

Tips Publikasi Bereputasi Internasional

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Disampaikan dalam **Workshop** di Rumah Jurnal Universitas Islam Negeri (UIN) Sunan Kalijaga
Yogyakarta, 26 Juli 2019

DAFTAR ISI

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<https://didactiefonline.nl/artikel/onderwijskansen-in-indonesie>



Onderwijskansen in Indonesië

TEKST BEA ROS GEPUBLICEERD OP 03-05-2017 GEWIJZIGD OP 24-10-2017

Ook in Indonesië vormen gelijke kansen een belangrijk beleidsthema. Ongelijkheid is daar een hardnekkig probleem. Welke factoren zijn bepalend?

Een half miljoen Indonesische kinderen tussen 7 en 15 jaar heeft nog nooit een school van binnen gezien, en van de schoolgaande kinderen verlaten ruim 1,7 miljoen de school voortijdig. Schrikbarende cijfers. Op verzoek van de Indonesische regering dook Tatang Muttakin in factoren die ongelijkheid bepalen. Het blijkt een complex samenspel van 'menselijk, sociaal, economisch, politiek en infrastructureel kapitaal'.

De kans dat een kind naar school gaat, wordt groter als er een school in de buurt staat; dat zal niemand verbazen. Maar een school in de buurt helpt niet altijd, want kinderen in gemeenten met veel arme huishoudens hebben minder kans de school te betreden. Maar als zij eenmaal

Gerelateerde artikelen

Nieuws



PvdA richt pijlen op ongelijkheid in het onderwijs

26-09-2016

Krijgt ieder kind wel dezelfde kansen in het onderwijs?

