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## The Science Literacy Profile Based on Students' Creative Thinking Skill in the Time of Covid-19 Pandemic Using Blended Learning

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International Conference on Madrasah Reform (ICMR) 2021

## Investigation of Student' Creative Thinking Skill in the Time of Covid-19 Pandemic Using Blended Learning

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**Abstract**—This study tries to describe students' creative thinking skills and students' creativity levels using blended learning. This research was conducted using a cross-sectional survey method to 70 students of Madrasah Aliyah Negeri 2 in Mataram city. Data were obtained using a test to find out students' skills in answering the questions. The result of the study shows that students with high creativity category were able to perform all the creative thinking indicators in comprehending the background and problem solving as in the correct concept. The students with the medium category did not show all the creative thinking indicators perfectly. The students with the medium creativity category were less able to answer systematically and unable to mention the object's function according to their opinion. The students with low creativity categories showed an inability to write answers as in the right concept, unable to make their own decision, and did not have a strong argument in expressing their opinion. The creativity development within blended learning shows that it can be the right alternative for the teachers in performing the teaching process during Covid-19 pandemic.

**Keywords**— Blended learning, creative thinking skill, creativity

### 1 INTRODUCTION

The Covid-19 pandemic phase influences significantly on learning activity in class. Covid-19 plague forces schools and colleges to deactivate temporarily learning process [1]. The schools must shift the face-to-face learning system into an online learning system. Technical obstacles experienced in online learning, which are: (a) the students and teachers have somewhat low skills in operating computer, (b) the difficulty in time management to develop lesson material, to prepare the assessment, the accuracy of assessment is low, and the difficulty in submitting responses on online learning forum; (c) the supporting facilities are not equally distributed such as internet facility, the lack of internet credit, and the lack of adequate android smartphone [2,3,4].

One of the appropriate learning system alternatives during pandemic is blended learning. It is a combination of face-to-face (offline) learning with online learning. Face-to-face learning is performed inside class room or laboratory guided directly by a teacher or a lecturer, while online learning is performed with the assistance of an internet network [5,6,7,8]. Blended learning allows teachers and students to optimize

studying time because they can access lesson materials easily [9]. The review of the previous study shows that blended learning can stimulate skill, creative attitude, and independence in learning even though they do not face-to-face directly with the teacher [9]. The advantages that can be utilized in blended learning are: (a) the students and the teachers do not depend on learning schedule or classroom; (b) the students can learn independently using lesson material that can be downloaded by themselves; (c) for the students who have not comprehended the lesson yet, then, they can make discussion in online or offline outside studying hour [1]. The students are enjoying learning online especially when they are asked to look for information and material resources from the internet because they will derive much information. This shows that blended learning is very feasible to be implemented [5].

Based on interview results with the students and teachers in Mataram City, Indonesia, there are many online learning applications proposed in the time of the Covid-19 pandemic such as e-learning, WhatsApp group, zoom meeting, google classroom, google meet, or Edmodo. Learning through online discussions can improve students' critical and creative thinking skills [10]. Even though learning occurs in unlimited space, however, blended learning can occur sustainably [11].

Creative thinking skill is a thinking skill to generate a new way [12,13]. Creative thinking is a process to comprehend a problem context to emerge new ideas. The result of this creative thinking is called creativity. Creativity will not emerge if there is pressure, limitation, and rigid rules in undertaking an activity [14]. Someone who has creative thinking tends to see something with a new perspective, utilizing the knowledge they have to solve the problems with new fresh ideas [15,16]. In Indonesia, students' creative thinking skill is considered low. This is caused by some factors, such as curriculum scope is too broad and the way teachers teach is still conventional [17,18]. Learning conducted in the school until now has not been able to develop students' creativity skills [19]. "The creative thinking process starts with the recall process, basic thinking, and creative thinking. Creative thinking skill contains fluency, flexibility, originality, elaboration, and evaluation elements [20,21,22]. The ability to think critically will lead to acquiring new insight, a new perspective, or a new way of understanding a problem [23].

Through this study, the researchers consider that it

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Article title changed to "The Science Literacy Profile Based on Students' Creative Thinking Skill in the Time of Covid-19 Pandemic Using Blended Learning"

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The abstract is to long. abstract consists of research objectives, research methodology, research results and conclusions

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Many sentences are still unclear. please use Grammarly

is important to conduct an assessment of the learning process using blended learning that was conducted in the schools of Mataram City during the Covid-19 pandemic. The result of this study is very useful to determine the continuing policy decision of the correct learning process during the Covid-19 pandemic.

