



Journal of Science Learning (JSL, J.Sci.Learn)

The Journal of Science Learning (JSL) is an open access and peer-reviewed journal published by Universitas Pendidikan Indonesia. The aim of Journal of Science Learning is to promote a principled approach to research on science learning by encouraging enquiry into relationship between theoretical and practical studies. The article offers ways to improve classroom science teaching and learning, and professional development. The Journal welcomes contributions in such areas of science learning, science learning in everyday life, science teacher education, science studies and science education. JSL is a triannual journal issued on March, July, and November. The journal was first published by Universitas Pendidikan Indonesia in 2017.

Peer Review Policy

Newly submitted manuscripts will first be screened by the main Editors. Manuscripts may be rejected at this stage if they are of insufficient quality, outside the scope of the journal or they are considered not original. Manuscripts that do meet the minimal requirements for publication are assigned to one of the main Editors, who sends the manuscript out for review. Reviewers are selected by the main Editors on the basis of their expertise, their availability, and such as to avoid possible conflicts of interest. A reviewer is asked to evaluate whether the manuscript is scientifically sound, original, relevant, clear, whether it correctly references previous work, and whether it falls within the scope of the journal.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees. The acceptance or rejection of articles will be decided by the editorial boards based on the review results supplied by the reviewers. There are no communications between authors and editors concerning the rejection decision. Authors whose papers are rejected will be informed with the reasons of the rejection.

All papers are fully peer-reviewed. We only publish articles that have been reviewed and approved by highly qualified researchers with expertise in a field appropriate for the article. We used single blind peer-reviewing process. To ensure the integrity of the blind peer-review for submission to this journal, every effort should be made to prevent the identities of the authors and reviewers from being known to each other.

Editorial Team

Editors

Ari Widodo, Universitas Pendidikan Indonesia, Indonesia
Eka Cahya Prima, Universitas Pendidikan Indonesia, Indonesia

Editorial Board

Peter John Aubusson, University of Technology Sydney, Australia
Reinders Duit, University of Kiel, Germany
Marissa Rollnick, University of Witwatersrand, South Africa
Anna Permanasari, Universitas Pendidikan Indonesia, Indonesia
Diana Rochintaniawati, FPMIPA Universitas Pendidikan Indonesia, Indonesia
Zuhdan Kun Prasetyo, Universitas Negeri Yogyakarta, Indonesia
Thoha Firdaus, STKIP Nurul Huda, Indonesia
Irwandani, Universitas Islam Negeri Raden Intan Lampung, Indonesia
Eliyawati, Universitas Pendidikan Indonesia, Indonesia
Ikmanda Nugraha, FPMIPA Universitas Pendidikan Indonesia, Indonesia
Nanang Winarno, FPMIPA Universitas Pendidikan Indonesia, Indonesia
Rika Rafikah Agustin, FPMIPA Universitas Pendidikan Indonesia, Indonesia
Lilit Rusyati, FPMIPA Universitas Pendidikan Indonesia, Indonesia



Journal of Science Learning

Volume 1, Issue 2, March 2018, pp 44-76

Table of Contents

Preface	i
Table of Content	ii
The Effect of Brainstorming on Students' Creative Thinking Skill in Learning Nutrition Winda Ismi Hidayanti, Diana Rochintaniawati, Rika Rafikah Agustin	44-48
The Effect of Multiple Intelligence-Based Learning Towards Students' Concept Mastery and Interest in Matter Wida Nur W Pratiwi, Diana Rochintaniawati, Rika Rafikah Agustin	49-52
The Profile of Students' Science Process Skill in Learning Human Muscle Tissue Experiment at Secondary School Shofwa Widdina, Diana Rochintaniawati, Lilit Rusyati	53-59
Learning Solar System using PhET Simulation to Improve Students' Understanding and Motivation Eka Cahya Prima, Aldia Ridwani Putri, Nuryani Rustaman	60-70
The Impact of Problem-Solving Model on Students' Concept Mastery and Motivation in Learning Heat Based on Gender Annisa Utami Putri, Lilit Rusyati, Diana Rochintaniawati	71-76