

Q jurnal ners

11 dari 36

[JN] Editor Decision Eksternal Kotak Masuk x

Dr. Ilya Krisnana
kepada saya, Abdul, Masunatul

Kam, 15 Feb, 17.03

Terjemahkan ke Indonesia x

Dear musrifatul uliyah, Abdul Aziz Alimul Hidayat, Masunatul Ubudiyah,

We have reached a decision regarding your submission to **Jurnal Ners**, "A Blended Learning Instruction Using Contextual Teaching Learning: Strengthens Strategy to Increasing Procedural Knowledge and Interprofessional Collaboration for Nursing Student".

Our decision is to ACCEPT your submission.

In order to publish your article, **Jurnal Ners** requires that you complete an author(s)' declaration and copyright transfer agreement attached below.

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Thank you for your fine contribution. We look forward to your continued contributions to the Journal.

Sincerely,
Editor in Chief, **Jurnal Ners**
ners@journal.unair.ac.id

Q jurnal ners

15 dari 36

[JN] Editor Decision Eksternal

Dr. Ilya Krisnana <ilya-k@fkip.unair.ac.id>
kepada saya, Abdul, Masunatul

Kam, 18 Jan, 14.00

Terjemahkan ke Indonesia x

Dear musrifatul uliyah, Abdul Aziz Alimul Hidayat, Masunatul Ubudiyah:

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2. and/or a rebuttal against each point that is being raised

Please use this file to respond to the reviewer(s) comments and upload it along with your revised manuscript:
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Once again, thank you for submitting your manuscript to **Jurnal Ners** and I look forward to receiving your revision.

Sincerely,
Editor in Chief, **Jurnal Ners**
ners@journal.unair.ac.id

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authors declaration and copyright transfer agreement Eksternal


musrifatul musrifatul <musrifatul@um-surabaya.ac.id>
 kepada ners

Jum, 16 Feb, 06.54

Dear Editor
 Thii is author(s)' declaration and copyright transfer agreement

Musrifatul
 corresponding author

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Q jurnal ners

5 dari 36

Request for Copyedit Respon Eksternal Kotak Masuk x

Journal Ners Universitas Airlangga
 kepada saya

Rab, 28 Feb, 20.07

Terjemahkan ke Indonesia x

Dear author
 we wish you on your best day
 Congratulations on the acceptance of your article in the Journal of Nursing. Currently, your manuscript has reached the copy-editing process In OJS (link below), and we have made adjustments for publication in our journal. Therefore, we kindly request your willingness to respond to whether there are any further revisions needed or if it is already suitable for publication.
 We await your best response.

Best regards
Journal Ners

[Uliyah et al. | A blended learning using contextual teaching learning_ strengthening nursing students' procedural knowledge and interprofessional collaboration | Jurnal Ners \(unair.ac.id\)](#)


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Request for Copyedit Respon Eksternal Kotak Masuk x

 **Journal Ners Universitas Airlangga** kepada saya ▾ Rab, 28 Feb, 20.07 ☆ ↶ ⋮

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REVISION OF APC JURNAL NERS VOLUME 19 No 1 Eksternal Kotak Masuk x

 **Journal Ners Universitas Airlangga** kepada saya ▾ Min, 25 Feb, 11.39 ☆ ↶ ⋮

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Dear Authors,

We send for you a new invoice for APC and proofreading to you; please disregard the invoice we sent earlier (23 February 2024 10.50).

Jurnal Ners charges the author an article-processing charge (APC) amounted to IDR 3,000,000 (Indonesian author) or USD 200 (non-Indonesian author) and proofread for each manuscript published in the journal. This email is to notify you that your article has been accepted in **Jurnal Ners** and you can pay the APC by following the invoice attached to this email.

Please send the scan of the payment receipt to this email before the due date.
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We are really sorry for the inconvenient.

Thank you
Best regards,
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Workflow **Publication**

Submission **Review** Copyediting Production

Submission Files [Q Search](#)

▶  228309	artikel-jurnal+ners (paraphrase).docx	July 23, 2023	Article Text
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▶ Comments for the Editor	musrifatul	-	0	<input type="checkbox"/>
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Workflow **Publication**

Submission **Review** Copyediting Production

Round 1

Round 1 Status
Submission accepted.

