

KORESPONDENSI ARTIKEL

A. Identitas Artikel Jurnal

Nama Jurnal : **Metacognitive skill assessment model through the blended learning management system in vocational education**

Penulis : ¹Ridwan Daud Mahande, ²Fitrah Asma Darmawan, ³Jasruddin Daud Malago

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B. Riwayat Korespondensi:

No	Kegiatan	Tanggal, Bulan, Tahun
1	Submission	24 Desember 2020
2	Revision 1	13 Januari 2021
3	Revision 2	22 Januari 2021
4	Accepted	8 Februari 2021
5	Editing	12 Maret 2021
6	Available Online	9 Juni 2021

1. Submission

The screenshot shows the journal's submission interface. At the top, the journal title "JURNAL PENDIDIKAN VOKASI" is displayed in large blue letters. Below the title is a navigation menu with options: HOME, ABOUT, USER HOME, SEARCH, CURRENT, ARCHIVES, ANNOUNCEMENTS, ONLINE SUBMISSION, SITE MAP, and CONTACT. The main content area is titled "#36912 Summary" and includes buttons for "SUMMARY", "REVIEW", and "EDITING". The submission details are as follows:

Authors	Ridwan Daud Mahande, Fitrah Asma Darmawan, Jasruddin Daud Malago
Title	Metacognitive skill assessment model through the blended learning management system in vocational education
Original file	36912-99073-1-SM.DOCX 2020-12-24
Supp. files	36912-99075-1-SP.PDF 2020-12-24
Submitter	Ridwan Daud Daud Mahande
Date submitted	December 24, 2020 - 02:30 PM
Section	Articles
Editor	Pardjono Pardjono
Abstract Views	0

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[jpv] Submission Acknowledgement

1 pesan

Editorial Team of Jurnal Pendidikan Vokasi <jpvokasi@uny.ac.id>
Kepada: "Dr. Ridwan Daud Mahande" <ridwandm@unm.ac.id>

24 Desember 2020 pukul 15:30

Dr. Ridwan Daud Mahande:

Thank you for submitting the manuscript, "METACOGNITIVE SKILL ASSESSMENT MODEL FOR STUDENT PROJECT BASED LEARNING THROUGH THE BLENDED LEARNING MANAGEMENT SYSTEM IN VOCATIONAL EDUCATION" to Jurnal Pendidikan Vokasi. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL:
https://journal.uny.ac.id/index.php/jpv/author/submission/36912
Username: ridwandm

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Editorial Team of Jurnal Pendidikan Vokasi
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2. Revision

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#36912 Review

SUMMARY REVIEW EDITING

Submission

Authors: Ridwan Daud Mahande, Fitriah Asma Darmawan, Jasruddin Daud Malago

Title: Metacognitive skill assessment model through the blended learning management system in vocational education

Section: Articles

Editor: Pardjono Pardjono

Peer Review

Round 1

Review Version	36912-99076-2-RV.DOCX	2020-12-31
Initiated	2020-12-31	
Last modified	2021-01-14	
Uploaded file	Reviewer A 36912-101046-1-RV.DOCX	2021-01-13

Editor Decision

Decision	Accept Submission	2021-02-08
Notify Editor	Editor/Author Email Record	2021-02-08
Editor Version	36912-99588-1-ED.DOCX	2020-12-31
	36912-99588-2-ED.DOCX	2021-01-22
Author Version	36912-101788-1-ED.DOCX	2021-01-19 DELETE
	36912-101788-2-ED.DOCX	2021-01-23 DELETE
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PH	2,666	ZA	345
IN	1,059	CA	338
SG	1,040	RU	253
GB	801	TW	250
CN	705	HK	249
NL	498	DE	233
JP	451	IR	204

Pageviews: 1,068,116

36912-101046-1-RV

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Jurnal Pendidikan Vokasi
Volume ..., No ..., (......)
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JURNAL PENDIDIKAN VOKASI

