0	91.0	4.55	91	Highly Feasible
Overall Mean					4.58	91.5	Highly Feasible

The overall validation score reached 91.5%, categorized as highly feasible. Feedback from the experts was used to refine the lecturer guidelines and students' spiritual reflection formats following learning activities. These findings are in line with Widiastuti and Nurhasanah (2021), who found that character-based instructional development can improve scientific thinking skills and social empathy among science students. The findings also support the principle of development research that expert validation is a crucial step in ensuring product quality before implementation (Plomp & Nieveen, 2020). The integration of prophetic values within the product also contributes to the growing emphasis on character-based learning in higher education (Lickona, 2021).

Prior to the implementation phase, the research instruments were tested for validity and reliability to ensure their appropriateness in accurately measuring the research variables. The instruments tested included a questionnaire, observation sheets, and a rubric for assessing students' holistic learning. Validity testing was conducted through expert judgment involving three validators: a physics education expert, a learning management expert, and an educational evaluation expert.

Table 5. Validity and Reliability Test Results

No	Instrument	Aiken's Value	Category	Cronbach's Alpha	Category
1	Classroom Management Questionnaire	0,87	Valid	0,91	Very Reliable
2	Observation Sheet	0,84	Valid	-	-
3	Holistic Learning Rubric	0,86	Valid	-	-
Average		0,86	Valid	0,91	Very Reliable

Table 5 shows that all instruments were categorized as valid with an average validity score of 0.86, making them suitable for use in research after minor revisions were made according to the validator's suggestions. Furthermore, a reliability test was conducted using the Cronbach's Alpha coefficient to measure the internal integrity of the instruments. The reliability test results showed that the classroom management questionnaire obtained a Cronbach's Alpha value of 0.91, the observation sheet a value of 0.88, and the holistic learning rubric a value of 0.90. These values indicate that all instruments are in the highly reliable category because they have a reliability coefficient greater than 0.70.

Commented [R127]: Tabel 7 mencantumkan nilai validitas rata-rata sebesar 0,86, namun belum dijelaskan metode uji validitas yang digunakan. Harap sebutkan apakah analisis validitas tersebut menggunakan Pearson, CVR, atau Aiken's V, dan jelaskan landasan pengujian instrumen beserta referensinya.

Commented [IR28R27]: Terima kasih masukkan nya (komentar) berharga ini, sy telah merevisi nya dengan menyatakan bahwa validasi instrumen yang saya gunakan yaitu koefisien nilai Aiken's berdasarkan penilaian ahli (Aiken;s dipilih km penelitian berfokus pada evaluasi isi validitas instrumen yang dikembangkan

Thus, the research instrument is declared valid and reliable so that it can be used in the implementation stage of the prophetic-based physics class management model through the ADDIE approach

Implementation Stage

Implementation, at this stage the validated model was tested on Physics Education students at Muhammadiyah University Prof. HAMKA. Student responses to the prophetic-based physics classroom management model were collected through a perception questionnaire given to 22 students. The questionnaire measured three main aspects, namely student involvement in learning, prophetic and spiritual reflection, and the meaning of holistic learning.

Table 6. Student Responses to the Prophetic-Based Physics Class Management Model

Aspect	Persentase (%)	Category
Student Involvement in Learning	83.4	Very Positive
Prophetic and Spiritual Reflections	85.7	Very Positive
The Meaning of Holistic Learning	85.7	Very Positive
Average	84.9	Very Positive

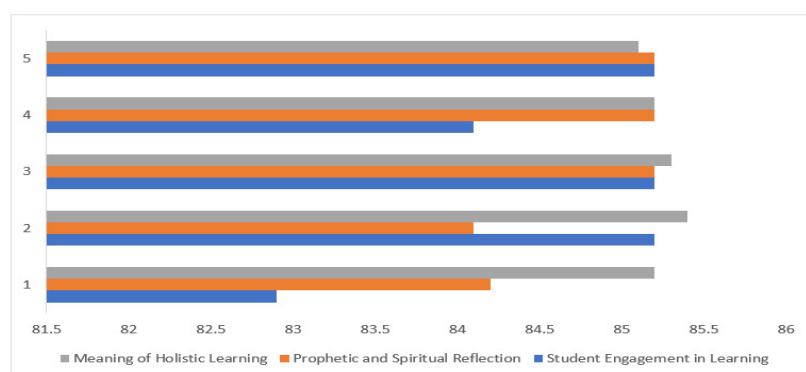


Figure 2. Student Responses to the Prophetic-Based Physics Class Management Model

The analysis results show that the student engagement aspect achieved a percentage of 83.4%, while the prophetic and spiritual reflection aspects and the meaning of holistic learning each achieved a percentage of 85.7%. Overall, the average percentage of student responses reached 84.9%, which is in the feasible category. These findings indicate that students gave a positive response to the implementation of the prophecy-based physics classroom management model. Students assessed that the model was able to increase engagement in learning, encourage reflection on prophetic values, and help them understand physics learning more meaningfully. These results indicate that the developed model has a good level of acceptance and practicality for application in physics learning in higher education.