Nieuws

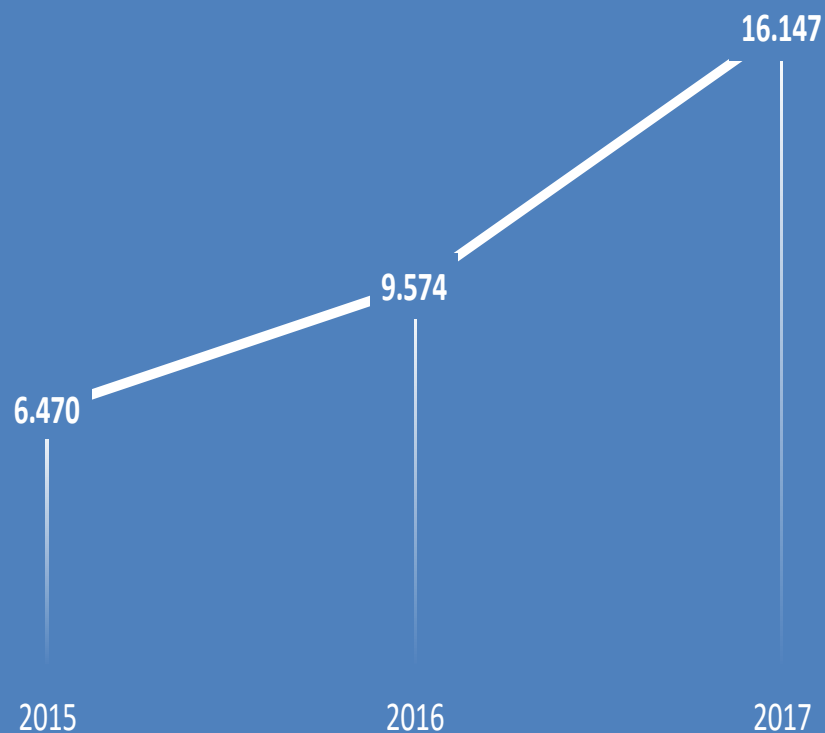


Meer doen tegen sociale ongelijkheid

02-01-2014

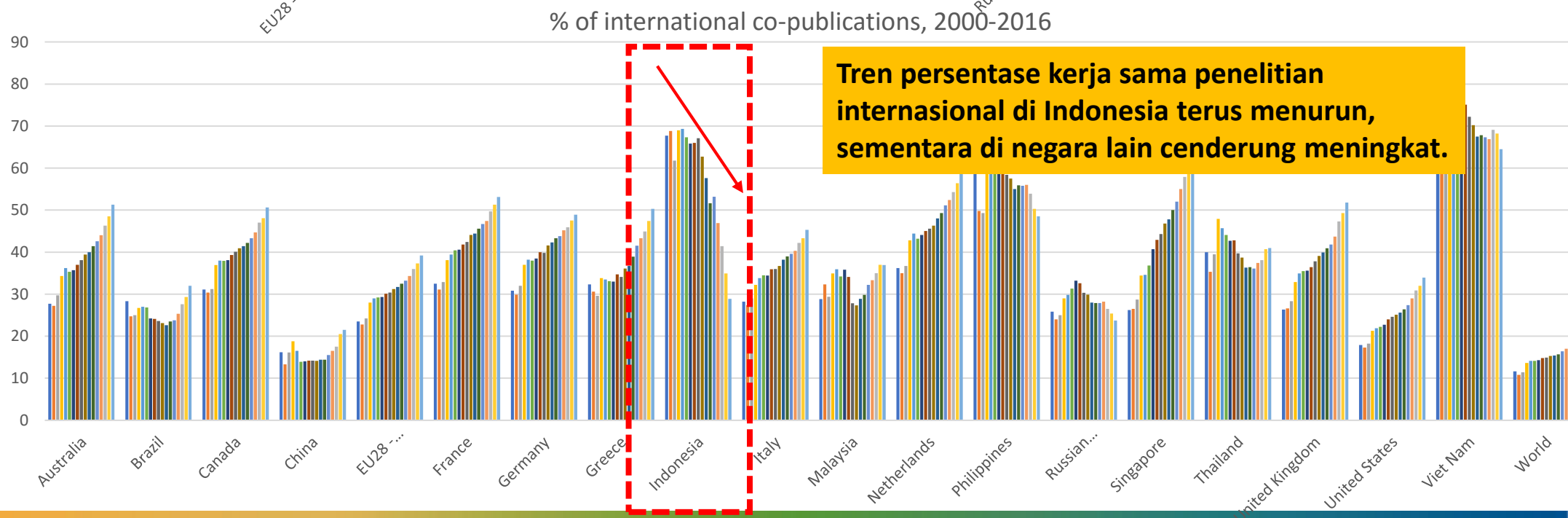
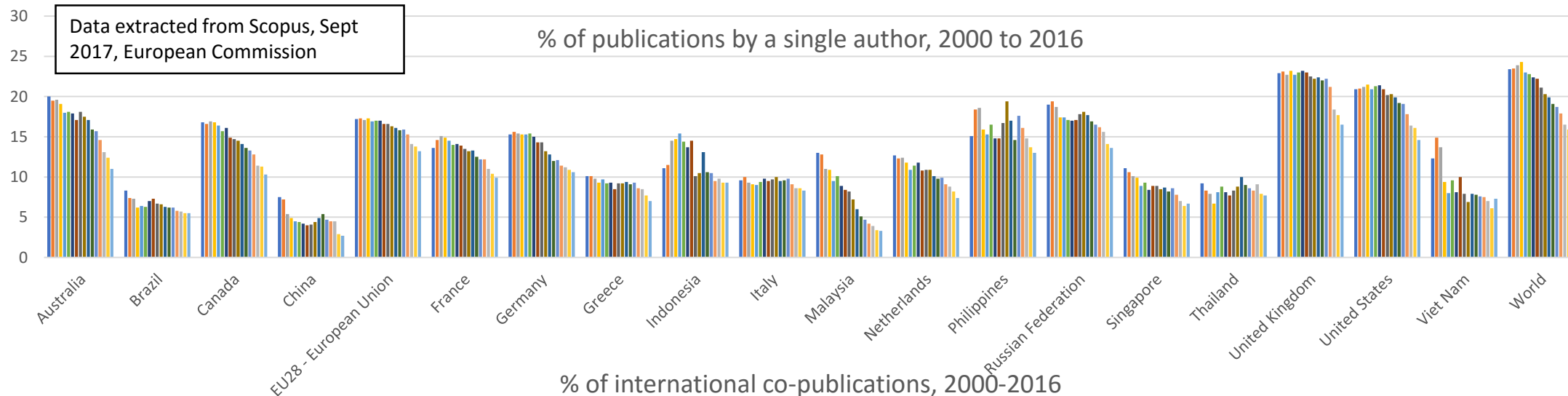
Scholen kunnen meer doen om sociale

