

Bukti Korespondensi Pedagogika

The screenshot shows a Gmail interface with a search for "Pedagogika". The selected email is titled "[Pedagogy] Submission Acknowledgement" and is from Rasa Nedzinskaitė-Mačiūnienė. The email content includes a thank you message, a submission URL, and the author's name.

[Pedagogy] Submission Acknowledgement

Rasa Nedzinskaitė-Mačiūnienė <pedagogika@vdu.lt>
to me

M Haviz:

Thank you for submitting the manuscript, "The Learning Styles of Prospective Biology Teachers at Islamic University in Indonesia" to **Pedagogika**. 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:

Submission URL: <https://ejournals.vdu.lt/index.php/Pedagogika/authorDashboard/submission/3310>
Username: mhaviz

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

Rasa Nedzinskaitė-Mačiūnienė

Pedagogika

The screenshot shows the "Pedagogika" journal submission management system. The "Archives" tab is selected, showing a list of submissions. The submission with ID 3310, titled "The Learning Styles of Prospective Biology Teachers at Islamic University in Indonesia" by Haviz et al., is marked as "Published". The submission with ID 2672, titled "Assesing Critical Thinking, ICT and TPACK Skills of Prospective Biology Teachers Views During The Covid-19 Pandemy" by Haviz, is marked as "Declined".

Pedagogika

Submissions

My Queue Archives 2

Archived Submissions

ID	Author	Title	Status
3310	Haviz et al.	The Learning Styles of Prospective Biology Teachers at Islamic University in Indonesia	Published
2672	Haviz	Assesing Critical Thinking, ICT and TPACK Skills of Prospective Biology Teachers Views During The Covid-19 Pandemy	Declined

[Inbox - mhaviz@iainbatusangkar.ac.id](#) | [M. Haviz, The Learning Styles](#) | [https://ejournals.vdu.lt/index.php/Pedagogika/authorDashboard/submission/3310](#)

Pedagogika | Tasks 0 | English | View Site | mhaviz

3310 / Haviz et al. / The Learning Styles of Prospective Biology Teachers at Islamic University in Indonesia

[Library](#)

Workflow | **Publication**

Submission | Review | Copyediting | Production

Submission Files [Search](#)

File ID	File Name	Date	Type
12815-1	mhaviz, Second Document - Investigating of Learning Styles.docx	March 24, 2022	Article Text

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Pre-Review Discussions [Add discussion](#)

Windows Taskbar: Search, 5:38 pm 10/6/2023

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Pedagogika | Tasks 0 | English | View Site | mhaviz

Workflow | **Publication**

Submission | Review | Copyediting | Production

Round 1 | **Round 2**

Round 1 Status
 New reviews have been submitted and are being considered by the editor.

Notifications

Notification	Date
[Pedagogy] Editor Decision	2022-08-16 02:42 PM
[Pedagogy] Editor Decision	2022-09-07 10:01 AM

Windows Taskbar: Search, 5:38 pm 10/6/2023

Editor Decision

The screenshot shows a Gmail interface with an email from Vaida Jurgilė. The email content is as follows:

Vaida Jurgilė <vaida.jurgile@vdu.lt>
to me

Tue, Aug 16, 2022, 6:42 PM

M Haviz:

We have reached a decision regarding your submission to **Pedagogika**, "The Learning Styles of Prospective Biology Teachers at Islamic University in Indonesia".

Our decision is: Revisions Required.

Please revise the manuscript according to the referees' comments and upload the revised file within **15 days**. Any revisions to the manuscript should be marked up using the "TrackChanges" function that any changes can be easily viewed by the editors and reviewers. Please provide a **cover letter** to explain, point by point, the details of the revisions to the manuscript and your responses to the referees' comments. If you found it impossible to address certain comments in the review reports, please include an explanation in your rebuttal. The revised version will be sent to the editors and reviewers.

If one of the referees has suggested that your manuscript should undergo extensive English revisions, please address this issue during revision.