Meanwhile, the learning process was conducted over fourteen meetings using the prophetic model syntax. Pre-test and post-test data were collected using a classroom management perception questionnaire completed by 22 students to measure their conceptual understanding of the prophecy-based physics classroom management model

Table 7. Conceptual Understanding Test of the Prophetic-Based Physics Classroom Management Model

No	Classroom Management Aspect	Pre-score (%)	Post-score (%)	N-Gain / Category	p-Value	Effect Size (d) / Category
1	Prophetic classroom planning	78	92	0.64 / Moderate	<0.001	0.88 / Large
2	Collaborative implementation	75	90	0.60 / Moderate	<0.001	0.94 / Large
3	Spiritual reflection	69	87	0.58 / Moderate	<0.001	1.13 / Large
4	Holistic evaluation	70	88	0.60 / Moderate	<0.001	1.13 / Large
5	Student participation	72	89	0.61 / Moderate	<0.001	1.06 / Large
Average				0.61 / Moderate		1.03 / Large

A scatter plot showing the relationship between Pre Test scores (X-axis) and Post Test scores (Y-axis). The X-axis ranges from 76.5 to 79.5, and the Y-axis ranges from 88 to 93. A dashed blue regression line indicates a positive correlation. The data points are as follows:

Pre Test	Post Test
77.0	89.0
77.0	91.0
77.0	92.0
77.5	91.0
78.0	90.0
78.0	91.0
78.0	92.0
78.5	92.0
79.0	90.0
79.0	92.0

Scatter plot showing Post Test scores (Y-axis, 75 to 90) versus Pre Test scores (X-axis, 64 to 69). The data points are clustered around a dotted regression line, indicating a weak negative correlation. One outlier is visible at approximately (68, 76).

A scatter plot showing the relationship between Pre Test scores (X-axis) and Post Test scores (Y-axis). The X-axis ranges from 71 to 76, and the Y-axis ranges from 88.5 to 90.5. A dotted blue regression line indicates a positive correlation. Data points are clustered around the line, with some outliers below it.

Pre Test	Post Test
72.0	89.0
73.0	89.3
73.0	89.5
74.0	89.9
74.0	90.0
74.5	89.0
74.5	89.8
74.5	90.2
75.0	88.7
75.0	89.9
75.0	90.0
75.0	90.0
75.5	88.7

A scatter plot illustrating the relationship between Pre Test and Post Test scores. The x-axis, labeled 'Pre Test', has major tick marks at 67, 68, 69, 70, and 71. The y-axis, labeled 'Post Test', has major tick marks at 85.5, 86, 86.5, 87, 87.5, 88, and 88.5. There are 15 data points plotted as solid blue circles. A dashed blue line represents the linear regression fit, starting at approximately (67.5, 87.5) and ending at approximately (70.5, 87.2).

Pre Test	Post Test
67.5	87.8
68.0	87.0
68.0	87.0
68.5	86.8
69.0	88.0
69.5	86.8
69.8	87.5
69.8	87.0
69.8	87.0
69.8	86.8
69.8	86.8
69.8	86.5
69.8	86.5
70.0	87.5
70.0	87.8
70.0	87.8

Figure 3d. Holistic evaluation

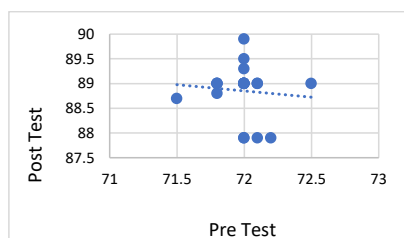


Figure 3e. Student participation

Figure 3. **Prophetic Based Physics Classroom Management Model**

Figure 3 presents a comparison between students' pre-test and post-test scores across the five dimensions of the Prophetic-based Physics Classroom Management Model. Overall, all dimensions showed higher post-test scores than pre-test scores, indicating that the implementation of the developed model positively contributed to students' holistic learning outcomes. As shown in Figure 3a, the Prophetic Classroom Planning dimension showed a substantial increase in students' scores after the model's implementation. This finding suggests that integrating prophetic values into lesson planning provides clearer learning objectives and fosters students' readiness to engage in physics learning activities. Figure 3b illustrates the improvement in the Collaborative Implementation dimension. The increase in post-test scores indicates that collaborative learning activities encourage active participation, effective communication, and shared responsibility among students during classroom learning. Figure 3c shows a positive change in the Spiritual Reflection dimension. Students demonstrated greater awareness in connecting physics concepts with ethical and spiritual values after participating in learning activities designed within the Prophetic Classroom Management framework. Figure 3d presents a comparison of scores in the Holistic Evaluation dimension. Higher post-test scores indicate that the evaluation process successfully assessed students' cognitive, affective, and behavioral development, reflecting the holistic orientation of the learning model. Finally, Figure 3e illustrates an increase in student participation. The increase in post-test scores indicates that students became more actively engaged in class discussions, collaborative problem-solving, and reflective learning activities during the implementation of the model. Overall, these findings indicate that the Prophetic Physics Classroom Management Model effectively improved all five dimensions of classroom management.

The results in Table 7 show consistent improvements across all aspects of classroom management following the implementation of the prophetic-based classroom management model. The highest N-Gain score was observed in the prophetic classroom planning aspect ($g = 0.64$), indicating that lecturers were able to integrate prophetic values more effectively into lesson planning and teaching preparation. This finding suggests that planning-related activities were most responsive to the intervention. In contrast, the spiritual reflection aspect demonstrated the lowest N-Gain score ($g = 0.58$), implying that developing reflective spiritual practices may require a longer period of habituation and reinforcement within classroom activities. Despite its lower relative gain, this aspect produced one of the largest effect sizes ($d = 1.13$), indicating that the intervention produced substantial and meaningful changes among participants. Furthermore, the relatively similar N-Gain values across all aspects (0.58 – 0.64) suggest that the developed model contributed to a balanced improvement in classroom management practices rather than affecting only a specific dimension. This pattern shows that the prophetic-based

approach successfully integrates planning, implementation, evaluation, participation, and spiritual reflection into a coherent classroom management framework.