## II. MATERIALS AND METHODS

This study used a cross-sectional survey method, which was a survey that was conducted one time at a given time. The purpose was to derive a description of a students' creative thinking skill who has studied physics through blended learning. The subject of the study was 35 students of Class XA and 35 students of Class XB in Madrasah Aliyah Negeri 2 Mataram. So, the sample total was 70 students.

The stages of survey implementation consisted of: (a) preparation stage, in the form of arranging and validating instrument; (b) survey implementation stage, in the form of collecting data; (c) analysis stage, in the form of analysis and study toward data obtained to be concluded. The test instrument was used to collect data on the students' creative thinking skill that was made based on the creative thinking skill indicators. The indicators include fluency thinking, flexibility, originality elaboration, and evaluation [24,16]. Based on the indicators, afterward, it was described into 14 sub-indicators. Before the instrument was used, firstly, it was conducted validation by three experts in physics science. Data were analyzed by calculating students' percentage based on fluency, flexibility, originality, elaboration, and evaluation skill indicators. Later on, the students' creative thinking skill is tabulated into high, medium, and low categories [25]. The score criteria for every category are presented in the following Table 1.

TABLE 1. Category Of Creative Thinking Skill

Score Criteria	Category
Score $\geq 77$	High
$58 \leq$ score $< 77$	Medium
Score $< 58$	Low

## III. RESULTS

### A. Students' Creative Thinking Skill Based on Indicators

The percentage of creative students based on fluency, flexibility, originality, elaboration, and evaluation indicators is presented in the following Table 2.

TABLE 2. The Percentage of Students' Creative Thinking Skill

Indicators	Class	Students Amount	Percentage (%)
Fluency	A	25	71.43
	B	20	57.14
Flexibility	A	27	77.14
	B	23	65.71
Originality	A	8	22.86
	B	6	17.14
Elaboration	A	26	74.29
	B	22	62.87

Evaluation	A	28	80.00
	B	23	65.71

Based on Table 2, the number of students who show fluency indicator are 25 people in class A, and 20 people in class B. In the learning process through blended learning, fluency indicator was seen in the students' enthusiasm in asking the question and the ability to answer more than one question, the students had many solutions ideas on a problem, students were fluently expressing their notions, able to give example in the form of written communication, providing many examples of verbal languages communication, providing many examples of visual communication such as in picture or graphic.

The flexibility indicator was shown by 27 students in Class A and 23 students in Class B. The behaviors seen from the flexibility indicator where the students were able to give various interpretations on a picture, story problem, able to apply a concept differently, and think about many ways to solve the problem.

The students who think originality was as much as 8 people in Class A, and 6 people in Class B. In the learning process using blended learning, behavior that was seen in originality thinking skill was that the student has not been able to think problem-solving solution that had not been thinking by other people, the student has not been able yet to ask in other ways and did not try to think in other ways.

The students who think elaboration were as much as 27 people in Class A, and 24 people in Class B. In blended learning, the behavior seen from elaborative thinking was the student who was able to find the deeper meaning of a problem solution by performing detailed steps, and the students were able to develop other people's ideas by adding the notion, so that, it can be more complete.

The students who think evaluative were as much as 27 people in Class A, and 24 people in Class B. In blended learning, the behavior that was seen in evaluative thinking was the students were able to consider their perspective, the students were able to prove the correctness of the answer delivered, the students were able to make their own decision, the students had their strong argument on responding the opinion and were able to account for it.

### B. Students' Skill to Think Creative Based on High, Medium, and Low Category

The following is tabulation data of students' creativity skills in all high, medium, or low creativity skills as explained in Table 3.

TABLE 3. Category on Students' Creative Thinking Skill

Category	Frequency	Percentage (%)
High	30	42.86
Medium	26	37.14

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The data table is made according to the composition of the data

category, they can come up with a good answer, able to make their own decision, but they were still in doubt. While all of the students with low creativity categories were incapable to make their own decision, they cannot make a strong argument on the opinion delivered and unable to be accounted for the statement written. This is supported with the research result [22, 25] that students are able to conclude themselves, and able to evaluate the argument delivered.

The research study shows that creativity indicators, i.e. fluency, flexibility, originality, elaboration, and evaluation were seen from the answer given by the students. The students' number with the high and medium category is total 80%, while the low category is only 20%. This shows that more amount of students who are developing in creativity, compared to the one who does not develop through the blended learning process. Several previous types of research related to online learning have shown a positive result. Blended learning could improve students' participation in the learning process.

