LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*
KARYA ILMIAH : JURNAL ILMIAH

Judul Jurnal Ilmiah (Artikel)	:	*Development and Initial Validation of Perceived Research Environment Scale for Higher Education Academics.*		
Jumlah Penulis	:	4 orang		
Status Pengusul	:	penulis ke - 1		
Identitas Jurnal Ilmiah	:	a Nama Jurnal	:	*Journal of Psychoeducational Assessment*
		b Nomor ISSN	:	1557-5144 (online) 0734-2829 (print)
		c Vol, No., Bln Thn	:	Vol 38, No 2, April 2020
		d Penerbit	:	*Sage Publishing*
		e DOI artikel (jika ada)	:	10.1177/0734282919828892
		f Alamat web jurnal	:	https://journals.sagepub.com/doi/abs/10.1177/0734282919828892
		Alamat Artikel	:	http://eprints.undip.ac.id/80613/1/5._Artikel_Development_and_Initial_Validation_of_Perceived_Research_Environment_Scale_for_Higher_Education_Academics.pdf
		g Terindex	:	Scopus

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d. Kelengkapan unsur dan kualitas penerbit (30%)	12			12
Total = (100%)	**40**			38
Nilai Pengusul = 60% x ..38.. =	22,8			

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Artikel sudah ditulis sesuai dengan unsur artikel jurnal meliputi Title, Abstract, Introduction, Method, Results, Discussion, References. Title cukup singkat dan jelas. Introduction sudah mereview perkembangan riset terkini mengenai instrumen terkait. Method berisi tahapan penelitian. Result menunjukan temuan yang dihasilkan. Discussion menggambarkan kebaruan instrumen psikologi. References, sitasi dalam teks dan tata tulis secara umum disajikan mengikuti APA Publication Manual 6th Edition.

2. Ruang lingkup dan kedalaman pembahasan:

Artikel membahas tentang pengembangan instrumen psikologi untuk mengukur perceived research environment dari perspektif dosen, sebuah instrumen psikologi yang belum pernah dikembangkan sebelumnya secara khusus untuk populasi dosen. Isi artikel mengupas dimensi terkini dari konsep yang diukur, membandingkan instrumen sejenis yang pernah dikembangkan untuk komunitas yang berbeda, dan menunjukan kebaruan instrumen psikologi yang dikembangkan

3. Kecukupan dan kemutakhiran data/informasi dan metodologi:

Data cukup memadai dan dianalisis secara mutakhir dengan metode analisis terkini. Pada awalnya isu perceived research environment diperoleh melalui review terhadap literature, FGD dengan dosen dan expert judgement. Kemudian item yang dikembangkan diadministrasikan kepada dosen, datanya dianalisis dengan EFA untuk menentukan struktur faktor dan jumlah item. Selanjutnya, dilakukan CFA untuk memvalidasi struktur tersebut, akhirnya diuji validitas konstruknya. Originalitas artikel tergolong baik. Turnitin similarity index : 8% dan 80% referensi terbitan ~~akhir~~ 10 tahun terakhir.

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Depok, 3 Februari 2020
Reviewer

Prof. Dr. Hamdi Muluk, M.Si.
NIP. 196603311999031001
Unit kerja : Fakultas Psikologi
Universitas Indonesia
Bidang Ilmu: Psikologi

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2. **Ruang lingkup dan kedalaman pembahasan:**
   Artikel jurnal ini membahas pengembangan instrumen psikologi untuk mengukur perceived research environment dari perspektif dosen. Instrumen ini belum pernah dikembangkan sebelunya untuk populasi dosen. Isi artikel menjelaskan secara rinci dimensi-dimensi dan konsep yang diukur, membandingkan dengan instrumen yang sama yang pernah digunakan pada populasi yang berbeda, dan menunjukkan kebaruan instrumen psikologi.

3. **Kecukupan dan kemutakhiran data/informasi dan metodologi:**
   Urutan unsur pada metode sudah lengkap. Data juga dianalisis dengan metode analisis terbaru. Instrumen penelitian dikembangkan dengan cara yang sesuai yaitu literature review, expert judgement, dan FGD pada dosen. Kemudian hasil dari sampel pertama dianalisis dengan EFA, pada kemudian data dari sampel kedua dianalisis dengan CFA sampai terkonfirmasi faktor yang well-established. Akhirnya, validitas konstruk instrumen diuji. Hasil cek plagiasi adalah 8% ini cukup kecil, dan mayoritas referensi yang digunakan merupakan terbitan 10 tahun terakhir yang mutakhir.