Meanwhile, Figure 2 presents the N-Gain scores for each aspect of classroom management after the implementation of the prophecy-based physics classroom management model. The highest increase was observed in the prophetic classroom planning aspect ($g = 0.64$), indicating that lecturers became better able to integrate prophetic values into learning planning. In contrast, the spiritual reflection aspect showed the lowest increase ($g = 0.58$), indicating that reflective spiritual activities require further strengthening during implementation in the classroom. Nevertheless, all aspects achieved moderate N-Gain scores ($0.58-0.64$), indicating a consistent positive impact of the developed model across all dimensions of classroom management.

The implementation of the prophecy-based physics classroom model not only resulted in positive learning responses but also facilitated the internalization of prophetic values and the development of students' prophetic character. The relationship between these findings is summarized in Figure 4.

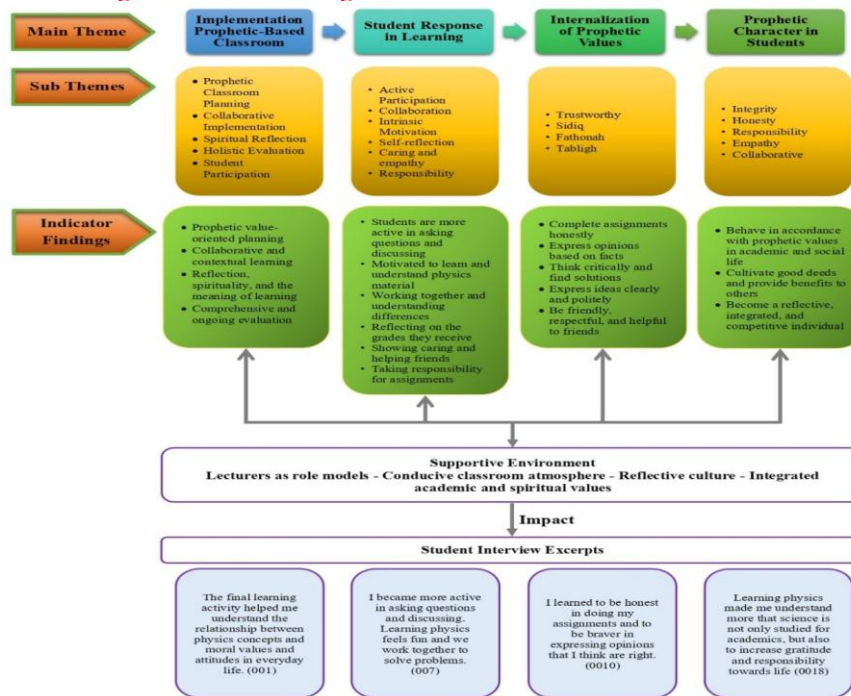


Figure 4. Concept Map of the Results of the Implementation of the Prophetic-Based Physics Class Model

Figure 4 shows that the implementation of the Prophetic-Based Physics Classroom Model not only increases student engagement in learning but also encourages the internalization of prophetic values. This finding suggests that integrating physics learning activities with prophetic principles creates a conducive learning environment that supports both cognitive achievement and character development.

The results of the study indicate that the implementation of a prophecy-based physics classroom management model not only improves students' cognitive aspects but also strengthens spiritual reflection in the learning process. During the reflection activities, students demonstrated the ability to connect physics concepts with life values, gratitude, and academic responsibility.

This finding is supported by the results of student interviews which stated that physics learning became more meaningful because it not only focused on calculations and theoretical concepts, but also on spiritual values and learning ethics. One student (code 0018) stated, "Learning physics made me understand more that science is not only studied for academics, but also to increase gratitude and responsibility towards life." And another student (001) also said: "The final learning activity helped me understand the relationship between physics concepts and moral values and attitudes in everyday life." The results of observations showed that students became more active, reflective, and demonstrated a collaborative attitude during the learning process. These results indicate that the integration of prophetic values in classroom management is able to support holistic learning that includes the intellectual, social, emotional, and spiritual aspects of students. However, because the study was conducted on a limited pilot, these findings require further testing to assess the sustainability of the changes.

Overall, these findings strengthen previous studies indicating that value-based instructional models are effective not only descriptively through N-Gain improvement but also through strong practical impacts on students' holistic learning. Hussin (2018) similarly reported that integrating spiritual values into science learning enhances ethical and collaborative scientific communication. Rahmawati et al. (2023) also emphasized that value-based learning significantly improves student engagement and learning meaning. Therefore, this model has strong potential for broader implementation in value-based physics learning contexts. These findings are also consistent with recent studies demonstrating that value-based and reflective learning models can simultaneously improve students' learning outcomes and attitudes (Kim & Hannafin, 2021).

Evaluation Stage

At the evaluation stage, both formative and summative evaluations were conducted. Formative evaluation was carried out during each meeting to assess the continuity of model implementation and the effectiveness of prophetic reflection activities. Meanwhile, summative evaluation was conducted after implementation to evaluate the overall feasibility, effectiveness, and acceptance of the model.

The evaluation results indicated that the prophetic-based classroom management model effectively improved learning quality holistically, including: (1) Increased active student engagement; (2) Strengthening of scientific character, including honesty, critical thinking, and responsibility; (3) Increased spiritual awareness regarding the orderliness of natural laws.

The integration of prophetic values within each ADDIE stage created a holistic learning process in which students' intellectual, emotional, social, and spiritual dimensions developed in a balanced manner, as presented in Table 8.

Table 8. Integration of Prophetic Values within the ADDIE Framework

ADDIE Stage	Prophetic Value	Observed Behavior Indicators	Holistic Outcomes
Analysis	Shiddiq	Students honestly identify prior knowledge, openly	Increased honesty and scientific awareness in

Commented [R129]: Kutipan wawancara mahasiswa pada halaman 12 belum disertai penjelasan mengenai konfirmasi melalui observasi sehingga belum dapat dipastikan validitasnya. Harap jelaskan mekanisme verifikasi, misalnya dengan triangulasi antara hasil wawancara dan data observasi berulang, untuk memastikan bahwa perubahan karakter yang dilaporkan bersifat menetap.