Learning using blended learning can improve students' creative thinking. Recently, the available information technology supports the learning process during the Covid-19 pandemic. Students who are required to limit direct learning communication must remain to study at home with the assistance of technology. Studying with blended learning can improve students' creative thinking [32]. The application of blended learning affects the score attained by students, 32% of students obtain a very good score, 52% are optimum, and 16% are good [33].

Several positive benefits that can be utilized by the teachers from blended learning need to be developed widely. The teachers need to be trained to use technology and also trained to use a blended approach to achieve the expected learning objective. Motivation must always be given to students even in the time of the Covid-19 pandemic.

## V. CONCLUSIONS

Based on the research result, it is shown that physics learning through blended learning can improve students' creative thinking. It is seen from the students' ability to answer the test given, so that, it can be assessed the fluency, flexibility, originality, elaboration, and evaluation indicator of the students. Students with high creativity category demonstrate all of the creativity indicators in understanding background and problem solving as in the valid concept. Students with high creativity also showed high enthusiasm during the learning process because they could access better information and lesson material. Students with low category do not show fluency, flexibility, originality, elaboration, and evaluation indicators perfectly. The students are unable to answer systematically and also unable to mention objects function with their ideas. Moreover, these students' creativity level is shown with the incapability in writing the answer as in the correct concept, unable to make their own decision, and also does not have a strong argument in expressing an

opinion. The students' amount who are categorized into high and medium creativity categories are greater compared to the low creativity category. This shows that there is a good influence on studying through blended learning. The teacher needs to be trained to teach the students through blended learning for the learning process can still be performed even in time of Covid-19 pandemic.

## ACKNOWLEDGMENTS

Appreciation and gratitude are addressed to the teachers and the head of Madrasah Aliyah Negeri 2 Mataram for their support during the research process. We hope it will be useful for students who have difficulties in studying at the time of Covid-19 pandemic.

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### The Science Literacy Profile Based on Students' Creative Thinking Skill in the Time of Covid-19 Pandemic Using Blended Learning

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Keywords

Blended learning; Creative thinking skill; Creativity; Science literacy

Abstract

This study tries to describe students' creative thinking skills and creativity levels using blended learning. This research was conducted using a cross-sectional survey method to 70 students of State Madrasah *Aliyah* (Islamic State Senior High School) in Mataram. The result of the study shows that students with high creativity category were able to perform all the creative thinking indicators in comprehending the background and problem solving as in the correct concept. The students with the medium category did not show all indicators of creative thinking perfectly, less ability to answer systematically, and unable to mention the function of objects in their opinion. The students with low creativity categories showed an inability to write answers as in the right concept, were unable to make their own decision, and did not have a strong argument in expressing their opinion. The creativity development within blended learning shows that it can be a suitable alternative for teachers to perform the teaching process during the COVID-19 pandemic.

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## ABSTRACT

This study tries to describe students' creative thinking skills and creativity levels using blended learning. This research was conducted using a cross-sectional survey method to 70 students of State Madrasah *Alyyah* (Islamic State Senior High School) in Mataram. The result of the study shows that students with high creativity category were able to perform all the creative thinking indicators in comprehending the background and problem solving as in the correct concept. The students with the medium category did not show all indicators of creative thinking perfectly, less ability to answer systematically, and unable to mention the function of objects in their opinion. The students with low creativity categories showed an inability to write answers as in the right concept, were unable to make their own decision, and did not have a strong argument in expressing their opinion. The creativity development within blended learning shows that it can be a suitable alternative for teachers to perform the teaching process during the COVID-19 pandemic.

**Keywords:** Blended learning, Creative thinking skill, Creativity, Science literacy.

## 1. INTRODUCTION

The COVID-19 pandemic phase significantly influences learning activity in class. COVID-19 pandemic forces schools and colleges to deactivate their learning process temporarily [1]. The schools must shift the face-to-face learning system into an online learning system. Technical obstacles experienced in online learning, which are: (a) the students and teachers have somewhat low skills in operating computer; (b) the difficulty in time management to develop lesson material, to prepare the assessment, the low accuracy of assessment, and in submitting responses on online learning forum; and (c) the supporting facilities are not equally distributed, such as internet facility, the lack of internet credit, and the lack of adequate android smartphone [2], [3], [4].