Vyriausiasis redaktorius / Editor in Chief
dr. Vaida Jurgilė
Vytauto Didžiojo universitetas / Vytautas Magnus University
Lietuva / Lithuania

The screenshot shows the author dashboard for the journal 'Pedagogika'. The page title is 'M. Haviz, The Learning Styles of Prospective Biology Teachers at Islamic University in Indonesia'. The dashboard includes the following sections:

- Round 2 Status:** Submission accepted.
- Notifications:** Two notifications from '[Pedagogika] Editor Decision' with timestamps 2022-08-16 02:42 PM and 2022-09-07 10:01 AM.
- Reviewer's Attachments:** No files are listed.
- Revisions:** A table showing a revision for 'Article Text, 3310-Article Text-14714-1-4-20220830.docx' submitted in September 7, 2022.

Revision ID	File Name	Submitted	Category
14760-1	Article Text, 3310-Article Text-14714-1-4-20220830.docx	September 7, 2022	Article Text



M. Haviz <mhaviz@iainbatusangkar.ac.id>

[Pedagogy] Editor Decision

1 message

Vaida Jurgilė <vaida.jurgile@vdu.lt>
To: M Haviz <mhaviz@iainbatusangkar.ac.id>

Tue, Aug 16, 2022 at 6:42 PM

M Haviz:

We have reached a decision regarding your submission to *Pedagogika*, "The Learning Styles of Prospective Biology Teachers at Islamic University in Indonesia".

Our decision is: Revisions Required.

Please revise the manuscript according to the referees' comments and upload the revised file within **15 days**. Any revisions to the manuscript should be marked up using the "TrackChanges" function that any changes can be easily viewed by the editors and reviewers. Please provide a **cover letter** to explain, point by point, the details of the revisions to the manuscript and your responses to the referees' comments. If you found it impossible to address certain comments in the review reports, please include an explanation in your rebuttal. The revised version will be sent to the editors and reviewers.

If one of the referees has suggested that your manuscript should undergo extensive English revisions, please address this issue during revision.

Vyriausiasis redaktorius / Editor in Chief
dr. Vaida Jurgilė
Vytauto Didžiojo universitetas / Vytautas Magnus University
Lietuva / Lithuania

Reviewer A:
Recommendation: Resubmit for Review

1. Title of the article

matches the content

2. Comprehensiveness of information presented in the annotation

comprehensive

3. Suitability of key words

suitable

4. Relevance and originality of manuscript

original in some respects

5. Compliance of the article structure to the requirements of scientific article (according to the nature of the research)

compliant

6. Formulation of problem, aim and objectives of scientific research

corrections needed

7. Accuracy, novelty, systematicness of the literature review

corrections needed

8. Presentation and reasoning of research methodology and methods

corrections needed

9. Completeness and reasoning of the presentation of research results

corrections needed

10. Compliance of illustrative material (tables, charts, graphs, etc.) in the text to the requirements of APA 7th edition.

compliant

11. Depth of scientific discussion, level of argumentation and value

corrections needed

12. The conclusions (generalizations) are related with the scientific problem, aim of the article as well as with given and grounded results of the research.

corrections needed

13. Compliance of references in the text and the list of references to the requirements of APA 7th edition.

corrections needed

14. Linguistic preparation of the article

corrections needed

15. Notes and recommendations

The problem discussed in the article is relevant, and the collected material is valuable, but the article should be fundamentally revised and corrected. While reading the article, specific questions arose, so the following notices, I think, could increase the scientific value of the article:

Despite the fact that in Introduction is a section: The Felder and Silverman Learning Styles, but there is no explanation of what learning styles are, why it is important to identify them, or what contradictions and gaps in knowledge have been identified on these issues in educational contexts, including online learning, and how this article can contribute to this knowledge, etc. In this section also should be explained why it was chosen to analyse the styles according to Felder and Silverman, to reveal in more detail, what are their characteristics.