Commented [IR30R29]: Terima kasih masukkan yang sangat berharga, penelitian ini belum menggunakan observasi longitudinal atau observasi berulang untuk menilai keberlanjutan perubahan karakter, kami telah memperjelas bahwa hasil wawancara didukung oleh data observasi selama implementasi model dan telah menambahkan keterbatasan tersebut pada bagian pembahasan

Commented [R231]: Temuan hasil wawancara kualitatif ditampilkan dalam bentuk rangkaian kutipan teks yang berurutan. Harap susunan peta konsep yang memvisualisasikan keterkaitan antara penerapan manajemen kelas, respons mahasiswa, serta kemunculan karakter profetik.

Commented [IR32R31]: Terima kasih atas sarankami hanya ambil 1-2 respon dari mhs

Commented [R233]: Tabel 9 menyajikan pemetaan capaian integrasi nilai profetik yang menampilkan klaim keberhasilan, namun pada kolom 'Holistic Outcomes' terdapat lompatan kesimpulan karena belum dikaitkan secara eksplisit dengan hasil instrumen pada Tabel 8. Seharusnya, tautkan kembali setiap pernyataan luaran karakter pada bukti kuantitatif maupun temuan kualitatif sebagai dasar verifikasinya

Commented [IR34R33]: Terima kasih saran nyasudah sy hubungan dengan tabel 10

Design	Amanah	express learning difficulties, and objectively explain physics learning needs. Lecturers identify student learning characteristics before planning instruction. Lecturers develop semester learning plans that integrate physics concepts with prophetic values. Students complete preparatory assignments responsibly and commit to the mutually agreed-upon learning objectives (course contract). Lecturers develop learning materials and practical exercises. Students solve physics problems, design simple practical exercises, and propose evidence-based solutions. Students present lab results, collaborate effectively in groups, communicate scientific ideas clearly, and provide constructive feedback. Lecturers facilitate interactive discussions and guide collaboration. Students engage in self-reflection on conceptual understanding and prophetic character, while lecturers evaluate cognitive achievement, participation, collaboration, and character development.	identifying learning needs. Responsible learning planning and teaching oriented towards prophetic values.
Development	Fathanah		Improve conceptual understanding, critical thinking skills, and creativity.
Implementation	Tabligh		Improve social responsibility, communication and collaboration.
Evaluation	Integrative		Sustainable moral, spiritual and intellectual development.

The holistic results shown in Table 8 are derived from the convergence of quantitative and qualitative findings. The development of academic responsibility and value integration is reflected in the improvement of prophetic class planning with N-Gain = 0.64. Social and spiritual development is supported by increased student participation with N-Gain = 0.61 and classroom observations that show stronger collaboration and communication among students. Furthermore, intellectual and spiritual balance is evidenced by an increase in the spiritual reflection aspect and N-Gain = 0.58 and supported by interview findings where students reported an increase in gratitude, responsibility, and awareness of the relationship between scientific concepts and moral values. These findings indicate that these holistic results are not merely conceptual

assumptions but have been verified through empirical evidence obtained during the implementation process.

The evaluation stage in ADDIE aims to assess the effectiveness and feasibility of the model comprehensively (Branch, 2020). Positive student responses indicated a high level of acceptance of the model. According to Kirkpatrick (2021), instructional evaluation includes not only learning outcomes but also participants' reactions and engagement. In this study, positive responses served as indicators of successful model implementation. However, several limitations should be considered, particularly regarding the sample size and implementation context. Therefore, broader-scale studies are recommended for future research (Reeves & Lin, 2020).

Overall, the Prophetic-Based Physics Classroom Management Model not only improved academic achievement but also fostered holistic learning that integrates science, values, and spirituality. This finding reinforces Miller's perspective that holistic learning is a process of whole-person development involving mind, heart, and action (Miles & Huberman, 1992)

CONCLUSION AND IMPLICATIONS

This study develops a prophetic-based physics classroom management model that systematically integrates prophetic values into every stage of classroom management to support holistic learning in higher education. Operationally, this model consists of five interrelated dimensions of classroom management: prophetic classroom planning, collaborative implementation, spiritual reflection, holistic evaluation, and active student participation. These dimensions are implemented by integrating the prophetic values of shiddiq (honesty), amanah (responsibility), tabligh (communication and collaboration), and fathanah (critical and wise thinking) into learning activities, laboratory practicums, classroom interactions, and assessment processes. Consequently, this model not only facilitates students' conceptual understanding of basic physics 2 but also fosters scientific character, reflective awareness, collaborative skills, and spiritual development within an integrated classroom management framework.

Validation results indicate the model achieved a high level of feasibility, with an average expert validation score of 91.5% categorized as highly feasible. Implementation results demonstrated positive improvements in various aspects of classroom management, including class planning, collaborative implementation, spiritual reflection, holistic evaluation, and student participation. An average N-Gain score of 0.61 indicates moderate effectiveness, while an effect size of 1.03 indicates the model's strong practical impact on improving learning quality. However, because this study used a single-group trial design without a control group, these improvements require further processing as an initial indication of the model's potential and cannot yet be fully attributed to the intervention developed.

In addition, the findings revealed that the integration of prophetic values contributed not only to cognitive development but also to the enhancement of students' scientific character, reflective awareness, collaboration skills, and spiritual understanding. The learning process became more participatory, meaningful, and value-oriented. However, these findings are still indicative and require further testing through research designs involving control groups and a broader sample size.