One of the appropriate learning system alternatives during the pandemic is blended learning. It is a combination of face-to-face learning with online learning. Face-to-face learning is performed inside a classroom or laboratory guided directly by a teacher or a lecturer. In contrast, online learning is performed with the assistance

of an internet network [5], [6], [7], [8]. Blended learning allows teachers and students to optimize studying time to access lesson materials easily [9]. The review of the previous study shows that blended learning may stimulate skill, creative attitude, and independence in learning even though they do not meet face-to-face directly with the teacher [9]. The advantages that can be utilized in blended learning are: (a) the students and the teachers do not depend on learning schedule or classroom; (b) the students can learn independently using lesson material that can be downloaded by themselves; (c) for the students who have not comprehended the lesson yet, then, they can make discussion in online or offline outside studying hour [1]. The students enjoy learning online, especially when they are asked to look for information and material resources from the internet because they will derive much information. This shows that blended learning is feasible to implement [5].

Based on interview results with the students and teachers in Mataram, Indonesia, there are many online learning applications proposed in the time of the COVID-

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26.	Kabid Pendidikan Madrasah	Kanwil Kementerian Agama	Sulawesi Barat
27.	Kabid Pendidikan Madrasah	Kanwil Kementerian Agama	Sulawesi Tengah
28.	Kabid Pendidikan Madrasah	Kanwil Kementerian Agama	Sulawesi Tenggara
29.	Kabid Pendidikan Madrasah	Kanwil Kementerian Agama	Sulawesi Selatan
30.	Kabid Pendidikan Madrasah	Kanwil Kementerian Agama	Gorontalo
31.	Kabid Pendidikan Madrasah	Kanwil Kementerian Agama	Maluku



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32.	Kabid Pendidikan Madrasah	Kanwil Kementerian Agama	Maluku Utara
33.	Kabid Pendidikan Madrasah	Kanwil Kementerian Agama	Papua Barat
34.	Kabid Pendidikan Pendis	Kanwil Kementerian Agama	Papua
35.	Abdul Rofiq	Kasubbag Humas dan Umum	Jawa Timur
36.	Syahril Effendi	Staf Bidang Madrasah	Jawa Timur
37.	Sugiyo	Kasi Kurikulum dan Kesiswaan	Jawa Timur
38.	Abdul Munif	MIN 1 Gresik	Jawa Timur
39.	Agus Riwanda	MAN 4 Hulu Sungai Tengah	Kalimantan Selatan
40.	Andarusni Alfansyur	MAN 3 Palembang	Sumatera Selatan
41.	Dwi Isti Mu'alimah	MAN 2 Jember	Jawa Timur
42.	Erna Sundari	MTsN 11 Tasikmalaya	Jawa Barat
43.	Eka Setiawati Sugianto	MAS Al-Khairaat Minahasa	Sulawesi Utara
44.	Farida Hanum	MIS. Asasul Huda Randegan Tanggulangin Sidoarjo	Jawa Timur
45.	Hasnawati Haili	MAN 1 Muna	Sulawesi Tenggara
46.	Reza Hesti	MTsN 32 Jakarta	DKI Jakarta
47.	Intan Budiana Putri	MAN 3 Jombang	Jawa Timur
48.	Ivana Nabilah Qoriroh Mujahidah	MIS Manarul Islam Malang	Jawa Timur
49.	Karningsih, M.Pd	MTsN 2 Pontianak	Kalimantan Barat
50.	Khairun Nisa	MAN 1 Tangerang Selatan	Banten
51.	Masruchan Mahpur	MA Al Kautsar Durenan	Riau
52.	Mila Faizatul Millah	MIN 4 Garut	Jawa Barat
53.	Muhammad Badrus Sholeh	MTs Negeri 3 Demak	Jawa Tengah
54.	Muhammad Roy Asrori	MA Integratif NU Al-Hikmah	Jawa Timur
55.	Nurul Aini	MAN 1 Cilacap	Jawa Tengah
56.	Nurul Ludfia Rochmah	MAN 1 Banyuwangi	Jawa Timur
57.	Riandi	MTs Negeri 6 Gunungkidul	DI Yogyakarta
58.	Santi Hadi Saputri	MAN 5 Garut	Jawa Barat
59.	Shiva Fauziah	MAN 1 Jepara	Jawa Tengah
60.	Siska Yuniati	MTsN 3 Bantul	DI Yogyakarta
61.	Sri Penny Alifiya Habiba	MAN 1 Grobogan	Jawa Tengah
62.	Sudi Priyambodo	Madrasah Tsanawiyah Negeri 3 Garut	Jawa Barat
63.	Muhammad Fayadh Al-Farel	MTSs Istiqlal Jakarta	DKI Jakarta
64.	Muhammad Fathan Hendiansyah	MTsN 20 Jakarta Timur	DKI Jakarta
65.	Yudhiarto Bayu Anggoro	Madrasah Aliyah Negeri 7 Jakarta	DKI Jakarta
66.	Farrel Savero Suta	MTsN 20 Jakarta Timur	DKI Jakarta
67.	Nadia Alya Azhara	MTsN 5 Jakarta Utara	DKI Jakarta



