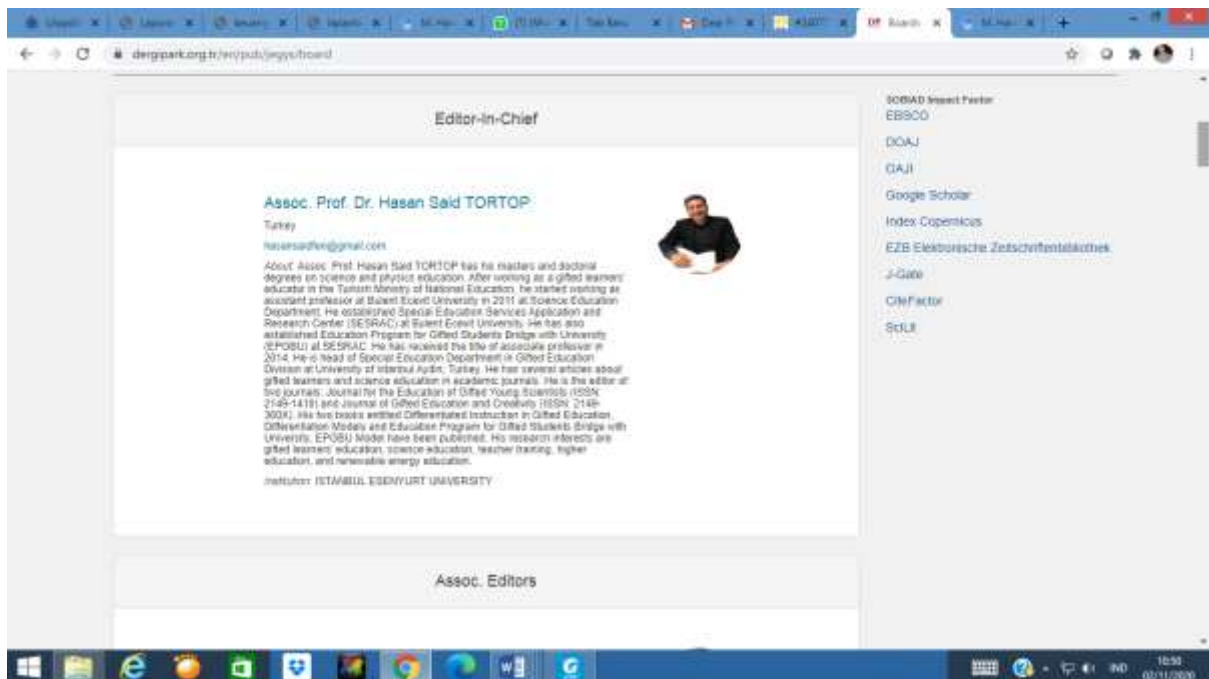


Bukti Korepondensi JEGYS

Haviz, M & Maris I.M. (2020). Measuring Islamic university mathematics and science teachers' perception on thinking and acting in 21st-century learning. *Journal for the Education of Gifted and Young Scientist*, 8(4). 1319-1328. <https://dergipark.org.tr/en/pub/jegys/issue/56816/747395>



The screenshot shows the website for the Journal for the Education of Gifted Young Scientists (JEGYS). The page title is "Journal for the Education of Gifted Young Scientists" and the subtitle is "Journal for the Education of Gifted Young Scientists". The page features a cover image of the journal. Below the cover image, there is a section for the "Editor-in-Chief" and a list of journals: SCOPUS Impact Factor, EBSCO, DOAJ, and GAJ. The Windows taskbar is visible at the bottom of the browser window.



The screenshot shows the profile of the Editor-in-Chief, Assoc. Prof. Dr. Hasan Said TORTOP. The profile includes a photo of the editor and a detailed biography. The biography states: "Assoc. Prof. Dr. Hasan Said TORTOP has his masters and doctoral degrees on science and physics education. After working as a gifted learners' educator in the Turkish Ministry of National Education, he started working as assistant professor at Sakarya Ecevit University in 2011 at Science Education Department. He established Special Education Services Application and Research Center (SESRAC) at Sakarya Ecevit University. He has also established Education Program for Gifted Students Bridge with University (EPOBU) at SESRAC. He has received the title of associate professor in 2014. He is head of Special Education Department in Gifted Education Division at University of Istanbul Kültür, Turkey. He has several articles about gifted learners and science education in academic journals. He is the editor of two journals: Journal for the Education of Gifted Young Scientists (ISSN: 2149-1418) and Journal of Gifted Education and Creativity (ISSN: 2148-3004). His two books entitled Differentiated Instruction in Gifted Education, Differentiation Models and Education Program for Gifted Students Bridge with University, EPOBU Model have been published. His research interests are gifted learners' education, science education, teacher training, higher education, and renewable energy education." The profile also lists the institution: ISTANBUL ESQVURT UNIVERSITY. Below the profile, there is a section for "Assoc. Editors" and a list of journals: SCOPUS Impact Factor, EBSCO, DOAJ, GAJ, Google Scholar, Index Copernicus, EZB Elektronische Zeitschriftenbibliothek, J-Gate, CiteFactor, and SCIE. The Windows taskbar is visible at the bottom of the browser window.