ADGVI
ASOSIASI DOSEN & GURU PENGABDIAN MASYARAKAT
PROFESI PENGAJARAN 2011

METACOGNITIVE SKILL ASSESSMENT MODEL FOR STUDENT PROJECT BASED LEARNING THROUGH THE BLENDED LEARNING MANAGEMENT SYSTEM IN VOCATIONAL EDUCATION

Author
Berlebihan kata-kata.
Judul Bisa sg=bb: METACOGNITIVE VOCATIONAL SKILL ASSESSMENT MODEL THROUGH THE BLENDED LMS

Anonymous

Abstract
This study aims to develop an assessment rubric and produce a metacognitive skill model through the blended learning management system (BLEMS) in project-based learning in Vocational Education. This study uses the Research and Development model of Borg and Gall (1983). The research subjects consisted of 2 experts (validity), ten students (small group), and 35 students (expanded) from the Faculty of Engineering, Universitas Negeri Makassar, Indonesia. Data were collected using questionnaires and tests: developed assessment instruments and rubrics with three main aspects, planning, monitoring, and evaluation. Conducted assessment test through self, peer, and teacher assessment. Then analyzed the results of the Assessment with descriptive statistics. The

Corbella, 2017). These soft skills are course adaptability, problem-solving, analytical thinking, creativity, collaboration, and communication. The International Labor Organization (ILO) released several soft skills that are currently needed in the world of work, such as analytical skills, creativity, problem-solving, communication, collaboration, and entrepreneurship (International Labour Office, 2019). Some of these soft skills, such as analytical skills, creativity, and problem-solving abilities, are classified as critical thinking, which is regulated by the ability to think reflective or metacognitive thinking (Gotoh, 2016). Therefore, the ability to think metacognition is very important for workers because it can help them maintain their work ethic in a very dynamic world of work with change and uncertainty (disruption).

Vocational Education, as an educational institution that aims to prepare a competent workforce, is required to have awareness of the demands of the current world of work. UNESCO-UNEVOC has set one of the top priorities of vocational education in the world, namely preparing a competent young workforce according to the demands of students

motivation level (Kew & Petsangsri, 2018) and help students access information and learning resources from anywhere and anytime (Al-arabi & Naz, 2018). The use of e-learning in vocational education has also been widely used and researched. The use of digital-based teaching materials that are integrated into e-learning can improve mathematics learning outcomes in vocational Education (Zwart et al., 2017). From the user aspect, teachers and students use mobile devices for vocational learning purposes (Mahande, 2017). Learning evaluation is, of course, also possible to do online with the help of e-learning. With the advancement of internet technology and the increasing interest in online learning, issues around e-learning and its assessment methods are also getting more attention among educators (Hsu, Yeh, & Yen, 2009).

Based on researchers' limited interviews, it shows that online learning evaluations carried out in the world of education tend to be measured using multiple choice-based questions. The same is the case at Universitas Negeri Makassar, Indonesia. Multiple choice questions are often used in summative and formative tests in education (online and

Author
Tambahkan 3 atau 4 sumber lain. Jangan hanya tunggal dari Gotoh

Author
Salah konsep Pendidikan Vokasional bukan institusi tetapi program

such as learning objectives, course content, lecturer experience, teaching style, student characteristics, etc. (Kofar, 2016). Furthermore, Kaur (2013) defines blended/hybrid learning from multiple perspectives:

1. Holistic Perspective, the delivery of learning using a variety of media formats, including the integration of learning media into traditional classrooms (f2f) or into online learning environments regardless of the combination of synchronous or asynchronous media
2. Educational perspective, a lecture that integrates f2f lecture activities with online

by the Learning Management System (LMS), such as the metacognitive features of assignments and quizzes.

RESEARCH METHOD
This study uses Research and Development (R&D) research. R & D chosen according to the purpose of this study, is to produce a metacognitive assessment model product. This study adopted the development procedure of Borg & Gall (1983), which consisted of 10 stages

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Menjelaskan Cara sistematis melakukan Riset, Muwujudkan tujuan Riset.