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68.	Vitara Ridesta	MAN 9 Jakarta	DKI Jakarta
69.	Naila Zahwa	MAN 2 Jakarta	DKI Jakarta
70.	Husnul Khotimah Qurratuain	Madrasah Aliyah Negeri 7 Jakarta	DKI Jakarta
71.	Farhana Irbah Subekti	MTsN 12 Jakarta	DKI Jakarta
72.	Fatikhah Putri Chrisanti	MTsN 5 Jakarta Utara	DKI Jakarta
73.	Nazwa Aulia	MAN 9 Jakarta	DKI Jakarta
74.	Kennysia Apridawati Azahrasari	MAN 2 Jakarta	DKI Jakarta
75.	Kayla Adefa	MTsN 12 Jakarta	DKI Jakarta
76.	Mawar Della Risna	MAN 1 Bener Meriah	Aceh
77.	Kayla Putri Fadlani	MTsN 1 Banda Aceh	Aceh
78.	Putri Maulia Natasya	MTsN 1 Banda Aceh	Aceh
79.	Afri Deliana Putri	MAN Insan Cendekia Padang Pariaman	Sumatera Barat
80.	Mayza Sabri Chan	MAN Insan Cendekia Padang Pariaman	Sumatera Barat
81.	Muhammad Adhyaksa Khairul Anam	Madrasah Insan Cendekia Gorontalo	Gorontalo
82.	Muhammad Islahudin Papatungan	MTs Negeri 1 Manado Plus Riset	Sulawesi Utara
83.	Sarah Aulia Manoppo	MTs Negeri 1 Bolaang Mongondow Timur	Sulawesi Utara
84.	Gia Arista Mokoagow	MTs Negeri 1 Bolaang Mongondow Timur	Sulawesi Utara
85.	Aliyah Khuzama	MTs Negeri Surakarta 1	Jawa Tengah
86.	Maulida Aulia Rahmah	MA NU Banat Kudus	Jawa Tengah
87.	Ayu Setianingrum	MAN 1 Kudus	Jawa Tengah
88.	Kasih Rhafa Caroline	MTs Negeri 1 Kota Semarang	Jawa Tengah
89.	Kaisha Raihanuun Irsa	MTs NU Banat Kudus	Jawa Tengah
90.	Hanan Zahiyah	MAN 2 Brebes	Jawa Tengah
91.	Za'idatun Nadliroh	MTs Negeri Surakarta 1	Jawa Tengah
92.	Alfiya Hamida	MA NU Banat Kudus	Jawa Tengah
93.	Putri Nur Maftukha	MAN 1 Kudus	Jawa Tengah
94.	Naura Alysia Arvianto	MTs Negeri 1 Kota Semarang	Jawa Tengah
95.	Najwa Mutia Tsani	MTs NU Banat Kudus	Jawa Tengah
96.	Fitria Mar'atul Wahidiyah	MAN 2 Brebes	Jawa Tengah
97.	Rahmat Maulana Ibrahim	MTs Negeri 3 Jembrana	Bali
98.	I Nyoman Agiel Raditiya	MTs Negeri 3 Jembrana	Bali
99.	Ahmad Saefudin	Universitas Islam Nahdlatul Ulama Jepara	Jawa Tengah
100.	Akhmad Syahri	UIN Mataram	Nusa Tenggara Barat
101.	Anasufi Banawi	IAIN Ambon	Maluku