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Measuring mathematics and science teachers' perception on thinking and acting in 21st-century learning

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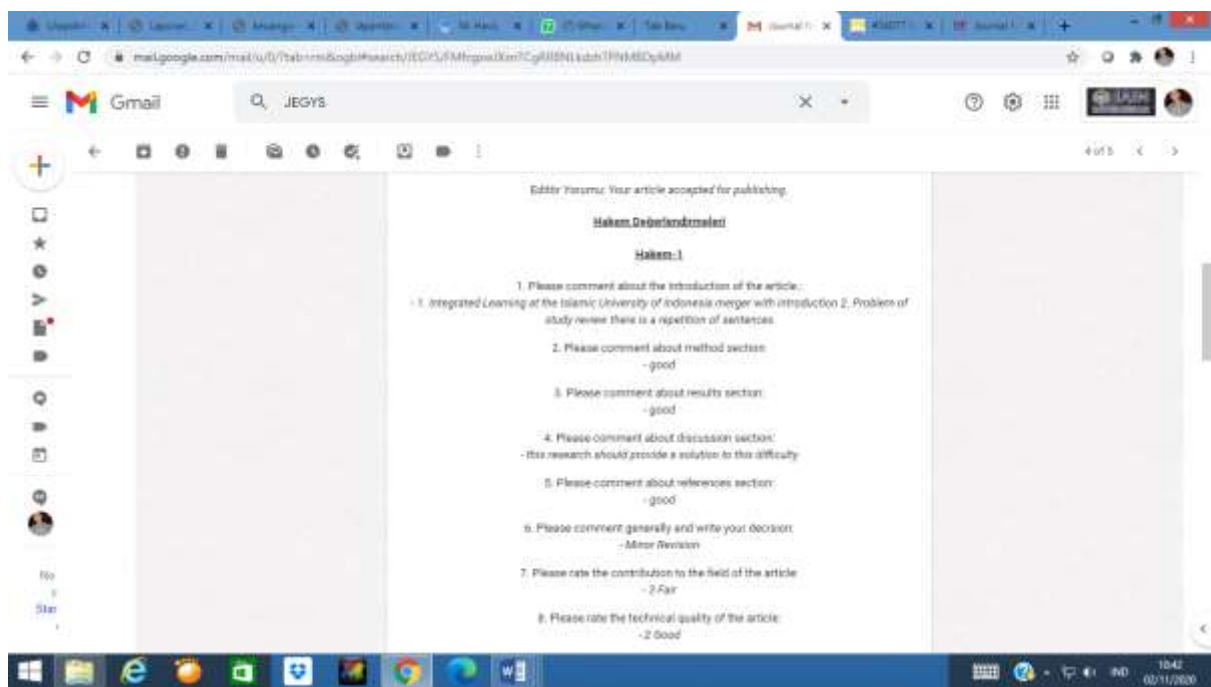
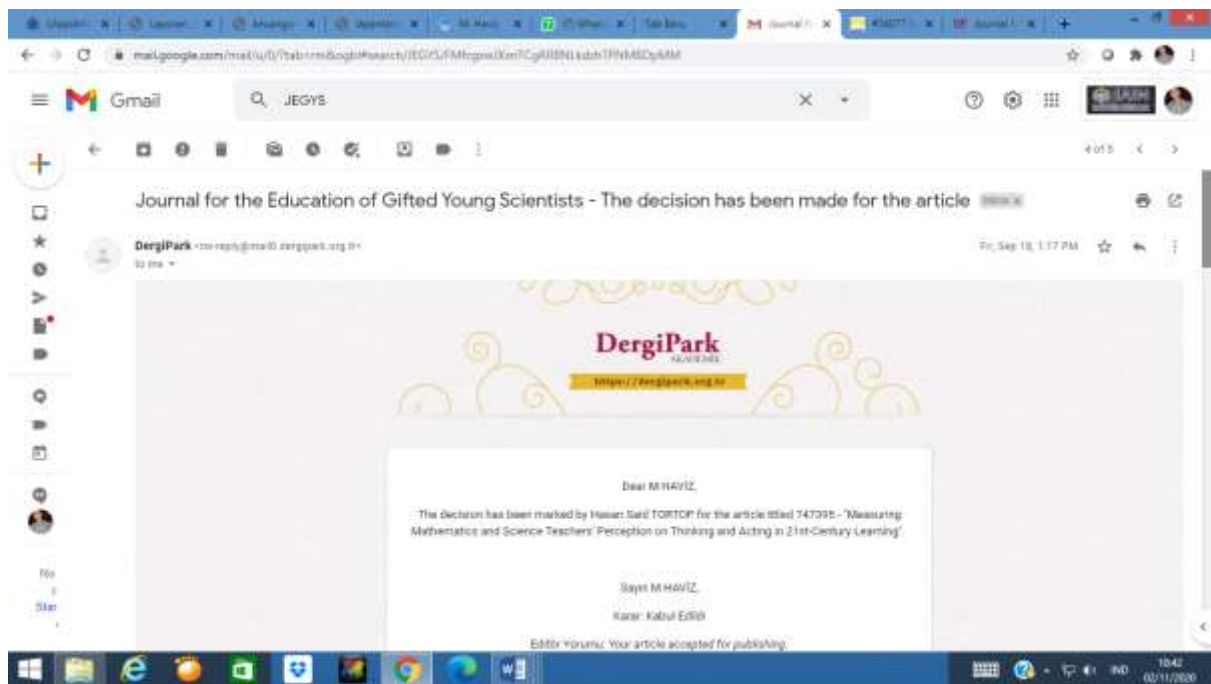
Abstract

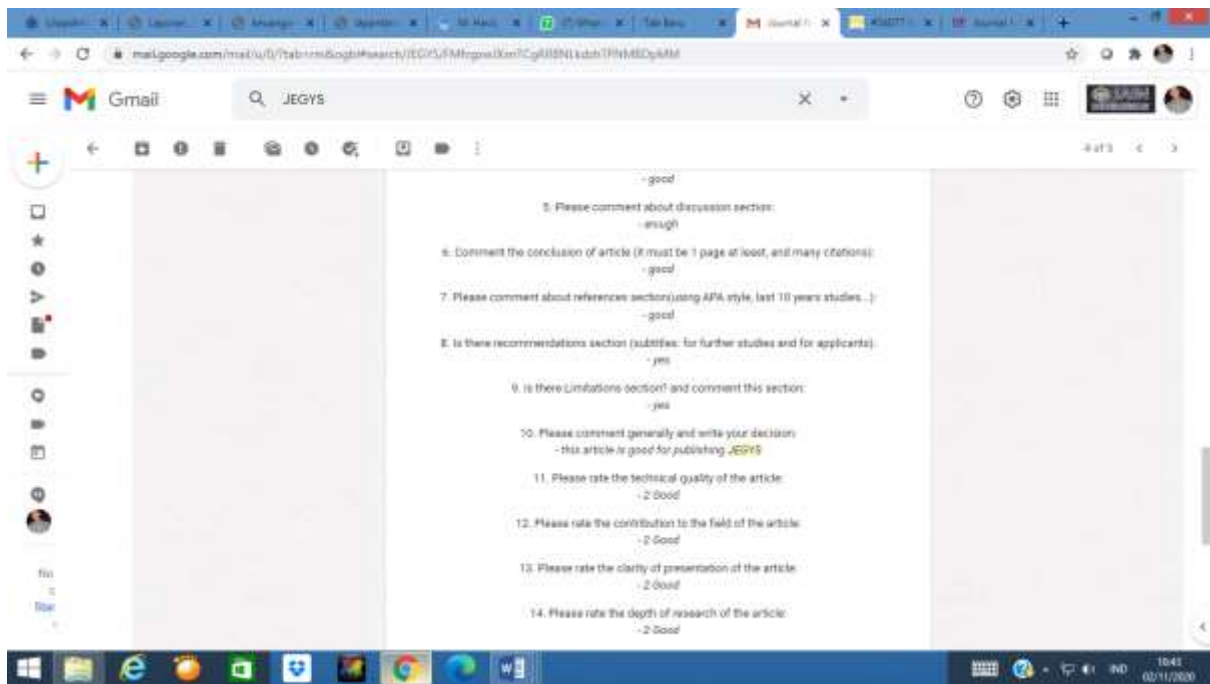
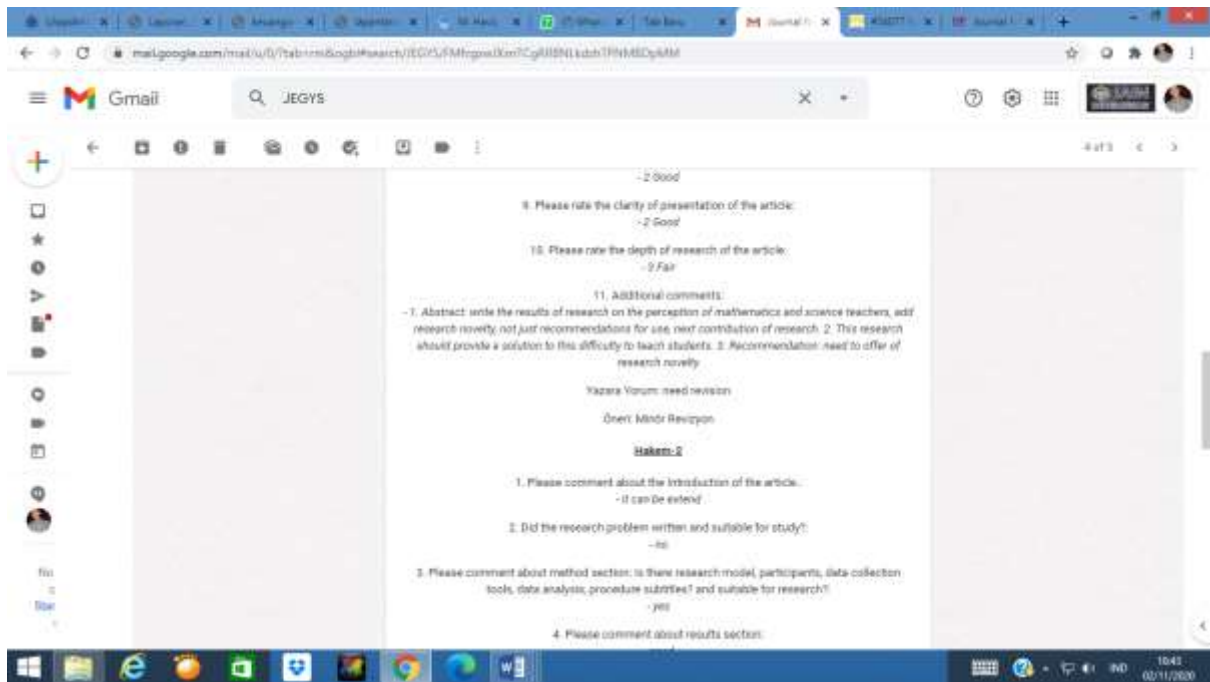