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Penggunaan First study tidak konsisten dengan kelanjutannya secon study dst

untertaken. Each of the 2 experts validated the instruments, materials, and media. The data (ICC) technique using the SPSS version 19 application. The initial trial was conducted by

Aspek Metakognitif	Indikator	Skor 1	Skor 2	Skor 3	Skor 4
1. 1. Planning (Planning their learning activities according to their ability to understand the material)	<ul style="list-style-type: none"> The plan contains the ultimate learning objectives they expect in project work. The plan contains indicators of the achievement of the final objectives of learning that can be measured well. The plan contains the prerequisites for the initial knowledge needed in the project work. The plan contains learning activities that will be carried out in completing the project. 	The plan contains the ultimate learning goals they expect in project work.	<ul style="list-style-type: none"> The plan contains the ultimate learning objectives they expect in project work. The plan contains indicators of the achievement of the final objectives of learning that can be measured well. 	<ul style="list-style-type: none"> The plan contains the ultimate learning objectives they expect in project work. The plan contains indicators of the achievement of the final objectives of learning that can be measured well. The plan contains the prerequisites for the initial knowledge needed in project work. 	<ul style="list-style-type: none"> The plan contains the ultimate learning objectives they expect in project work. The plan contains indicators of the achievement of the final objectives of learning that can be measured well. The plan contains the prerequisites for the initial knowledge needed in the project work. The plan contains learning activities that will be carried out in completing the project.
2. Monitoring	<ul style="list-style-type: none"> The learning monitoring report contains the 	The learning monitoring report contains the	<ul style="list-style-type: none"> The learning monitoring report contains the 	<ul style="list-style-type: none"> The learning monitoring report contains the 	<ul style="list-style-type: none"> The learning monitoring report contains the

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Rubrik ini sebagai hasil bukan ada pada bagian Metode

involving ten students to test the metacognitive Rubric that had been integrated into BLEMS. The second trial was conducted through the blended learning method to determine the practicality and effectiveness of the metacognitive instrument and Rubric in measuring metacognitive thinking skills. The trial subjects were 35 students who took the Control and Data Acquisition Practical Courses in the Mechatronics Vocational Education Study Program, Faculty of Engineering, Universitas Negeri Makassar, Indonesia. The type of data used in this research is quantitative data. Quantitative data is obtained from the metacognitive thinking measurement score that combines self, peer,

and teacher assessment and uses the BLEMS method and the project-based learning model.

RESULTS AND DISCUSSION

Planning

At this planning stage, assessment models and rubrics are compiled based on the previously reviewed metacognitive thinking theory. This study uses the metacognitive regulation theory, which is divided into planning, monitoring, and evaluation processes. Table 1 is a complete rubric that has been compiled based on the theoretical indicators outlined earlier:

Author
Hasil penelitian kurang terstruktur

Author
Ada Dua Hasil yang seharusnya disajikan metacognitive skill assessment rubric and BLEMS metacognitive skill assessment model

Author
Result tidak sejalan dengan Step Pengembangan yang ada pada Metode

application with 2 (two) data from instrument experts:

		riter1	riter2
Kendall's tau_b	riter1	1.000	.887**
	Sig. (2-tailed)		.000
	N	182	182
	riter2	.887**	1.000
	Sig. (2-tailed)	.000	
	N	182	182
Spearman's rho	riter1	1.000	.971**
	Sig. (2-tailed)		.000
	N	182	182
	riter2	.971**	1.000
	Sig. (2-tailed)	.000	
	N	182	182

** Correlation is significant at the 0.01 level (2-tailed).

Development

At this stage of development, rubric development and rubric integration in BLEMS were carried out. The following is a view of the metacognitive Rubric on the planning aspects

points that correspond to the contents of the assessed student project work planning report.