TREN PUBLIKASI INTERNASIONAL

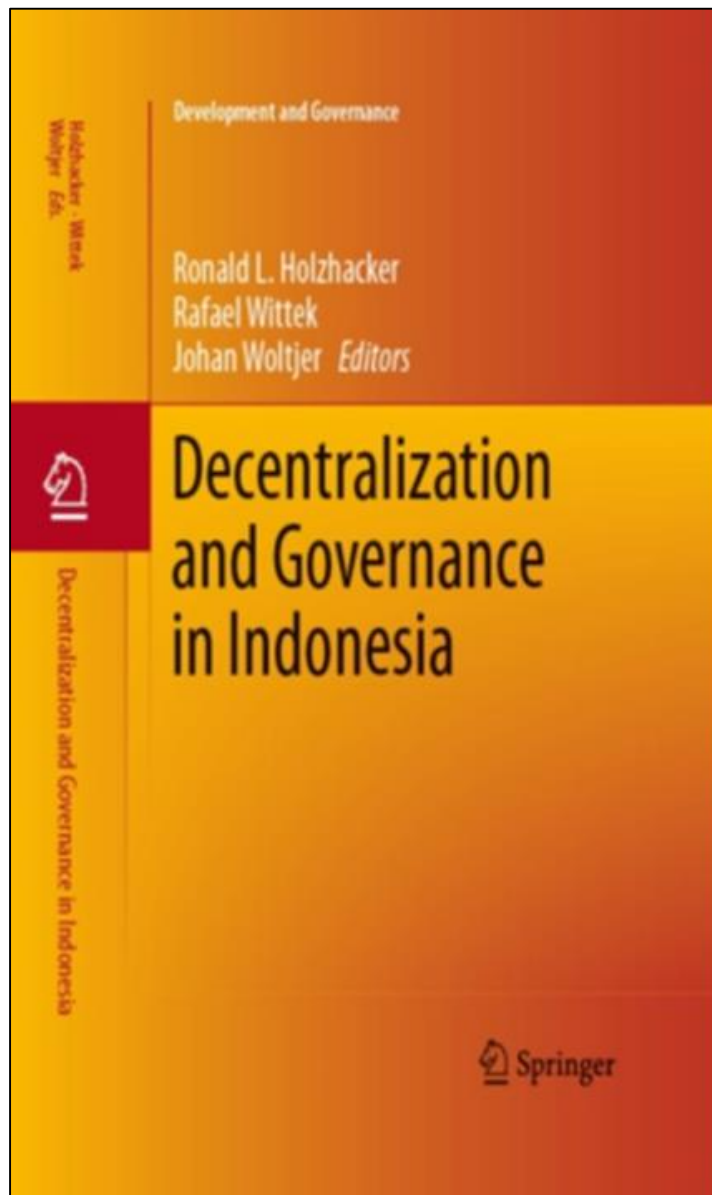


- Tahun 2016, Indonesia berada pada urutan ke-4 setelah Malaysia, Singapura, dan Thailand.
- Tahun 2017, Indonesia berhasil mengungguli Thailand sehingga berada pada urutan ke-3 setelah Malaysia dan Singapura.
- Pada April 2018, Indonesia berhasil mengungguli Singapura sehingga berada pada urutan ke-2 setelah Malaysia.

1. Pendahuluan ...2/2



2. Publikasi: Monograf dan Jurnal...1/4



Chapter 4 The Impact of Decentralization on Educational Attainment in Indonesia

Tatang Muttaqin, Marijtje van Duijn, Liesbet Heyse and Rafael Wittek

Abstract This study contributes to our knowledge on the impact of decentralization of the education sector in Indonesia. We extend existing research by examining the influence of both municipal factors and other explanatory variables on educational attainment in Indonesia. We focus on mean years of schooling as an indicator of educational attainment. We hypothesize that after decentralization, (1) educational attainment is higher compared to the pre-decentralization era, (2) regional variations in educational attainment will have increased, and (3) the fiscal capacity, degree of urbanization, and development will be higher, the higher the municipality's mean year of schooling. The latter is also expected for the newly created municipalities of the past years. We test the hypotheses with panel data on 5,541,983 respondents aggregated to 3880 observations nested in 491 districts/cities nested in 32 provinces for the pre- and post-decentralization era. The results reveal the following. First, after decentralization, the length of schooling slightly increased, but progress in the length of schooling has slowed down a bit. Second, educational attainment variation between provinces slightly decreased,

The first author is the original researcher and serves as the author for correspondence, the remaining authors are promoters and supervisors listed in alphabetical order who also have contributed to this chapter.

