**BUKTI HASIL REVISI**

**STEM-INTEGRATED PROJECT BASED LEARNING (PjBL) MODEL AND LECTURE WITH EXPERIMENTS LEARNING MODEL: WHAT IS THE SCIENTIFIC LITERACY SKILLS OF ELEMENTARY TEACHER EDUCATION STUDENTS IN THESE LEARNING MODELS?**

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| **No.** | **Saran reviwer** | **Aspek yang diberi saran** | **Perbaikan** | **Bukti halaman** |
|  | Peta penelitian perlu menghadirkan lebih banyak penelitian sejenis yang telah dipublikasikan di jurnal internasional bereputasi (reviewer 1) | Judul | STEM-INTEGRATED PROJECT BASED LEARNING (PjBL) MODEL AND LECTURE WITH EXPERIMENTS LEARNING MODEL: WHAT IS THE SCIENTIFIC LITERACY SKILLS OF ELEMENTARY TEACHER EDUCATION STUDENTS IN THESE LEARNING MODELS? | Hlm 1 |
|  | Research gap yang disajikan penulis hendaknya juga telah memetakan penelitian-penelitian sebelumnya telah dilakukan para sarjana di dunia sehingga lebih komprehensif (reviewer 1) | Pendahuluan | This statement is supported by a study conducted by Jufrida[[1]](#footnote-1) in Jambi that the understanding of the science concept of students is still low, students struggle to solve the problem of applying mathematical equations, students are not accustomed to solving problems related to the science, Students have never received training to solve scientific literacy problems, students still remember the materials submitted by the teacher. students rarely study independently at home. The low scientific literacy of Indonesian students may be affected by many factors, including the learning model used by teachers and the textbooks used by students | Hlm 3 |
|  | Topik yang diangkat penulis cukup menarik dan kontekstual dengan penelitian di bidang pendidikan dasar. Namun, rumusan judul artikel ini strukturnya kurang menarik rasa penasaran pembaca. Penulis mungkin perlu mempertimbangkan perubahan judul agar lebih menarik, substantif, dan memancing rasa penasaran pembaca (reviewer 2) | Judul | STEM-INTEGRATED PROJECT BASED LEARNING (PjBL) MODEL AND LECTURE WITH EXPERIMENTS LEARNING MODEL: WHAT IS THE SCIENTIFIC LITERACY SKILLS OF ELEMENTARY TEACHER EDUCATION STUDENTS IN THESE LEARNING MODELS? | Hlm 1 |
|  | Penulis perlu mempertimbangkan kembali rumusan judul artikel ini, apakah sudah tepat atau belum, agar sinkron dengan metode penelitian yang digunakan sekaligus hasil penelitian ini. Karena topik yang diangkat di judul kurang cocok jika diselidiki dengan metod deskriptif. Metode deskriptif tidak mampu untuk mengungkap hal tersebut (reviewer 2) | Judul | **STEM-INTEGRATED PROJECT BASED LEARNING (PjBL) MODEL AND LECTURE WITH EXPERIMENTS LEARNING MODEL: WHAT IS THE SCIENTIFIC LITERACY SKILLS OF ELEMENTARY TEACHER EDUCATION STUDENTS IN THESE LEARNING MODELS?** | Hlm 1 |
|  | Untuk memperjelas data, lokasi penelitian sebaiknya disebutkan, sekaligus jumlah sampel yang digunakan. (reviewer 2) | Abstrak | The subjects of this study were 60 Elementary Teacher Education students who divided into 2 classes at IKIP Siliwangi Bandung | Hlm 1 |
|  | Jika melihat hasil penelitian, metode penelitian yang lebih relevan adalah studi komparasi dengan pendekatan kuantitatif, kemudian diuji dengan t test. Penulis mungkin bisa meninjau kembali relevansi dan keakuratan metode yang digunakan. (reviewer 2) | Metode penelitian | This research using comparative method with quantitative approach. The comparative method was used to determine the difference in scientific literacy skills between class A1 which received STEM integrated Project Based Learning (PjBL) assisted by the science concept modules and class A2 which received lecture learning accompanied by experiments and used teaching materials commonly used in lectures | Hlm 5 |
|  | Penulis sebaiknya juga menjelaskan teknik analisis data secara detil sesuai prosedur analisis yang dipilih (reviewer 2) | Metode penelitian | In this study, the data were analyzed using descriptive analysis techniques and comparative statistical analysis with the Independent Sample T-Test. Descriptive analysis was used to describe the results of students' scientific literacy abilities per item, while comparative statistical analysis in the form of Independent Sample T-Test was used to test whether there was a difference in scientific literacy ability between the two classes which was used by comparing the two averages of two unrelated groups and the results were calculated with the SPSS 20.00 program. | Hlm 5-6 |
|  | Berapa jumlah populasi dan berapa jumlah sampel yang dipilih? Teknik pemilihan sampel yang seperti apakah yang digunakan dalam penelitian ini? Prosedur penentuan sampelnya bagaimana? Profil sampel seperti apa (misal semester? kriterianya apa?,dll)  (reviewer 2) | Metode penelitian | The subjects in this study were **6**0 students of Elementary Teacher Education of 2019 academic year **with purposive sample technique,** while the object was the student's scientific literacy ability | Hlm 5 |
|  | Kisi-kisi tes literasi ilmiah ini sebaiknya disajikan di metode penelitian ini agar pembaca dapat melihat dan menelaah proses riset ini secara lengkap. (reviewer 2) | Metode penelitian | Table 1. Grid of Scientific Literacy Questions  (see table 1) | Hlm 5-6 |
|  | Referensi yang menjadi acuan kategori di Tabel 2 sebaiknya juga dicantumkan oleh penulis.  (reviewer 2) | Metode penelitian | Arikunto, Suharsimi, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2013) | Hlm 6 |
|  | Isi grafik pada Gambar 1 sebaiknya dijelaskan secara lengkap satu per satu berikut hasil pengukurannya  (reviewer 2) | Hasil penelitian | Based on Figure 1, it can be seen that the scientific literacy ability of class A1 students has a higher score in all three scientific literacy indicators than students of class A2, both in explaining scientific phenomena with average score of 86,53 in A1 and 61,60 in A2, evaluating and designing scientific investigation with average score of 81,73 in A1 and 59,07 in A2, and interpreting scientifc data and evidence with average score of 79,73 in A1 and 53,60 in A2 | Hlm 7 |
|  | Penulis jangan hanya meninggalkan gambar 2 tanpa penjelasan. Pembaca membutuhkan penjelasan selengkapnya menurut sudut pandang penulis.  (reviewer 2) | Hasil penelitian | Figure 2 shows that the score of each question for class A1 students in the indicator "ability to explain scientific phenomena" is higher than the scores of students in class A2 with an average score of 86,53 for class A1 and 61,60 for class A2 | Hlm 8 |
|  | Penulis belum menyajikan penjelasan mengenai keterbatasan penelitian ini dan rekomendasi kemungkinan penelitian berikutnya sebagai tindak lanjut dari hasil penelitian ini. Penulis bisa menambahkan penjelasan tentang keterbatasan penelitian dan rekomendasi setelah kesimpulan.  (reviewer 2) | Kesimpulan | The results of this research indicate that the ability of students to interpret data and scientific evidence in STEM integrated project-based learning assisted by modules with scientific literacy is still low so further research is needed to make modifications to the PjBL integrated STEM model assisted by this module to be more effective in improving student abilities in interpreting scientific data and evidence. | Hlm 13 |

1. Jufrida and others. [↑](#footnote-ref-1)