Theoretically, this study contributes to the development of holistic and value-based science education by integrating classroom management theory, prophetic education, and the ADDIE instructional design framework into a comprehensive learning

model. Practically, the model can serve as an alternative framework for lecturers and educators in designing more reflective, character-oriented, and transformative physics learning environments in higher education.

However, interpretation of the effectiveness results requires caution because this study used a single-group experimental design without a control group and involved a limited number of participants in a single institutional context. Therefore, further research with a more robust experimental design, involving a comparison group and a larger sample, is needed to more conclusively test the model's effectiveness and expand the generalizability of the findings.

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Laporan Verifikasi Revisi Naskah (Editor & Reviewers)

Artikel ID: 1387 | Keputusan ID: 1576 | Tanggal Cek: 12 Jun 2026

No	Pihak	Isi Komentar/Masalah	Tindakan Penulis	Status	Catatan Tambahan
1	Editor	Kalimat-kalimat revisi harap dibedakan dengan warna merah dan WAJIB memberi respon untuk setiap saran/komentar dari editor dan reviewer pada file naskah revisi.KAMI TIDAK AKAN MEMPROSES NASKAH ANDA JIKA TIDAK ADA RESPON PENULIS UNTUK SETIAP KOMENTAR REVIEWER.	Sesuai dengan batasan parameter instruksi sistem, peninjauan terhadap penggunaan teks berwarna merah dan ketersediaan surat respons penulis tidak dievaluasi pada tahap ini.	PERLU KLARIFIKASI	Verifikasi dilewati berdasarkan instruksi spesifik sistem untuk mengabaikan poin ini.
2	Editor	Ubah menjadi format berikut:Department of xxx, Universitas xx, Indonesia	Penulis mencantumkan afiliasi dengan format 'Physics Education Study Program', alih-alih menggunakan terminologi 'Department of'.	BELUM SESUAI	Terminologi institusional belum disesuaikan dengan permintaan format editor.
3	Editor	Jumlah kata pada abstrak saat ini sebanyak 231 kata sehingga belum memenuhi ketentuan minimal 250 kata. Harap sesuaikan Abstrak agar memuat tujuan penelitian, metode yang digunakan, hasil temuan, serta simpulan utama.	Penulis telah mencantumkan tujuan, metode, hasil, dan simpulan pada abstrak, namun jumlah kata masih berada di kisaran 197 kata.	BELUM SESUAI	Komponen struktural abstrak telah terpenuhi, namun kriteria kuantitatif batas minimal 250 kata belum tercapai.
4	Editor	Jumlah kata dalam abstrak harus berkisar 250-300 kata, mohon disesuaikan.	Penulis belum melakukan penambahan substansi abstrak untuk memenuhi rentang jumlah kata yang diinstruksikan.	BELUM SESUAI	Jumlah kata abstrak masih di bawah 200 kata.
5	Editor	Panjang bagian pendahuluan masih belum mencapai standar minimal dua halaman penuh. Sebaiknya, fokuskan pada kajian literatur state-of-the-art terkait manajemen kelas fisika sebelum mengarah pada pembahasan solusi berupa penerapan nilai-nilai	Penulis telah memperpanjang bagian pendahuluan hingga melebihi dua halaman, namun transisi dari isu umum ke penerapan nilai profetik dilakukan secara cepat tanpa elaborasi mendalam terkait literatur state-of-the-art manajemen	PERLU KLARIFIKASI	Standar panjang halaman telah terpenuhi, namun kedalaman kajian literatur manajemen kelas fisika masih perlu ditingkatkan.

No	Pihak	Isi Komentar/Masalah	Tindakan Penulis	Status	Catatan Tambahan
		profetik	kelas fisika.		
6	Editor	Total sitasi pada bagian Introduction Minimal 80% berasal dari jurnal internasional bereputasi, bukan jurnal dan peneliti dalam negeri. Referensi yang digunakan akan dilihat lagi pada file naskah hasil revisi. Permintaan pada point ini bersifat WAJIB dan tidak melakukan revisi pada poin ini akan mengakibatkan penolakan naskah.	Penulis masih dominan menggunakan sitasi dari peneliti dan publikasi dalam negeri pada bagian pendahuluan (misalnya: Mulyadi, Aliyyah, Hasibuan, Siroj, Vahlia).	BELUM SESUAI	Proporsi sitasi internasional bereputasi belum mencapai ambang batas minimal 80%.
7	Reviewer1	Pernyataan pada paragraf pertama terkait kesenjangan masalah masih bersifat umum karena hanya menyebutkan bahwa pembelajaran fisika cenderung mengabaikan dimensi afektif. Harap tambahkan data empiris dari hasil observasi awal atau rujukan literatur yang relevan untuk memperkuat bukti bahwa permasalahan tersebut benar terjadi di lapangan	Penulis telah menyertakan data persentase empiris (85% dosen dan respons mahasiswa) yang bersumber dari analisis kebutuhan awal.	SUDAH SESUAI	
8	Editor	Sitasi ini masih belum mengikuti ketentuan APA edisi 7 karena untuk rujukan dengan tiga penulis atau lebih sejak penyebutan pertama harus ditulis sebagai (Koutrouba et al., 2018) bukan bentuk penulisan lengkap penulis. Harap perbaiki.	Penulis masih melakukan kesalahan format sitasi, seperti penulisan (Koutrouba, et al , 2018) yang tidak standar, dan tetap menuliskan tiga nama penulis secara lengkap (Laine, Ahtee, & Näveri, 2019).	BELUM SESUAI	Penerapan gaya selingkung APA edisi 7 pada sitasi dalam teks belum konsisten.
9	Editor	Bagian pendahuluan masih belum memuat pertanyaan penelitian atau hipotesis yang berfungsi sebagai arah dalam pengembangan model serta evaluasi pada bagian hasil. Harap tambahkan.	Penulis telah menambahkan empat butir pertanyaan penelitian di akhir bagian pendahuluan.	SUDAH SESUAI	