The author(s) state that the aim of this research was to investigate the learning styles of prospective biology teachers in Islamic university (PBTs-IU) during Pandemic Covid-19 period. Thus, the question

arises: why was the pandemic period mentioned, when the research was carried out in 2016-2019? The Section Methods should be carefully reviewed and corrected, because the information on methods, including research logic, procedures are not clearly presented. It is written that a mixed method, an explanatory sequential design was used, but it is not mentioned that quantitative data were collected first and after that qualitative data. It would be necessary to justify what led to the choice of this type of research and what the applied qualitative research was supposed to explain or expand, and how it relates to the research questions. Methods of data collection and analysis should be clearly described. The interview method is not mentioned in the Data Collection section. The qualitative research should be described in more detail, what were the main interview questions and how the qualitative data was analysed.

The description of data analysis methods also lacks a more detailed description and explanation of quantitative data analysis methods. The methodology section should explain the purpose of selecting the most representative questions and explain or refer to the authors on how this is done.

When presenting the research instrument, the author should be mentioned in the text. Information is also missing on whether the questionnaire used was translated from English, and how was done the procedure? It is written about three experts in order to confirm the validity of the content (section Validity, Reability, and Analyzing of Data), but it is not clear why they were needed?

In general, the reading raises questions about the research sample and the research period. How many students were surveyed? For what purpose were data collected for 4 consecutive years? Were students from the same cohort surveyed in different years of study, or different students each year? Why were these particular subjects (scientific literacy, scientific writing and research methodology) chosen and in which year are these subjects?

The Research Methodology section also lacks a description of research ethics.

In the section Findings the analysis of the results of the quantitative research is presented correctly enough, but in the analysis of the data it is written that Table 2 showed that the score of learning styles for PBTs-IU was found to be > 50%, but in the methodology is not explained, nor is there any reference to how these percentages are derived and what the values mean.

The qualitative research data analysis raises some doubts, because the research methodology lacks a more detailed presentation of the qualitative research data analysis method. In the page 7 is written : The results of the interview are in line with the findings of research that has been conducted using quantitative methods. Thus, the question arises, as already mentioned above, what was the purpose of qualitative research: to explain something, or to verify, to confirm the results of quantitative research, how it can be understood from this sentence. According to the applied research design, the data from the qualitative method, when the qualitative method is applied after the quantitative method, should explain something more deeply.

In general, qualitative data analysis is not properly conducted and presented in either the Research Methodology or the Data Analysis section. Doubts raise and the wording of qualitative questions itself, which is presented in the results section because the questions are worded in such a way as to lead to the answer the researcher expects. This is not methodologically appropriate. Therefore, necessary to properly describe the methodology of the qualitative research in the Methodology Section and to review and present the data from the qualitative research properly.

In the discussion, somewhere it is not clear where the research data of other researchers is presented, where the research data of the author(s) of this article is presented. There is also an unclear interpretation of the data in some places, e.g., p. 8 states: The results of this study indicate that the learning style of PBTs-IU has also changed due to the use of the Google Classroom platform. When associated with the Felder-Silverman Learning Style, the findings of this study lead to the use of a visual-picture learning style. This finding is in line with the research conducted by Jafari and Abdollahzade (2019).

It is not clear on what the first underlined statement is based, as the results of the research do not show this. If the results of the research are compared with the source Jafari and Abdollahzadeh (2019) cited in the text below, I would suggest that these differences need to be commented on more clearly and in more detail here, and that the wording of the sentences should not be misleading. It is not clear whose research is being referred to here, where the authors of the articles are referring to and where the data from other researchers: The results of this study also indicated that research on student learning styles is important to determine the direction of learning to be carried out by the teacher. Research on the development of learning styles is therefore in high demand (Moser & Zumbach, 2018). The results of this study indicated that differences in students have different learning styles and lead to the selection and use of learning strategies used by teachers. The same ambiguity is also in this sentence: The results of this study indicated that differences in students have different learning styles and lead to the selection and use of learning strategies used by teachers. The data of the author(s) of the reviewed article do not show this, because the aim of the research is completely different. If it is data from other authors, proper formulation is needed and authors should be identified.