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Surabaya, 11 Maret 2020
Reviewer

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Relative Efficacy of Teacher Rankings and Curriculum-Based Measures as Predictors of Performance on High-Stakes Tests

Maya A. Mingo, Sherry Mee Bell, R. Steve McCallum, D. Lakmal Walpitage

First Published February 21, 2019 | Research Article
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Maya A. Mingo[1], Sherry Mee Bell[1], R. Steve McCallum[1], D. Lakmal Walpitage[1]
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Abstract

Data from 403 third graders were analyzed to determine relative and combined efficacy of group-administered Curriculum-Based Measures (CBMs) and Teacher Rankings of student reading and math performance taken early in the school year to predict end-of-year achievement scores. Teacher Rankings added to the power of CBMs to predict reading (R^2 change = .18) and math (R^2 change = .22). Combined CBMs and Teacher Rankings predicted at-risk status in reading (82%) and math (86%), based on logistic regression, and yielded strong area under the curve (AUC) statistics, defining risk status .88 (reading) and .82 (math). Surprisingly, Teacher Rankings yielded higher correlations with end-of-year scores than CBMs. Findings support using rankings as a simple, efficient

Journal of Psychoeducational Assessment

Initial Development and Validation of the Perceptions of the Blended Learning Environment Questionnaire

Feifei Han, Robert A. Ellis

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Volume: 38 issue: 2, page(s): 168-181
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Feifei Han[1], Robert A. Ellis[1]
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Abstract

Learning in blended environments has become a ubiquitous part of student experience in tertiary education worldwide. Although students' perceptions of learning environments are a key element in the learning process, there is a dearth of valid instruments to assess students' perceptions in blended contexts. This study described the initial development and validation of a Perceptions of the Blended Learning Environment Questionnaire (PBLEQ). The analyses, involving two cohorts of students enrolled in courses either from humanities/social sciences disciplines or from sciences/engineering disciplines, consistently supported the bifactor model over a correlated first-order model and a second-order model. The bifactor model had a single perceptions factor that underlined each of the items. Separately, there were three specific factors: the perceptions of integration between face-to-face and online learning, the perceptions of online contributions, and the perceptions of the online workload, each having its own separate set of items. The invariance tests among the two cohorts validated that the PBLEQ had invariant factor structure, factor loadings, and intercepts. The PBLEQ has potential to help

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Development and Initial Validation of Perceived Research Environment Scale for Higher Education Academics

Dian R. Sawitri, **Peter A. Creed**, **Harlina Nurtjahjanti**, **Anggun R. Prasetyo**

First Published 10 Feb 2019. https://doi.org/10.1177/0734282919828892

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First Published 7 Feb 2019. https://doi.org/10.1177/0734282918823590

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First Published 12 Dec 2018. https://doi.org/10.1177/0734282918816843

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Home Learning Environments: A Cross-Cultural Study Between Germany and Iran

Shima Aminipour, **Ali Asgari**, **Elaheh Hejazi**, **Hans-Günther Roßbach**

First Published 20 Jun 2018. https://doi.org/10.1177/0734282918778465

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Journal of Psychoeducational Assessment
Volume 38, Issue 2, 1 April 2020, Pages 195-208

Development and Initial Validation of Perceived Research Environment Scale for Higher Education Academics (Article)

Sawitri, D.R.[a], Creed, P.A.[b], Nurtjahjanti, H.[a], Prasetyo, A.R.[a]

[a]Diponegoro University, Semarang, Indonesia
[b]Griffith University, Southport, Australia

Abstract

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There is a growing interest in the perceived research environment for higher education academics. As there is no existing, psychometrically sound scale that directly measures perceived research environment for higher education academics, we designed and validated the Perceived Research Environment Scale for use with this population. In Phase 1, items were developed based on a review of literature, six focus groups, and expert judgment. In Phase 2, the items were then administered to a sample of Indonesian academics (N = 306, M age = 42.29 years). Item analysis and exploratory factor analysis were used to reduce the number of items and determine the factor structure. In Phase 3, confirmatory factor analyses were used on a hold-out sample (N = 292, M age = 43.39) to confirm this structure. In Phase 4, we provided evidence for construct validity. The practical uses of this newly developed scale are discussed. © The Author(s) 2019.

SciVal Topic Prominence

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academics | higher education | perceived research environment | scale development | university

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