No	Pihak	Isi Komentar/Masalah	Tindakan Penulis	Status	Catatan Tambahan
10	Editor	Bagian metode sekurang-kurangnya terdiri atas 4 bagian dan dibuat terpisah per bagian yaitu: Participants; Research Design and Procedures; Instruments; Data Analysis. Participants --> Jelaskan siapa saja populasi dan sample dan jumlahnya, teknik pengambilan sampel Research Design and Procedures --> tentukan desain penelitian, step by step penelitian ini sesuai desain penelitian, jangka waktu penelitian Instrument --> jelaskan apa saja instrument penelitian yang digunakan, diadaptasi dari siapa, tentukan validitas dan reliabilitas instrument Data analysis --> jelaskan teknik statistic yang digunakan Mohon disesuaikan.	Penulis membagi metode menjadi lima subbagian yang urutan dan penamaannya tidak mengikuti pedoman (Research Design, Research Procedure, Participants, Research Instruments, Data Analysis Technique).	BELUM SESUAI	Subbagian 'Participants' ditempatkan setelah prosedur, dan 'Research Design and Procedures' tidak digabung menjadi satu subbagian.
11	Reviewer1	Belum ada informasi terkait riwayat mata kuliah, indeks prestasi, maupun latar belakang demografi mahasiswa pada bagian metode. Harap tambahkan tabel demografi partisipan untuk menunjukkan kesetaraan bekal pengetahuan mahasiswa sebelum pelaksanaan uji coba.	Penulis telah menambahkan Tabel 1 yang memuat gender dan riwayat kelulusan mata kuliah prasyarat, namun tidak menyertakan informasi indeks prestasi.	PERLU KLARIFIKASI	Tabel demografi belum memuat variabel indeks prestasi sesuai permintaan spesifik reviewer.
12	Reviewer1	Keterangan terkait persetujuan kaji etik maupun adanya informed consent belum dijelaskan dalam naskah, padahal penelitian melibatkan pengumpulan data perilaku serta aspek spiritual dari partisipan manusia. Harap tambahkan penjelasan mengenai prosedur perizinan dan pernyataan lolos etik untuk memastikan	Penulis tidak menyertakan keterangan kaji etik (ethical clearance) maupun informed consent pada bagian metode.	BELUM SESUAI	Aspek etika penelitian subjek manusia tidak diakomodasi.

No	Pihak	Isi Komentar/Masalah	Tindakan Penulis	Status	Catatan Tambahan
		kepatuhan terhadap standar penelitian pada subjek manusia.			
13	Reviewer1	Bagian Partisipan belum menyertakan informasi jumlah total mahasiswa (N) yang terlibat dalam uji coba. Harap cantumkan informasi tersebut termasuk besaran sampel secara numerik serta kriteria yang digunakan dalam penentuan purposive sampling.	Penulis telah mencantumkan ukuran sampel (N=22) dan menguraikan kriteria pemilihan sampel purposive sampling.	SUDAH SESUAI	
14	Reviewer1	Ditemukan inkonsistensi informasi terkait jumlah pertemuan yang digunakan dalam penelitian, di mana halaman 6 mencantumkan 14 sesi pembelajaran, sedangkan abstrak serta halaman 11 menyebutkan 12 pertemuan. Harap tegaskan kembali durasi intervensi yang sebenarnya sesuai desain penelitian.	Penulis belum memperbaiki inkonsistensi. Abstrak menyebutkan 14 sesi, namun pada halaman 12 masih tercantum 'twelve meetings'.	BELUM SESUAI	Masih terdapat perbedaan klaim durasi intervensi di dalam naskah.
15	Editor	Ketidaksesuaian penulisan ditemukan antara sitasi di dalam teks (Sugiono, 2019) dan daftar pustaka yang dicantumkan (Sugiyono, 2022). Harap seragamkan penulisan nama dan tahun terbit agar konsisten serta sesuai antara sitasi dan daftar referensi.	Penulis telah memperbaiki penulisan nama menjadi Sugiyono, namun perbedaan tahun terbit masih terjadi (2019 di dalam teks, 2022 di daftar pustaka).	BELUM SESUAI	Tahun terbit referensi belum diselaraskan.
16	Reviewer2	Hasil kategorisasi dalam bentuk persentase disajikan pada Tabel 3 dan Tabel 4, namun dasar penetapan rentang kategori belum dijelaskan secara memadai. Harap tambahkan justifikasi teoritis maupun metodologis mengenai pembagian interval 81–100% dan 61–80% pada instrumen observasi, serta jelaskan uji prasyarat	Penulis telah menambahkan rujukan literatur (Sugiyono, 2019; Brown et al., 2023; Ministry of Education) sebagai justifikasi metodologis penentuan interval persentase.	SUDAH SESUAI	