Notifications

[JN] Editor Decision	2024-01-04 12:32 PM
[JN] Editor Decision	2024-01-18 02:00 PM
[JN] Editor Decision	2024-02-15 05:03 PM

[N] Editor Decision	2024-01-18 02:00 PM
[N] Editor Decision	2024-02-15 05:03 PM
[N] Editor Decision	2024-02-29 01:34 PM

Reviewer's Attachments [Q Search](#)

246915	jn-review-assignment-47874-Article+Text-239922.docx	October 16, 2023
262904	2023 des - jn-review-assignment-47874-Article+Text-239922 (1).docx	December 15, 2023

Revisions [Q Search](#) [Upload File](#)

268347	artikel-jurnal+ners (paraphrase)-revisi.docx	January 7, 2024	Article Text
268349	Author Response to Reviewers-rev-2.pdf	January 21, 2024	Other
272398	E-artikel-jurnal+ners+(paraphrase)-revisi-2.docx	January 21, 2024	Article Text
272399	Author Response to Reviewers.pdf	January 21, 2024	Other

268349	Author Response to Reviewers-rev-2.pdf	January 21, 2024	Other
272398	E-artikel-jurnal+ners+(paraphrase)-revisi-2.docx	January 21, 2024	Article Text
272399	Author Response to Reviewers.pdf	January 21, 2024	Other
278522	4. JN Copyright Transfer Agreement-Update March 2022.pdf	February 16, 2024	Other

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Progress Publish	musrifatul 2023-12-19 04:57 AM	-	0	<input type="checkbox"/>
revision manuscript	musrifatul 2024-01-07 03:02 PM	-	0	<input type="checkbox"/>

[JN] Editor Decision

2024-02-29 01:34 PM

Musrifatul Uliyah, Abdul Aziz Alimul Hidayat, Masunatul Ubudiyah:

The editing of your submission, "A blended learning using contextual teaching learning: strengthening nursing students' procedural knowledge and interprofessional collaboration," is complete. We are now sending it to production.

Submission URL: <https://e-journal.unair.ac.id/JNERS/authorDashboard/submission/47874>

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Notifications

[JN] Editor Decision

2024-02-15 05:03 PM

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ners@journal.unair.ac.id

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[JN] Editor Decision

2024-01-18 02:00 PM

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<https://docs.google.com/document/d/19ScnUunKnadIJvY1kNQ64eez5VTMzf7a/edit?usp=sharing&ouid=108703314134198291339&rtpof=true&sd=true>

Once again, thank you for submitting your manuscript to Jurnal Ners and I look forward to receiving your revision.

[JN] Editor Decision

2024-01-04 12:32 PM

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[JN] Copyediting Request	rifypradipta 2024-02-28 10:24 AM	-	0	<input type="checkbox"/>
=	musrifatul 2024-02-29 11:52 AM	-	0	<input type="checkbox"/>

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281830 47874_Uliyah.pdf February 29, 2024 Article Text

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1 dari 36

[JN] Editor Decision Eksternal Kotak Masuk x

Rifky Octavia Pradipta, S.Kep., Ns., M.Kep <rifky-op@fkip.unair.ac.id> kepada saya, Abdul, Masunatul

Kam, 29 Feb, 13.34

Terjemahkan ke Indonesia x

Musrifatul Uliyah, Abdul Aziz Alimul Hidayat, Masunatul Ubudiyah:

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RESPONSE TO THE REVIEWERS COMMENTS

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Author Name (s) : Musrifatul Uliyah, Abdul Aziz Alimul Hidayat, Masunatul Ubudiyah
Article ID : 47874
Manuscript Title : A Blended Learning Instruction Using Contextual Teaching Learning: Strengthens Strategy to Increasing Procedural Knowledge and Interprofessional Collaboration for Nursing Student

REVIEWER I

REVIEWER COMMENTS	AUTHOR RESPONSE	PAGE
the title is too long, simplify it example Blended Learning Using Contextual Learning: Strengthening Nursing Students' Procedural Knowledge and Interprofessional Collaboration	Revised in main text Blended Learning Using Contextual Teaching Learning: Strengthening Nursing Students' Procedural Knowledge and Interprofessional Collaboration	1
p-value	Revised in main text.	1 abstract
teaching-learning	Revised in main text contextual teaching-learning	1 keyword
This paragraph is not related to the theme that will be researched. describe the problems related to student knowledge and skills in today's digital era What is constextual teaching??? No clear	Revised in main text added at the beginning of the paragraph "The Covid-19 pandemic has created lessons for nursing education to develop a flexible learning process for students, which does not have to be face-to-face learning in class, but online learning. The problem is that during Covid-19 face-to-face learning in class is limited to reduce the risk of Covid-19 transmission, so blended learning is needed (Rohendi et al., 2020)"	1 introduction
This section should be at the end of the background of the problem	Revised in main text, added at the end of the paragraph "In line with developments in the use of information technology in learning, as	2 introduction