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102.	Bahtiar	UIN Mataram	Nusa Tenggara Barat ✓
103.	Desi Wulandari	Universitas Negeri Surabaya	Jawa Timur
104.	Dewi Rosikhoh	UIN Maulana Malik Ibrahim Malang	Jawa Timur
105.	Agung Dwi Bahtiar El Rizaq	IAIN Madura	Jawa Timur
106.	Hari Prastyo	Institut Agama Islam Uluwiyah Mojokerto	Jawa Timur
107.	Hasan Nuurul Hidaayatullaah	Universitas Negeri Surabaya	Jawa Timur
108.	Jauhar Ali	IAIN Pekalongan	Jawa Tengah
109.	Dwi Ratnasari	Universitas Mataram	Nusa Tenggara Barat
110.	Zulfahmi Alwi, Ph.D	UIN Alauddin Makassar	Sulawesi Selatan
111.	Maria Martini Aba	Universitas Muhammadiyah Kupang	Nusa Tenggara Timur
112.	Maryam Faizah	UIN Maulana Malik Ibrahim Malang	Jawa Timur
113.	Nailil Inayah	UIN Sunan Ampel Surabaya	Jawa Timur
114.	Nuansa Bayu Segara	Universitas Negeri Surabaya	Jawa Timur
115.	Agustin Fatmawati	Universitas Muhammadiyah Kupang	Nusa Tenggara Timur
116.	Yuli Salis Hijriyani	IAIN Ponorogo	Jawa Timur
117.	Samsul Arifin	Universitas Ibrahimy Situbondo	Jawa Timur
118.	Achmad Miftachul Huda	UIN Sayyid Ali Rahmatullah Tulungagung	Jawa Timur
119.	Siti Khorriyatul Khotimah	Universitas Islam Negeri Sunan Ampel Surabaya	Jawa Timur
120.	Teguh Fachmi	UIN Sultan Maulana Hasanuddin	Banten
121.	Titin Faridatun Nisa	Universitas Negeri Surabaya	Jawa Timur
122.	Vina Melinda	Universitas Negeri Surabaya	Jawa Timur
123.	Anindya Fajarini	Universitas Islam Kiai Haji Achmad Siddiq Jember	Jawa Timur
124.	Ahmad Hanif Asyhar, M.Si	UIN Sunan Ampel Surabaya	Jawa Timur
125.	Dr. Nina Fitriyati, M.Kom	UIN Syarif Hidayatullah Jakarta	DKI Jakarta
126.	Sueb, S.Pd., M.Pd	Universitas Negeri Surabaya	Jawa Timur
127.	Kamirsyah Wahyu, M.Pd	UIN Mataram	Nusa Tenggara Barat
128.	Dr. Imam Rofiki, M.Pd	UIN Maulana Malik Ibrahim Malang	Jawa Timur
129.	Baso Marannu, S.Pd, MM	Balai Penelitian dan Pengembangan Makassar	Sulawesi Selatan
130.	Rektor	UIN Sunan Ampel Surabaya	Jawa Timur
131.	Prof. Dr. Kusaeri, M.Pd	UIN Sunan Ampel Surabaya	Jawa Timur
132.	Ahmad Kamal Abdul Jabbar, M.Sos	UIN Sunan Ampel Surabaya	Jawa Timur



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133.	Prof. Dr. Husniyatus Salamah Zainiyati, M.Ag	Universitas Islam Negeri Sunan Ampel Surabaya	Jawa Timur
134.	Moh. Rifqi Rahman	STAI Al-Azhar	Jawa Timur
135.	Dr. Ali Ridho, M.Si	UIN Maulana Malik Ibrahim Malang	Jawa Timur
136.	Prof. Dr. H. Chaerul Rochman, M.Pd	UIN Sunan Gunung Djati Bandung	Jawa Barat
137.	Asep Indra Syahyadi	UIN Alauddin Makassar	Sulawesi Selatan
138.	Nur Afif Juzmi	UIN Alauddin Makassar	Sulawesi Selatan
139.	Staf	UIN Sunan Ampel Surabaya	Jawa Timur
140.	Staf	UIN Sunan Ampel Surabaya	Jawa Timur
141.	Ahmad Yusuf, M.Si	UIN Sunan Ampel Surabaya	Jawa Timur
142.	Dr. H. Abdullah Faqih, MA, M.Ed	Ketua PMU REP MEQR	DKI Jakarta
143.	Dr. Ainurrofiq, MA	Penanggungjawab Komponen III	DKI Jakarta
144.	Dr. H. Ahmad Hidayatullah, M.Pd	Direktorat KSKK Madrasah	DKI Jakarta
145.	Dr. H. Suwardi, M.Pd	Direktorat KSKK Madrasah	DKI Jakarta
146.	Dr. Imam Bukhori, M.Pd	Direktorat KSKK Madrasah	DKI Jakarta
147.	Dr. Kartini, S.Ag., M.Pd	Direktorat KSKK Madrasah	DKI Jakarta
148.	Kasubdit Sarpras	Subdit Sarana dan Prasarana, KSKK Madrasah	DKI Jakarta
149.	Brury Haryanto, S.Sos	Kasubbag TU Dit. KSKK Madrasah	DKI Jakarta
150.	Dodi Irawan Syarip, M.IT	Subbag Sistem Informasi Ditjen Pendis	DKI Jakarta
151.	Sholla Taufiq, S.HI	Humas Pendis	DKI Jakarta
152.	Ahmad Badar	PMU REP MEQR	DKI Jakarta
153.	Doni Wibowo	PMU REP MEQR	DKI Jakarta
154.	Dendi Nuraziz, S.Kom	PMU REP MEQR	DKI Jakarta
155.	M. Hafaz	Subbag Sistem Informasi Ditjen Pendis	DKI Jakarta
156.	Publikasi PMU	PMU REP MEQR	DKI Jakarta
157.	Publikasi PMU	PMU REP MEQR	DKI Jakarta
158.	Dra. Persahini Sidik, M.Si	REP-MEQR Komponen II	DKI Jakarta
159.	Yuna Puteri Kadarisman, M.Ed	REP-MEQR Komponen II	DKI Jakarta
160.	Wiwik Parastika, SE.Ak	REP-MEQR Komponen II	DKI Jakarta
161.	Atik Qurrotu Ayuni, S.Kom	REP-MEQR Komponen II	DKI Jakarta
162.	Wilda Hikmalia	REP-MEQR Komponen II	DKI Jakarta
163.	Yusuf Hadi Yudha	Konsultan Kompoenen II	DKI Jakarta
164.	Arif Ridho, S.Sos.	Direktorat KSKK Madrasah	DKI Jakarta