No	Pihak	Isi Komentar/Masalah	Tindakan Penulis	Status	Catatan Tambahan
		atau dasar analisis yang mendukung penggunaan batas persentase tersebut.			
17	Reviewer2	Terlihat adanya lompatan logika terkait klaim bahwa integrasi nilai spiritual dapat menaikkan skor kognitif pada fisika. Harap jelaskan hubungan mekanistik yang mengaitkan pembiasaan refleksi nilai moral dengan kemampuan pemecahan soal fisika yang bersifat abstrak.	Penulis telah menambahkan argumentasi teoritis yang mengaitkan refleksi spiritual dengan peningkatan kesadaran metakognitif dan pembelajaran bermakna (meaningful learning).	SUDAH SESUAI	
18	Reviewer2	Kuesioner terkait respons mahasiswa belum ditampilkan dalam bentuk visual yang informatif. Harap gunakan 100% stacked bar chart untuk menunjukkan persentase jumlah siswa pada tiap kategori respons. Pada setiap batang, tampilkan komposisi persentase secara penuh, sedangkan kategori penilaian sebaiknya ditempatkan pada legenda sebagai penanda warna agar pembacaan data lebih jelas dan terstruktur.	Penulis menambahkan diagram batang sederhana pada Gambar 1, bukan 100% stacked bar chart seperti yang diinstruksikan.	BELUM SESUAI	Visualisasi data tidak menampilkan komposisi persentase penuh dengan legenda kategori penilaian.
19	Reviewer1	Uraian prosedur analisis data kualitatif pada halaman 8 masih terlalu ringkas sehingga tahapan analisis belum tergambar secara sistematis. Harap perluas penjelasan dengan memaparkan langkah reduksi data, proses kategorisasi hingga pembentukan tema, serta jenis triangulasi yang digunakan.	Penulis telah memperluas deskripsi prosedur analisis kualitatif, mencakup reduksi data, pengkodean, kategorisasi, tema, serta triangulasi sumber.	SUDAH SESUAI	
20	Reviewer2	Persentase 85% pada dosen dan 82% pada mahasiswa ini belum didukung oleh tabel	Penulis telah menjelaskan pelaksanaan analisis kebutuhan di bagian metode yang melibatkan 2	SUDAH SESUAI	

No	Pihak	Isi Komentar/Masalah	Tindakan Penulis	Status	Catatan Tambahan
		maupun keterangan pada bagian metode terkait adanya survei pendahuluan. Harap jelaskan asal populasi serta instrumen pengumpulan data yang digunakan untuk memperoleh angka tersebut agar transparansi dan keterlacakan data penelitian menjadi jelas.	dosen dan 22 mahasiswa menggunakan instrumen observasi dan wawancara.		
21	Reviewer1	Tabel 7 mencantumkan nilai validitas rata-rata sebesar 0,86, namun belum dijelaskan metode uji validitas yang digunakan. Harap sebutkan apakah analisis validitas tersebut menggunakan Pearson, CVR, atau Aiken's V, dan jelaskan landasan pengujian instrumen beserta referensinya.	Penulis telah memaparkan penggunaan koefisien Aiken's V beserta rumus dan rujukan referensi (Aiken, 1985) pada bagian instrumen.	SUDAH SESUAI	
22	Reviewer2	Pada Tabel 8 masih digunakan nilai agregat berupa persentase pre-test dan post-test sehingga capaian setiap indikator tidak terlihat secara rinci. Sebaiknya, ubah tabel tersebut menjadi diagram batang yang menampilkan nilai N-Gain pada tiap indikator profetik (shiddiq, amanah, tabligh, dan fathanah) agar hambatan pembelajaran pada masing-masing aspek dapat teridentifikasi dengan lebih jelas.	Penulis menambahkan diagram batang (Gambar 2), namun visualisasi tersebut menampilkan N-Gain untuk aspek manajemen kelas, bukan indikator profetik yang diminta (shiddiq, amanah, tabligh, fathanah).	BELUM SESUAI	Tabel agregat (sekarang Tabel 10) tetap dipertahankan dan Gambar 2 tidak memvisualisasikan variabel yang diinstruksikan.
23	Reviewer2	Perolehan N-Gain pada aspek Spiritual Reflection di Tabel 8 tercatat 0,58 (kategori terendah), sementara Effect Size mencapai 1,13 (kategori tertinggi), sehingga menunjukkan adanya penyimpangan distribusi data yang tidak normal. Harap jelaskan anomali	Penulis telah menguraikan penjelasan analitis bahwa intervensi memberikan dampak yang bermakna secara substantif (effect size tinggi) meski peningkatan relatifnya moderat akibat perlunya waktu pembiasaan.	SUDAH SESUAI	

No	Pihak	Isi Komentar/Masalah	Tindakan Penulis	Status	Catatan Tambahan
		statistik tersebut, jelaskan mengapa peningkatan tergolong moderat namun dampak perubahan terlihat sangat kuat.			
24	Editor	Letak keterangan pada Figure 2 saat ini masih berada di bagian atas gambar, padahal standar APA mengharuskan judul gambar ditempatkan di bawah grafik. Harap pindahkan dan hapus gridlines bawaan pada diagram untuk memperjelas tampilan visualisasi penelitian.	Penulis telah memindahkan letak judul Gambar 2 ke bagian bawah, namun gridlines horizontal pada diagram masih belum dihilangkan.	PERLU KLARIFIKASI	Revisi format gambar belum diselesaikan secara menyeluruh (gridlines masih ada).
25	Reviewer2	Visualisasi pada Gambar 2 masih sebatas diagram batang yang terlalu sederhana untuk menyajikan pola data secara individual. Sebaiknya, tampilkan distribusi skor pretest dan posttest tiap siswa dalam bentuk scatter plot, sehingga perubahan masing-masing individu dapat terlihat lebih jelas. Dalam MS Excel, buat kolom terpisah untuk nilai pretest, posttest, serta garis diagonal acuan guna menilai konsistensi peningkatan setiap siswa secara lebih tepat.	Penulis tidak mengubah format diagram menjadi scatter plot untuk memvisualisasikan distribusi data individual.	BELUM SESUAI	Visualisasi masih berupa diagram batang agregat.
26	Reviewer2	Uraian di bawah Tabel 8 masih bersifat deskriptif karena hanya mengulang kembali nilai N-Gain dan Effect Size tanpa memberikan interpretasi makna. Sebaiknya, arahkan pembahasan pada pola perubahan yang dominan antar aspek manajemen kelas sehingga pembaca dapat memahami kecenderungan hasil.	Penulis telah mengembangkan uraian deskriptif menjadi interpretasi analitis yang membahas kecenderungan respons tiap aspek manajemen kelas.	SUDAH SESUAI	

