UNESA Journal of Chemical Education *ISSN: 2252-9454*
Vol._,No._, pp._01–05, January, May, or September, Year

TITLE (*Times New Roman Font 12, Capital and bold, max 20 words, arranged in an inverted pyramid)*
(one article consists of a maximum of 10 pages)

Findiyani Ernawati Asih and Kusumawati Dwiningsih* (*Full name affiliation without title*)
Department of Chemistry, FMIPA, Universitas Negeri Surabaya

e-mail: kusumawatidwiningsih@unesa.ac.id *(*corresponding author)*

Abstract

The aims of this research are …… …… ……. ……
……..……..……..……..……
……
…… *(abstract maximum 250 words)*
Key words: asesment, e-learning, mastery learning *(key words contain 3-5 words)*

INTRODUCTION

Chemistry Department, FMIPA Unesa ……. Chemistry is an assessment……[1]. The lecturer in charge of this assessment course ……
……
……
……
……*(Article content in English, Times New Roman Font 11, spacing 1.15)*

METHOD

This research follows a "one shot case study" design with the target of ……
…….

This research was conducted ……
……
……
……
……
……
……
……
……
……

Next, the interpretation of student responses follows Table 1.

Table 1. Student Response Criteria

Percentage (%)	Criteria
0-20	Very weak
21-40	Weak
41-60	Fair
61-80	Strong
81-100	Very strong

[2]

(Table Font 11, spacing 1, and table numbering is ordered based on appearance in the text, accompanied by reference sources/if there are reference sources)

Based on these criteria, student responses are said to be positive if the percentage is ≥ 61% [2].

RESULTS AND DISCUSSION

Before the first meeting, the students were given a briefing ……
……
……
……
……
…….

It was recorded that 32 out of 50 students expressed their opinions in this discussion. There were even some students who expressed their opinions more than once. Furthermore, the

students summarized the results of the discussion and ended with a reflection.

After the second meeting, students were given a learning outcome test for the sub-materials of Question Review, Scoring, Interpretation of Test Results and Remedial Teaching. The test was in the form of a description, consisting of 6 questions. The results of the students' work were corrected and the results are shown in Table 2.

Table 2. Percentage of Student Scores for the Sub-Material of Question Review, Scoring, Interpretation of Test Results and Remedial Teaching

No.	Score Range	Grade	Amount	Percentage (%)
1.	85 – 100	A	19	38
2.	80 - <85	A-	4	8
3.	75 - <80	B+	7	14
4.	70 - <75	B	2	4
5.	65 - <70	B-	2	4
6.	60 - <65	C+	0	0
7.	55 - <60	C	6	12
8.	40 - <55	D	2	4
9.	0 - <40	E	8	16
		Amount		100

(If the table is not sufficient in two column format, it can be presented lengthwise in one column)

Based on Table 2 shows ……..
……
……
……
……
……



Figure 1. Group Presentation
(provided with image descriptions and reference sources/ if there are reference sources)

Based on Figure 1 it shows that ……
……
……
……
Ahmed stated that……
……[3].……
……
……
……

The success of implementing e-learning is not only shown by the increasing value of students, but also by the positive responses of students. More clearly, the recapitulation of student responses is shown in Table 3.

Table 3. Recapitulation of Student Responses to the Implementation of e-Learning Sub-Materials on Question Review, Scoring, Interpretation of Test Results and Remedial Teaching

No.	Details	Percentage (%)	Category
1.	Lecturer's encouragement to students to ask questions	80	Strong
2.	The success of lecturers in motivating students to ask questions	76	Strong
3.	Clarity in explaining lecture material	74	Strong
4.			
5.			

Based on Table 2 shows that ……
……..

CONCLUSION

Based on the discussion it can be concluded that ……
…….

ACKNOWLEDGMENTS

This research can be carried out with the financial assistance of ……. Therefore, on this occasion the research team would like to thank ……. 2009 which has funded this research. *(Acknowledgments are written if there are other parties who funded the research)*

REFERENCE

1. Tim. 2011. *Buku Pedoman. Universitas Negeri Surabaya*. Surabaya: Fakultas Matematika dan Ilmu Pengetahuan Alam, Fakultas Ilmu Sosial dan Fakultas Teknik.
2. Riduwan. 2008. *Skala Pengukuran Variabel variabel Penelitian*. Bandung: Alfabeta.
3. Sadiman, A., Rahardjo, R., Haryono, A., and Rahardjito. 2003. *Media Pendidikan:Pengertian, Pengembangan dan Pemanfaatan.* Jakarta: PT Raja Grafindo.
4. Ahmed. 2008. *Manfaat e-learning Bagi Pembelajaran*. Mycoolworld_ahmed blog.blogspot.com/2008/07/manfaat e-learning-bagi-pembelajaran.html. Accessed February 7, 2012.
5. Tural, G. 2015. Cross-Grade Comparison of Students' Conceptual Understanding with Lenses in Geometric Optics. *Sci. Edu. Intr.*, Vol 26, No 3, pp. 325–343.

(Reference Times New Roman, font 11, arranged in the order in which the reference numbers appear in the article text, 1 space after 8 pt)