Testing

The next stage is conducting field trials on the learning process with a project-based learning model. This learning process applies the BLEMS method, which combines two learning cycles, namely online and face to face. Online-based learning cycles are used to strengthen basic materials or theories before students carry out direct project work in the data acquisition and control engineering assessment (Grade for Submission and Grade for Assessment). Each student provides a score to the other three students and receives a score from the three students based on the assessment rubric. After that, the Teacher also gives a score based on the same assessment rubric. These scores are then downloaded in excel file format for further processing by

Author
Beri judul Tabel

Author
Tidak terbuka



3. Revision 2

needed that focuses on teaching student. Also cognitive processes to evaluate their learning and make adjustments to the learning process (Johnson, 2004).

Several studies have examined methods of assessing and measuring students' metacognitive thinking through online environments. Online metacognitive thinking assessments in specific domain assignments and settings, can measure students' metacognitive thinking skills (Veenman et al., 2014). Researchers used measurement tools in the form of other tasks, multiple-choice questions, and open-ended questions. Other researchers (Zheng et al., 2019) conducted an assessment using online-based group metacognitive scaffolding (GMS) to measure students' metacognitive behavior in a small group in the class. The results show that GMS

assessment model for vocational education that meets validity, practicality, and effectiveness. This study aims to provide a rubric guide for assessing metacognitive skills and an alternative metacognitive skill assessment model through BLEMS according to the characteristics of project/work-based learning in Vocational Education.

LITERATURE REVIEW

Vocational Education

Vocational Education and training (Technical and Vocational Education and Training) includes theoretical and practical learning content developed in a school, training institution, or company environment. Based on this limitation, the knowledge and skills referred to here can be understood as technical knowledge and skills and knowledge of values

perspectives.

1. Holistic Perspective, the delivery of learning using a variety of media formats, including the integration of learning media into traditional classrooms (f2f) or into online learning environments regardless of the combination of synchronous or asynchronous media

2. Educational perspective, a lecture that integrates f2f lecture activities with online

RESEARCH METHOD

This study uses Research and Development (R&D) research. R & D chosen according to the purpose of this study, is to produce a metacognitive assessment model product. This study adopted the development procedure of Borg & Gall (1983), which consisted of 10 stages: preliminary study, research planning, early product development, expert validation, early test, product revision,



Author

Tidak perlu dituliskan "literature review" dalam artikel jurnal.

Author

Jangan picture/dibahas di mana? Mengapa tidak dirujuk? Setiap tabel dan gambar harus disebutkan/dirujuk dalam teks.

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itu saja, dan gambar tersebut sudah

The picture above shows a of students at BLEMS (Figure 4).

Penilaian Kegiatan 1. Perencanaan Pengerjaan Proyek
Assessment form

Criteria	Levels
Perencanaan Mahasiswa merencanakan aktivitas belajar mereka dalam mengerjakan proyek sesuai kemampuan memahami materi	<input type="radio"/> Perencanaannya memuat tujuan akhir pembelajaran yang mereka harapkan dalam pengerjaan proyek. <input type="radio"/> Perencanaannya memuat indikator-indikator capaian tujuan akhir pembelajaran yang dapat tesur dengan baik. <input checked="" type="radio"/> Perencanaannya memuat tujuan akhir pembelajaran yang mereka harapkan dalam pengerjaan proyek. <input type="radio"/> Perencanaannya memuat indikator-indikator capaian tujuan akhir pembelajaran yang dapat tesur dengan baik.
Perencanaannya memuat tujuan akhir pembelajaran yang mereka harapkan dalam pengerjaan proyek.	<input type="radio"/> Perencanaannya memuat tujuan akhir pembelajaran yang mereka harapkan dalam pengerjaan proyek. <input type="radio"/> Perencanaannya memuat indikator-indikator capaian tujuan akhir pembelajaran yang dapat tesur dengan baik. <input checked="" type="radio"/> Perencanaannya memuat tujuan akhir pembelajaran yang mereka harapkan dalam pengerjaan proyek. <input type="radio"/> Perencanaannya memuat indikator-indikator capaian tujuan akhir pembelajaran yang dapat tesur dengan baik.
Perencanaannya memuat indikator-indikator capaian tujuan akhir pembelajaran yang dapat tesur dengan baik.	<input type="radio"/> Perencanaannya memuat tujuan akhir pembelajaran yang mereka harapkan dalam pengerjaan proyek. <input type="radio"/> Perencanaannya memuat indikator-indikator capaian tujuan akhir pembelajaran yang dapat tesur dengan baik. <input checked="" type="radio"/> Perencanaannya memuat tujuan akhir pembelajaran yang mereka harapkan dalam pengerjaan proyek. <input type="radio"/> Perencanaannya memuat indikator-indikator capaian tujuan akhir pembelajaran yang dapat tesur dengan baik.