	well as dealing with learning problems during the Covid-19 case and in anticipating similar cases in the future, blended learning is needed (Rohendi et al., 2020)”	
References??	Revised in main text Nowadays, one of the learning problems in Indonesia’s nursing education is the low level of procedural knowledge of nursing students and interprofessional collaboration skills (Uliyah et al., 2020).	2 introduction
Update references	Revised in main text “The hierarchical interaction pattern between nurses and doctors is still visible in terms of disciplines (Arya et al., 2010; Setiawan, 2013; Sinubu et al., 2021)”	2
Update references	Revised in main text The scale measured three components: joint participation in the treatment/care decision-making process, sharing of information, and collaboration (Hossny & Sabra, 2021; Ushiro, 2009)	3 Material & Methods
describe the characteristics of respondents	Revised in main text added table 1 in the text	4 Table 1
Where is correlation between karakteristik responden and knowledge and colaborasi skill	Revised in main text added table 1 in the text	5 Table 2
References??	Revised in main text	6 discussion
This paragraph is lacking in literature	Revised in main text	6 discussion



REVIEWER II

REVIEWER COMMENTS	AUTHOR RESPONSE	PAGE
Explain the instrument were used in this research and also the variable were measured by the instrument.	Revised in main text added to the abstract “The instrument used to measure the Interprofessional education variable was the Nurse–Physician Collaboration Scale and procedural knowledge was measured through a test of 25 multiple choice questions about procedural knowledge”	1 abstract
Please substitute with better construction of this sentences	Revised in main text The first sentence in paragraph four has been revised “Learning processes and methods in nursing education that do not apply collaborative and contextual learning principles by utilizing information technology can result in students not properly understanding collaboration skills and knowledge procedures when practicing in hospitals”	2 introduction
The author need to add teaching process in control group also. So it will more clear the difference treatment between both of group	Revised in main text. added explanation on design and method “The experimental group with blended learning used contextual teaching learning and the control group only used blended learning”	3 Material & Methods
in this section, it can be seen that the analysis provided by the researcher is more focused and theoretical explanations in other articles so that it is not clear what the research findings in this study are. in the discussion section, researchers need to make analyzes based on research findings, not just carry out theoretical analyzes from other articles. strengthening the analysis of statistical test results will be better if it is strengthened from the researchers' research findings, for example: respondents' answers to questions on	Revised in main text. addition in the second paragraph of the discussion “In the study, there were no differences between the two groups before the intervention, but after the intervention there were differences between the two groups in two variables, namely procedural knowledge and interprofessional collaboration. In the procedural knowledge variable, there is an increase in skills in indicators of observational, therapeutic, educational and collaborative care activities, including assessment of skills at the	6 discussion



<p>the instrument, points on the instrument, analysis of respondents' answers, and so on. This can strengthen the depth of analysis of the impact of the treatment carried out on respondents in real terms</p>	<p>primary intervention and supportive intervention levels. In the interprofessional education variable , there was also an increase in rates of 1) collaborative participation, e.g. exchange of opinions to solve patient/care problems, 2) exchange of information, e.g. exchange of ideas for further patient care and opinions. Opinions and suggestions from doctors. 3) collaboration, e.g. mutual support with professional tasks and qualifications, sharing of tasks with representatives of other professional groups, 4) fulfillment of tasks according to the area of activity, e.g. knowledge of the patient's health status, and 5) joint achievement of goals, such as patient-centered guidance and negotiation of treatment goals</p>	
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EDITOR (IF ANY)

EDITOR COMMENTS	AUTHOR RESPONSE	PAGE
<ol style="list-style-type: none"> 1. a point-by-point reply to the reviewers' comments 2. and/or a rebuttal against each point that is being raised 	<p>Manuscript revisions have been adjusted to the reviewers' input and immediately added to the main text</p>	