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ICS
THE EDUCATION DIVIDE IN INDONESIA | TATANG MUTTAQIN

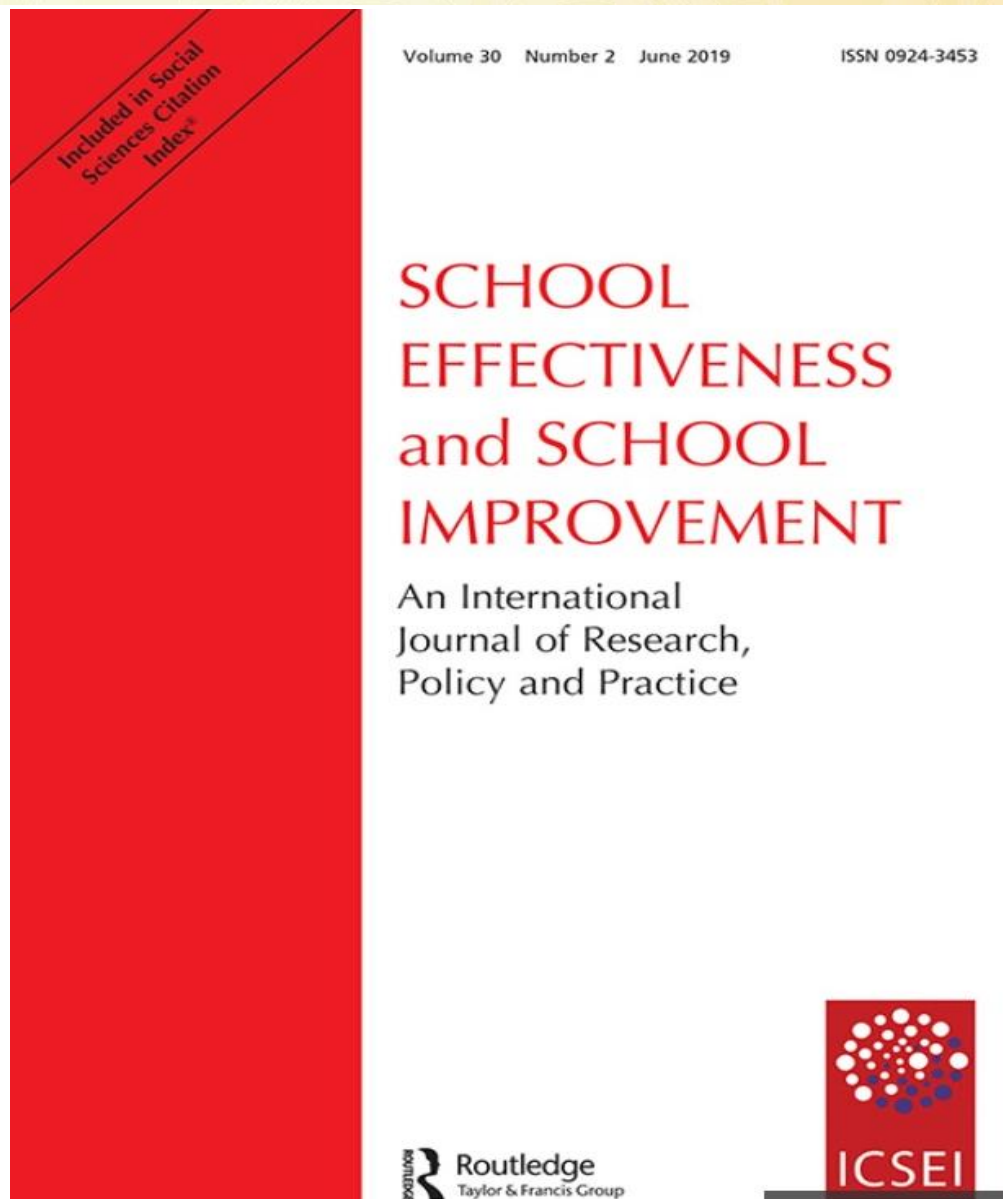
THE EDUCATION DIVIDE IN INDONESIA

Four essays on determinants of unequal access to
and quality of education

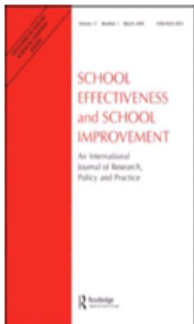


TATANG MUTTAQIN

2. Publikasi: Monograf dan Jurnal...2/4



School Effectiveness and School Improvement



Organizational and ideological differences between private Islamic schools in Indonesia

Journal:	<i>School Effectiveness and School Improvement</i>
Manuscript ID	NSES-2017-0045
Manuscript Type:	Original Articles
Keywords:	Organizational track, Ideological stream, Student achievement, Achievement gap, Indonesia