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165.	Arisandi, S.S., M.Pd.I	Direktorat KSKK Madrasah	DKI Jakarta
166.	Mujahid, M.M.Pd	Direktorat KSKK Madrasah	DKI Jakarta
167.	Maharagita Audimy Tammalea, S.E	Direktorat KSKK Madrasah	DKI Jakarta
168.	Sugiarti, SE.	Direktorat KSKK Madrasah	DKI Jakarta
169.	Adriansyah, SE, MM	Direktorat KSKK Madrasah	DKI Jakarta
170.	H. Syafril	Direktorat KSKK Madrasah	DKI Jakarta



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## Agenda International Conference on Madrasah Reform (ICMR)

Time (WIB/UTC+7)	Activities	PIC/ information
<b>Sunday, 5 December 2021</b>		
	<b>Pre-Program</b>	
14.00 - 15.30	Registration	Committee
15.30 - 17.30	Coordinating meeting	
17.30 - 19.30	Break	
	<b>OPENING</b>	MC
19.30 - 19.35	1. Singing Indonesian Anthem and Madrasah Theme	
19.35 - 19.40	2. Reciting Quran	
19.40 - 19.45	3. Kaleidoscope of the implementation of AKMI and technical training for the improvement and development of teaching and learning at madrasah	
19.45 - 21.40	Speeches and Opening Remarks	
	4. H.E. Prof. Dr. Moh. Isom, M.Ag., Director for Curriculum, Infrastructures, Institutions, and Student Affairs, Directorate General of Islamic Education, Ministry of Religious Affairs, Republic of Indonesia  <i>"The Portrait of Madrasah Students' Achievement in AKMI"</i>	
	5. H.E. Prof. Dr. Muhammad Ali Ramdhani, Director General of Islamic Education, Ministry of Religious Affairs, Republic of Indonesia  <i>"Towards an Understanding of Differences in AKMI Competency"</i>	
	6. Remarks by Task Team Leader World Bank: H.E. Shinsaku Nomura, Ph.D.	



Time (WIB/UTC+7)	Activities	PIC/ information
	7. Opening Remarks by Minister of Religious Affairs H.E. H. Yaqut Cholil Qoumas	
21.40 - 21.50	8. Praying and photo session	
21.50 - 22.00	Press Conference	
<b>Monday, 6 December 2021</b>		
08.00 - 09.30	<b>Plenary Session I:</b> <i>"The Portrait of Madrasah Students' Achievement on Numerical Literacy in AKMI"</i>	Moderator: Kamirsyah Wahyu, M.Pd.
	1. Prof. Dr. Kusaeri, M.Pd.	
	2. Sukaesi Marianti, S.Psi., M.Psi., Ph.D.	
	3. Sitti Maesuri, Ph.D.	
09.30 - 10.00	Discussion	
10.00 - 10.15	Break	Committee
10.15 - 11.45	<b>Plenary Session II:</b> <i>"The Portrait of Madrasah Students' Achievement on Reading Literacy in AKMI"</i>	Moderator: Sueb, M.Pd.
	1. Prof. Dr. Husniyatus Salamah Zainiyati, M.Ag	
	2. Wahyu Widhiarso, S.Psi, MA	
	3. Prof. Dr. Drs. Anwar Efendi, M.Si.	
11.45 - 12.15	Discussion	
12.15 - 13.00	Break	Committee
13.00 - 14.30	<b>Plenary Session III:</b> <i>"The Portrait of Madrasah Students' Achievement on Science Literacy in AKMI"</i>	Moderator: Dr. Ahmad Taufiq, M.Si.
	1. Prof. Dr. H. Chaerul Rochman, M.Pd	
	2. Whisnu Yudiana, S.Psi, M.Psi., Psikolog	
	3. Prof. Dr. Hadi Nur	
14.30 - 15.00	Discussion	
15.00 - 15.15	Break	Committee