RESPONSE TO THE REVIEWERS COMMENTS

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REVIEWER I

REVIEWER COMMENTS	AUTHOR RESPONSE	PAGE
Contextual teaching learning theory need to improve. Extrapolation of the theory in to the research need to perform	Revised in main text, we add in the text A learning model that is appropriate for the learning objectives in each topic determines learning outcomes, including the achievement of procedural knowledge abilities and interprofessional collaboration. The models that currently exist are only blended learning, and contextual learning independently, not integrated, but with a combined model between blended learning and contextual learning. Each model will cover each other's weaknesses. Constructivism theory states that learning is building knowledge through real experience in the field, meaning students will easily understand and know what they are learning when their knowledge is based on reality conditions that exist in the field, elaborating on this theory students will easily understand aspects of procedural knowledge interprofessional care and collaboration if he learns and knows directly the context of care services in clinics and hospitals	3
Mention the sampling technique, inclusion criteria, variables.	Revised in main text, we add in the text The research sample was selected using simple random sampling, with the inclusion criteria being that students were enrolled in an active semester who were taking basic nursing courses in the nursing study program at Muhammadiyah University, Surabaya	4



<p>How about the control group?. Explain who is the control group, and how to minimize bias between 2 groups while the intervention stage</p>	<p>Revised in main text, we add in the text</p> <p>The control group were students who received blended learning, but not with a contextual approach. 48 students who were members of class B in the nursing study program, Muhammadiyah University, Surabaya. To minimize bias, strict grouping is not recommended, it is not recommended to discuss the material taught in two groups and also through statistical tests on other factors that influence the results on procedural knowledge and interprofessional collaboration variables.</p>	<p>5</p>
<p>Explain how to matching between 2 groups, what the topic from the subject of basic nursing that been chosen and what is the reason related to the interprofessional collaboration.</p>	<p>Revised in main text, we add in the text</p> <p>The two groups received the same material, but different learning methods. The topic discussed was fluid and electrolyte needs in basic nursing courses. For explanation of the topics at each meeting, including, the first meeting is the topic of systems that play a role in fluid and electrolyte needs, how body fluids move, human body fluid needs, regulation of body fluid volume. The second meeting was on the topic of types of fluids, problems with fluid needs, electrolyte needs, electrolyte regulation, types of electrolyte fluids, problems/disorders with electrolyte needs, acid-base balance, types of acid-base, acid-base balance problems. Factors that influence fluid and electrolyte needs. The third meeting was the topic of nursing action procedures to fulfill fluid and electrolyte needs, practice of measuring blood pressure, practice of measuring pulse, practice of rumple lead test, practice of giving oral fluids, practice of collecting urine for examination material, practice of collecting urine from patients using catheters, Practice insert a catheter condom. The fourth meeting was on the</p>	<p>5</p>



	<p>topic of the practice of giving oral fluids, practice of administering fluids intravenously, the practice of caring for IV wounds, practice of changing IV fluids. The selection of material for learning trials is related to the interprofessional collaboration variable because in this material there are many nursing procedures that require collaboration and nursing problems in this material are almost always experienced by patients admitted to hospital.</p>	
<p>Explain the topic each off meeting</p>	<p>The two groups received the same material, but different learning methods. The topic discussed was fluid and electrolyte needs in basic nursing courses. For explanation of the topics at each meeting, including, the first meeting is the topic of systems that play a role in fluid and electrolyte needs, how body fluids move, human body fluid needs, regulation of body fluid volume. The second meeting was on the topic of types of fluids, problems with fluid needs, electrolyte needs, electrolyte regulation, types of electrolyte fluids, problems/disorders with electrolyte needs, acid-base balance, types of acid-base, acid-base balance problems. Factors that influence fluid and electrolyte needs. The third meeting was the topic of nursing action procedures to fulfill fluid and electrolyte needs, practice of measuring blood pressure, practice of measuring pulse, practice of rumple lead test, practice of giving oral fluids, practice of collecting urine for examination material, practice of collecting urine from patients using catheters, Practice insert a catheter condom. The fourth meeting was on the topic of the practice of giving oral fluids, practice of administering fluids intravenously, the practice of caring for IV wounds, practice of changing IV</p>	<p>5</p>



	fluids. The selection of material for learning trials is related to the interprofessional collaboration variable because in this material there are many nursing procedures that require collaboration and nursing problems in this material are almost always experienced by patients admitted to hospital.	
Explain more about the results on the table.	Revised in main text, An explanation of the results has been added to the table	5
Blended Learning Usiang Contextual Teaching Learning	Revised in main text, Blended Learning Using Contextual Teaching Learning	8
Explain the meaning of this symbol in the results section	calculated z value to determine the mean difference for hypothesis testing whether there is a difference, meaning $z_{table} < z_{calculated} < + z_{table}$ (no difference) = z_{table} 1.96. revisions in the text below the table are provided with information	8