SCHOLARONE™
Manuscripts

2. Publikasi: Monograf dan Jurnal...3/4

Jurnal atau berkala ilmiah atau majalah ilmiah yang selanjutnya disebut sebagai jurnal adalah bentuk terbitan yang berfungsi meregistrasi kegiatan kecendekiaan, mensertifikasi hasil kegiatan yang memenuhi persyaratan ilmiah minimum, mendiseminasikannya secara meluas kepada khalayak ramai, dan mengarsipkan semua temuan hasil kegiatan kecendekiaan ilmuwan yang dimuatnya. Untuk proses penilaian karya ilmiah dalam jabatan akademik dosen jurnal dibedakan menjadi:

1. **Jurnal nasional**
2. **Jurnal nasional terakreditasi**
3. **Jurnal internasional**
4. **Jurnal internasional bereputasi (PAK Dikti. 2014).**

2. Publikasi: Monograf dan Jurnal ...4/4

EST MODUS IN REBUS
Horatio (Satire 1, 1, 106)

SJR SCImago Journal & Country Rank

Journal Rankings

Ranking Parameters

Subject Area: Social Sciences
Subject Category: Education
Region/Country: All Year: 2013
Order By: SJR
Display journals with at least: 0 Citable Docs. (3 years) Refresh

Subject Area: Social Sciences.
Subject Category: Education.
Year: 2013.

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1 - 50 of 1035 << First | < Previous | Next > | Last >>

Title	Type	SJR	H index	Total Docs. (2013)	Total Docs. (3years)	Total Refs.	Total Cites (3years)	Citable Docs. (3years)	Cites / Doc. (2years)	Ref. / Doc.	Country

Scimago Journal & Country Rank

Enter Journal Title, ISSN or Publisher Name

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School Effectiveness and School Improvement

Country: United Kingdom - SIR Ranking of United Kingdom

Subject Area and Category: Social Sciences Education

Publisher: Taylor & Francis

Publication type: Journals

ISSN: 09243453

Coverage: 1990-ongoing

Scope: School Effectiveness and School Improvement presents information on educational effectiveness, practice and policy-making across primary, secondary and higher education. The Editors believe that the educational progress of all students, regardless of family background and economic status, is the key indicator of effectiveness and improvement in schools. The journal strives to explore this idea with manuscripts that cover a range of subjects within the area of educational effectiveness at the classroom, school or system level, including, but not limited to: •Effective pedagogy •Classroom climate •School ethos and leadership •School improvement and reform programmes •Systemwide policy and reform

School Effectiveness and School Improvement

47 Q1 Education best quartile

H Index

SJR 2018 1.51

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Kriteria untuk Publikasi Bereputasi Internasional:

1. Menjadi minat internasional
2. Universalitas ilmu yang ditulis
3. Kepeloporan (*pioneer*)
4. Data yang andal dan komprehensif

Publikasi bereputasi internasional harus berkontribusi:

- Memajukan Ilmu Pengetahuan;
- Mengembangkan Teknologi;
- Bernilai inovatif;
- Nyata secara praktis (misalnya kebijakan).

Merubah hasil penelitian menjadi artikel publikasi:

1. Dirancang dan dilakukan dengan baik dan sistematis;
2. Dianalisis dengan standar ilmiah;
3. Datanya andal dan disederhanakan dalam table dan grafik;
4. Diurai dengan logis dan komprehensif;
5. Kesimpulannya jelas dan lugas.

Sejak awal baiknya didesain dengan merujuk **Jurnal Tujuan**, untuk itu perlu:

1. Sejak awal memilih Jurnal Ilmiah;
2. Memilih Jurnal yang paling cocok dengan topik yang ditulis;
3. Setelah ketemu Jurnalnya, carilah *Instruction for Authors (Guide for Authors) via internet*;
4. Memahami *Instruction for Authors (Guide for Authors)*;
5. Menyimak dan membandingkan contoh-contoh artikel yang sudah dipublikasikan;
6. Dalami strategi penulisan setiap bagian artikel supaya ada acuan bagaimana menuliskannya dalam Bahasa Inggris yang sesuai standar jurnal tersebut.

Hal teknis di *Instruction for Authors (Guidelines)*:

- ✓ Format file manuscript;
- ✓ Pengaturan Spasi, halaman, jumlah kata, penomoran halaman, jumlah baris per halaman, margin dan lainnya;
- ✓ Penulisan *Title Page*;
- ✓ Penulisan badan artikel.

Title Page misalnya:

- 1) Nama penulis dan alamat Lembaga di mana melakukan penelitian;
- 2) Alamat korespondensi;
- 3) *Running head title* juga ditulis di *title page*.