I would think that the discussion section should be revised and corrected so that there is no doubt that there is no speculation, when interpreting the results of the research. I would suggest structuring the discussion according to the research questions raised. One of the raised research questions is: what is the most representative question for each dimension of the learning style according to frequencies analysis for PBTs-IU? However, there is no discussion of what is different from other authors, whether the same representative questions are distinguished, if not, what this means, etc. Deeper educational insights that lead to educational practice are missing. Also, the reflection of the strengths and limitations

of the research is missing.

In the Conclusion (in the Abstract too) is written: So, concluded that the learning style of PBTs-IU during pandemic covid-19 likes active-social oriented learning styles, sensing-existing ways, concrete material, careful with details, visual-pictures and sequential-sequential progress. How to understand this statement if the research, as mentioned above, was conducted before the pandemic (2016-2019)? There is a lack of a clearly stated contribution of this study to existing knowledge, and a lack of the the provision of further research perspectives on how to extend this research.

Other notices:

Abbreviations should be corrected so that the first mention in the text gives the full name and indicates the abbreviation that continues to be used in the text, e.g., Learning Management Systems (LMS) abbreviation should be written using this term for the first time (section Learning with Google Classrooms, 1st sentence, p. 1). It is also not clear what the HOTS score means (p. 3).

There should not be abbreviations in the annotation.

There are still inaccuracies in the references, for example: Creswell, J. W. (2014).

Reviewer B:

Recommendation: Revisions Required

1. Title of the article

partly in line with the content

2. Comprehensiveness of information presented in the annotation

comprehensive

3. Suitability of key words

suitable

4. Relevance and originality of manuscript

original in some respects

5. Compliance of the article structure to the requirements of scientific article (according to the nature of the research)

compliant

6. Formulation of problem, aim and objectives of scientific research

appropriate

7. Accuracy, novelty, systematicness of the literature review

appropriate

8. Presentation and reasoning of research methodology and methods

appropriate

9. Completeness and reasoning of the presentation of research results

appropriate

10. Compliance of illustrative material (tables, charts, graphs, etc.) in the text to the requirements of APA 7th edition.

compliant

11. Depth of scientific discussion, level of argumentation and value

corrections needed

12. The conclusions (generalizations) are related with the scientific problem, aim of the article as well as with given and grounded results of the research.

appropriate

13. Compliance of references in the text and the list of references to the requirements of APA 7th edition.

compliant

14. Linguistic preparation of the article

appropriate

15. Notes and recommendations

The structure of the article's presentation meets the requirements of the pedagogy publication. The content is consistent, only from a theoretical point of view it could be wider, because the learning style is also analyzed by other authors, e.g. H.Gardner et al.
The empirical part of the study is clear and concise.
A small correction to the article is recommended.
I would suggest that the authors revise the title to better reflect the content of the article. This name has a wider meaning.

Previewing the layout of newest number of journal "Pedagogika" 149(1)

External | Inbox x

Ieva Pažusienė <ieva.pazusiene@vdu.lt>
to Adrijana, aris, anita.19028@mhs.unesa.ac.id, Cristina, anis.fauzi@uinbanten.ac.id, Ivana, me

Thu, May 4, 2:55 PM

Dear Authors,

We are sending you previewing of the layout of the newest number of journal "Pedagogika" (2023, 149 (1)).
If everything is good, please write to me at ieva.pazusiene@vdu.lt your publishing confirmation, if you need corrections regarding your article, please send your corrections to Aldona Bagdoniene by this e.mail aldona.bagdoniene@vdu.lt also send a copy of the letter to me at ieva.pazusiene@vdu.lt

Also, please, make sure that there are spaces between every word in your article, during the editing process sometimes spaces get removed.

We wait for your quick confirmation or corrections until 12.30 PM May 8, 2023.

Thank you for being so cooperative.

[Pedagogy] New notification from Pedagogika

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Vigintas Stancelis <vigintas.stancelis@leu.lt>
to me

Wed, May 10, 3:20 PM

You have a new notification from Pedagogika:

An issue has been published.

Link: <https://ejournals.vdu.lt/index.php/Pedagogika/issue/current>

Vaida Jurgilė

Pedagogika

Reply Forward

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