Figure 3. Metacognitive Rubric integrated into BLEMS

metacognitive rubric consisting of 4 rating scales where each scale contains several assessment criteria from the aspect of project

The picture above shows the results of peer assessment (Grades received), self-assessment (Grades are given), and teacher assessment (Grade for Submission and Grade

Author

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Author

Figure berapa?

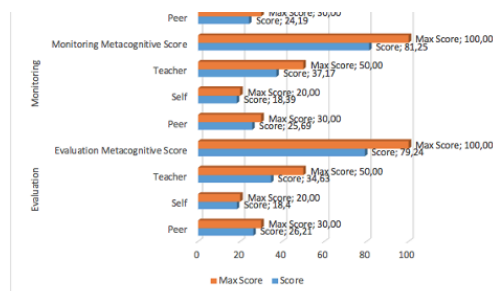


Figure 5. Measurement Results of Students' Metacognitive Thinking

The graph above shows the scores of the three aspects of metacognitive thinking, namely project planning, monitoring, and evaluation. The score comes from three sources, namely peer, self, and teacher

the assessment method in vocational education based on performance-based Assessment and project-based learning models.

DISCUSSIONS

Author

Figure 5?

namely metacognitive thinking.

LIMITATIONS AND IMPLICATIONS

This study's results only focus on developing rubrics and assessment models for work / project-based learning, so they have not been tested for other learning models in vocational education or further general education. This research trial was only conducted in one study program with one project course, so it had not been tested for other courses that had the characteristics of project-based learning. Although with several limitations, this study's results provide

model is an integration of three activities with self-assessment, peer-assessment, and teacher-assessment for the project-based learning (PBL) learning model. The metacognitive assessment model can be an assessment method to measure students' metacognitive thinking skills, especially in project / work-based learning in vocational education.

Further research can be done by combining quantitative data and qualitative data to obtain a more in-depth teacher assessment regarding the effectiveness of assessing students' metacognitive thinking in vocational education. Further research can also

Author

No need to write limitations and implications

4. Accepted

The screenshot shows an email from UNM (Universitas Negeri Yogyakarta) regarding the Article Publishing Cost (APC) for a submission. The email is addressed to Ridwan Daud Mahande and others. It states that the APC is Rp1,000,000.00 and provides details about the journal, submission ID #36912, and the editorial team. It also includes contact information for the editorial team and a note about supporting the 'Gerakan UNY Hijau'.

5. Copy Editing & Available Online 9 juni 2021

The screenshot shows the journal's submission editing interface for article #36912. The interface includes a sidebar with navigation options, a main content area with submission details, and a table for copyediting progress. The submission details include the authors (Ridwan Daud Mahande, Fitriah Asma Darmawan, Jasruddin Daud Malago), title, section, and editor. The copyediting table shows the progress of three copyediting steps: Initial Copyedit, Author Copyedit, and Final Copyedit.

REVIEW METADATA	REQUEST	UNDERWAY	COMPLETE
1. Initial Copyedit File: 36912-103684-1-CE.DOCX 2021-02-08	—	—	2021-03-12
2. Author Copyedit File: 36912-103684-3-CE.DOCX 2021-06-09 <input type="button" value="Browse..."/> No file selected. <input type="button" value="Upload"/>	2021-06-09	2023-05-14	<input type="checkbox"/>
3. Final Copyedit File: None	—	—	2021-06-09