Time (WIB/UTC+7)	Activities	PIC/ information
15.15 - 16.45	<b>Plenary Session IV:</b> <i>"The Portrait of Madrasah Students' Achievement on Sociocultural Literacy in AKMI"</i>	Moderator: Yuna Puteri Kadarusman , M.Ed.
	1. Anindito Aditomo, S.Psi., M.Phil., Ph.D.	
	2. Dr. Ali Ridho, M.Si.	
	3. Prof. Dr. Dr. h.c. Eckhard Klieme	
16.45 - 17.15	Discussion	
17.15 - 19.30	Break	Committee
19.30 - 21.00	<b>Parallel Session 1:</b> <i>"The Implementation of AKMI on Reading and Sociocultural Literacy"</i>  Speaker : Dr. H. Ahmad Hidayatullah, M.Pd. and Ahmad Yusuf, M.Kom. Moderator : Ahmad Hanif Asyhar, M.Si.	Committee
	<b>Parallel Session 2:</b> <i>"The Profile of AKMI on Science and Sociocultural Literacy"</i>  Speaker : Dr. Ahmad Taufiq, M.Si. Moderator : Dr. Nina Fitriyati, M.Kom.	Committee
	<b>Parallel Session 3:</b> <i>"Further Actions to Improve Students' Learning on Numerical and Reading Literacy in Madrasah"</i>  Speaker : Dr. Yudi Mahatma, M.Si. Moderator : Dr. Binar Kurnia Prahani, M.Pd.	Committee



Time (WIB/UTC+7)	Activities	PIC/ information
<b>Tuesday, 7 December 2021</b>		
08.00 - 10.30	<b>Parallel Session 4:</b> <i>"The Implementation of AKMI on Numerical and Science Literacy"</i> Speaker : Ahmad Hanif Asyhar, M.Si. Moderator : Dr. Imam Rofiki, M.Pd.	Committee
	<b>Parallel Session 5:</b> <i>"The Profile of AKMI on Numerical and Reading Literacy"</i> Speaker : Dr. Nina Fitriyati, M.Kom . Moderator : Kamirsyah Wahyu, M.Pd.	Committee
	<b>Parallel Session 6:</b> <i>"Further Actions to Improve Students' Learning on Science and Sociocultural Literacy in Madrasah"</i> Speaker : Dr. Binar Kurnia Prahani, M.Pd. Moderator : M. Faruq Ubaidillah, M.Pd.	Committee
10.30 - 11.30	Closing	MC: Sueb, M.Pd.

No.	Time	Presenters	Titles
8	21.20 – 21.30	Farida Hanum (MIS. Asasul Huda Randegan Tanggulangin)	Boardgame QR Code “Silamon” in the implementation of socio-cultural values of Pancasila in Madrasah
9	21.30 – 21.40	Muhammad Roy Asrori (MA Integratif NU Al-Hikmah)	Social-cultural activities: Tahfidz Al-Qur'an during Covid-19 pandemic
	21.40 – 22.00	Discussion	

Parallel Session 2:

**Sub-theme: The Profile of Madrasah Students' Competencies**

No.	Time	Presenters	Titles
1	19.50 – 20.00	Bahtiar (UIN Mataram) ✓	Profiling Students' Creative Thinking Skill in the Time of Covid-19 Pandemic Using Blended Learning ✓
2	20.00 – 20.10	Hasan Nuurul Hidaayatullaah (Universitas Negeri Surabaya)	The Profile of Madrasah Students' Misconceptions on Science Concepts
3	20.10 – 20.20	Hasnawati Haili (MAN 1 Muna)	The Portrait of Students' Mental Modelling Ability on the Concept of Kinetic Theory of Gases in Science Literacy
4	20.20 – 20.30	Agus Riwanda (MAN 4 Hulu Sungai Tengah)	Assessing Arabic Teachers' Assessment methods in evaluating their students' literacy
	20.30 – 20.50	Discussion	