No	Pihak	Isi Komentar/Masalah	Tindakan Penulis	Status	Catatan Tambahan
27	Reviewer1	Kutipan wawancara mahasiswa pada halaman 12 belum disertai penjelasan mengenai konfirmasi melalui observasi sehingga belum dapat dipastikan validitasnya. Harap jelaskan mekanisme verifikasi, misalnya dengan triangulasi antara hasil wawancara dan data observasi berulang, untuk memastikan bahwa perubahan karakter yang dilaporkan bersifat menetap.	Penulis telah menyertakan mekanisme verifikasi dengan memaparkan data hasil observasi yang mengonfirmasi pernyataan wawancara mahasiswa.	SUDAH SESUAI	
28	Reviewer2	Temuan hasil wawancara kualitatif ditampilkan dalam bentuk rangkaian kutipan teks yang berurutan. Harap susunan peta konsep yang memvisualisasikan keterkaitan antara penerapan manajemen kelas, respons mahasiswa, serta kemunculan karakter profetik.	Penulis tidak menyertakan visualisasi peta konsep kualitatif pada bagian hasil dan pembahasan.	BELUM SESUAI	Permintaan untuk menambahkan diagram peta konsep belum diakomodasi.
29	Reviewer2	Tabel 9 menyajikan pemetaan capaian integrasi nilai profetik yang menampilkan klaim keberhasilan, namun pada kolom 'Holistic Outcomes' terdapat lompatan kesimpulan karena belum dikaitkan secara eksplisit dengan hasil instrumen pada Tabel 8. Seharusnya, tautkan kembali setiap pernyataan luaran karakter pada bukti kuantitatif maupun temuan kualitatif sebagai dasar verifikasinya	Penulis telah mengeksplisitkan tautan antara luaran holistik dengan skor kuantitatif N-Gain pada tiap aspek dalam paragraf di bawah tabel tersebut.	SUDAH SESUAI	Penulis salah merujuk penomoran tabel dalam teks (menyebut Tabel 9 padahal yang dimaksud adalah Tabel 11).
30	Reviewer1	Pernyataan pada halaman 12 dan bagian simpulan yang menyebutkan model efektif mendukung pembelajaran holistik masih terlalu kuat jika dikaitkan dengan desain uji coba satu kelompok tanpa kelas	Penulis telah menyesuaikan klaim pada simpulan dan menambahkan paragraf yang secara eksplisit mengakui keterbatasan desain uji coba satu kelompok (single-group	SUDAH SESUAI	

No	Pihak	Isi Komentar/Masalah	Tindakan Penulis	Status	Catatan Tambahan
		kontrol. Harap sesuaikan simpulan dengan keterbatasan penelitian dan disajikan dalam bentuk klaim yang lebih proporsional sesuai bukti yang tersedia, karena peningkatan N-Gain belum dapat dipastikan sepenuhnya berasal dari intervensi ADDIE.	design).		

Date: 11 July 2026

Conditional Acceptance Letter for Manuscript Publication

Dear Authors: **Imas Ratna Ermawati**,

We are pleased to inform you that our Editorial Board has conditionally accepted and approved your manuscript entitled ***“Development of a Prophetic-Based Physics Classroom Management Model Using the ADDIE Approach to Promote Holistic Student Learning”*** for publication in the current issue of *Jurnal Pendidikan MIPA* after successfully passing the review process and revision made by the authors.

This decision has been made after a positive content evaluation by the reviewers and the editorial board. Your manuscript is considered scientifically sound and of relevance to our readership. It will be considered for publication in the upcoming issue of *Jurnal Pendidikan MIPA*, pending minor and non-substantive revisions to align with our editorial standards.

We hope to proceed with the publication of your manuscript in the near future and look forward to your continued collaboration.

Best Regards,


Andrian Saputra, S.Pd., M.Sc.
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Bandar Lampung, 17/07/2026
Chief Editor

Andrian Saputra, S.Pd., M.Sc.
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TRANSAKSI BERHASIL

Rp 2.000.000

17 Juli 2026 | 15:00 WIB

Penerima ANDRIAN SAPUTRA
BNI 1930 5212 46

Sumber Dana IMAS RATNA ERMAWATI
BTN 3100 1*** **63 00

Catatan Pembyran artikel

Transaksi ID TRX000595810620

No Referensi ESB288300243

Metode Transfer [Sekarang](#)

Jenis Transaksi Transfer Bank Lain

Tipe Transaksi BI Fast

Tipe BI Fast Nomor Rekening

Nominal Rp 2.000.000

Tujuan Transaksi Lainnya

Bank Tujuan BANK BNI

Biaya Admin Rp 2.500

Total Rp 2.002.500

Anda telah **berhasil** melakukan **transfer** dengan detail transaksi :

Tanggal/Waktu	17 Jul 2026 16:11
Nominal Transfer	Rp 1.000.000,00
Bank Tujuan	BANK BNI
Nama Penerima	IMRECS
Nomor Rekening Penerima	1955488164
Nama Pengirim	IMAS RATNA ERMAWATI
Nama Rekening Pengirim	3100 1*** **63 00
Nomor Referensi	ESB576407507
Jenis Transaksi	BI FAST
Biaya Transfer	Rp 2.500,00
Total Transaksi	Rp 1.002.500,00
Pesan	Utk 5351784278725

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