The purpose of this study was measured the Islamic university mathematics and science teachers (IU-MSTs) perception on thinking and acting in 21st-century learning (TA21stCL). An explanatory sequential mixed method design was used to conduct the study. Data were collected by using TA21stCL questionnaires. The TA21stCL questionnaire contains 15 indicators and 42 statements that consists of critical thinking (CrT), problem-solving (PS), creativity (Creat), and metacognition (Metacog), communicating (Comm), debating (Deb), collaborating (Col), digital literacy (DL), and technological literacy (TL). Data were obtained from a total of thirty-one IU-MSTs (the subjects taught include math 9, bio 11, physics 6) and chemistry 3) that have taught at Islamic universities located in the province of West Sumatra, Indonesia. To complete the findings, participants were asked to answer several questions about the application of 21st century skills in the learning process. Based on the ANOVA and Scheffe tests, the differences in teachers' perception based on teaching subjects were significant. The highest perception was for the CrT and PS, a score of

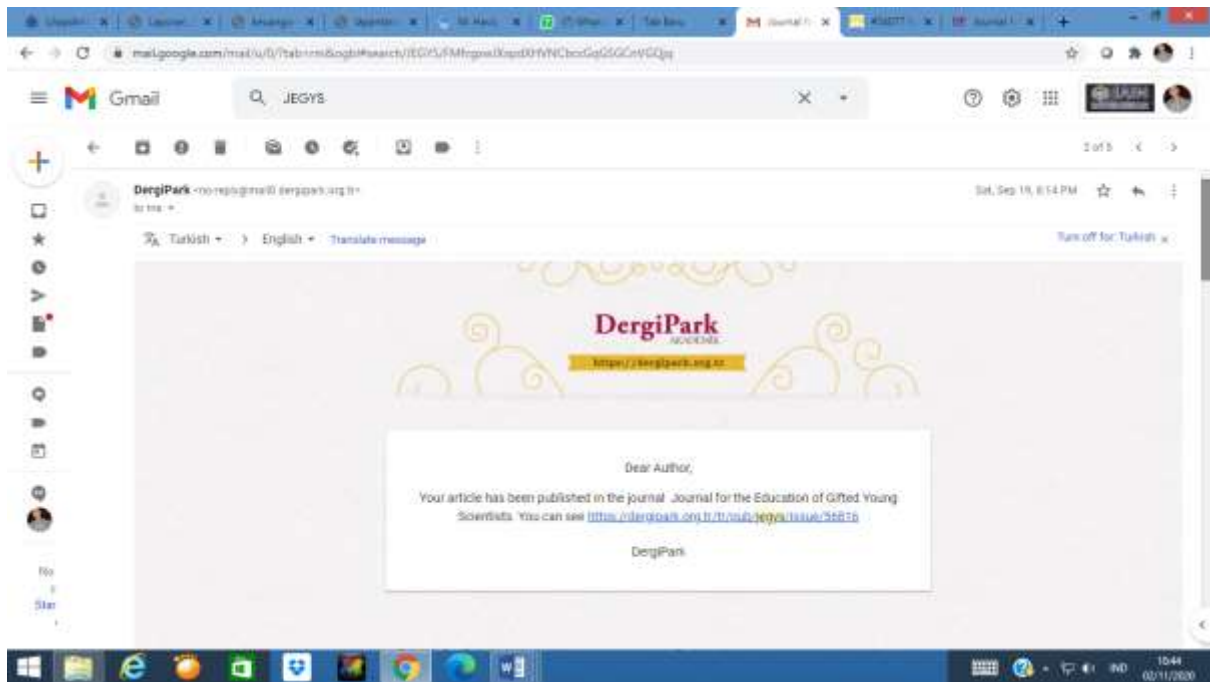
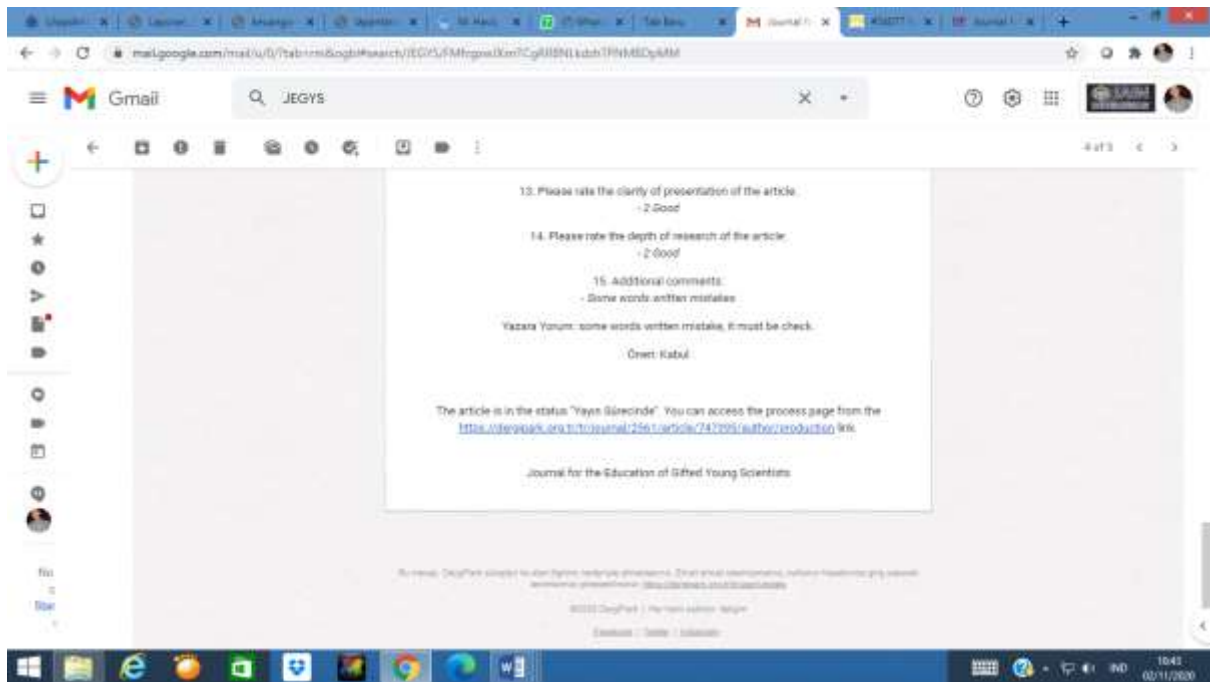
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