Substansi Artikel:

- Buatlah artikel ini sangat penting, menarik dan bernilai baru (*novelty*);
- Metodologi yang valid dan teruji yang *internationally* digunakan;
- Data yang memadai untuk standar publikasi internasional;
- Pengelolaan data dan syntax;
- Gunakan bahasa Inggris standar jurnal (*native*);
- Hindari *plagiarisme* dan *self-citation*;
- Membaca jurnal yang dituju berulang-ulang dan berlatih menulis (meniru), *practice makes perfect!*

Abstract:

- *Abstract* sangat penting untuk *retrieval system* baik secara elektronik maupun cetak;
- Jumlah kata dalam *Abstract* antara 100 sampai 250 kata;
- *Abstract* biasanya ditulis dengan kalimat *past tense*;
- *Halaman abstract* umumnya dilengkapi dengan *Keywords*.

Introduction:

- *Introduction* berisi alasan dan argumen tentang kepana penelitian ini penting dengan mendedahkan masalah penelitian, dilanjut dengan hipotesis dan tujuan penelitian;
- *Introduction* perlu lebih mengalir dan orisinal, bukan tinjauan pustaka;
- Perlu padat dan lugas (*concise*);
- Sebagian besar kalimat ditulis dengan kalimat aktif dengan pola *present tense*.

Data dan Metode


- Validitas penelitian sangat ditentukan oleh kualitas data dan ketetapan metodologi;
- Data dan metode perlu diurai dengan detail dan utuh (*convincing*);
- Perincian Data dan Metode ini untuk alat pengujian sekaligus bisa direplikasi dalam kasus lain;
- Ikuti cara **Jurnal yang dituju** dalam merinci bagian data dan metodologi serta jangan lupa dengan *Data Management*, termasuk *syntax*, data mentah dan manual lengkapnya.
- Jika menggunakan uji statistik, maka *Analytical Procedure* juga perlu diurai dengan rinci namun padat.

Result and Discussions

- Sebagian Jurnal menggabung *Result and Discussions* namun ada juga yang memisahkannya sehingga melihat contoh Jurnal yang dituju merupakan keharusan;
- Jika *Result and Discussions terpisah*, maka bagian Result betul-betul fokus untuk menyajikan temuan saja; dan pembahasan dilakukan di bagian *Discussions*;
- Kalimat lugas dan hindari kalimat panjang karena bisa membingungkan serta ingat *space* yang tersedia terbatas;
- Tabel, gambar, grafik, *legend* dapat membantu dalam meringkas penyampaian data;
- Apa yang ada dalam tabel diurai seperlunya, jangan mengulang menulis angka yang sudah ada dalam table di dalam teks, ambil poinnya misalnya selisih, perbedaan, pola atau tren.
- Uraian sistematis dan berurutan sehingga mudah diikuti pembaca;
- Untuk Discussion bisa diulas apakah hasil sesuai hipotesis, jika tidak diurai penyebabnya atau alternatif penjelasannya. Implikasi teoretik dan praktik serta kesimpulan.

5. Proses Panjang Publikasi di Jurnal Q1...1/6

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School Effectiveness and School Improvement 

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Manuscripts with Decisions

ACTION	STATUS	ID	TITLE	SUBMITTED	DECISIONED
	EO: Lenderink, Conny	NSES-2017-0045.R3	The achievement gap in Indonesia? Organizational and ideological differences between private Islamic schools. View Submission	05-Jul-2019	11-Jul-2019
	<ul style="list-style-type: none"> Accept (11-Jul-2019) view decision letter				
a revision has been submitted (NSES-2017-0045.R3)	EO: Lenderink, Conny	NSES-2017-0045.R2	The achievement gap in Indonesia? Organizational and ideological differences between private Islamic schools. View Submission	14-Mar-2019	12-Jun-2019
	<ul style="list-style-type: none"> Minor Revision (12-Jun-2019) a revision has been submitted view decision letter				
a revision has been submitted (NSES-2017-0045.R2)	EO: Lenderink, Conny	NSES-2017-0045.R1	The achievement gap in Indonesia? Organizational and ideological differences between private Islamic schools. View Submission	29-Jun-2018	29-Nov-2018
	<ul style="list-style-type: none"> Minor Revision (29-Nov-2018) a revision has been submitted view decision letter				
a revision has been submitted (NSES-2017-0045.R1)	EO: Lenderink, Conny	NSES-2017-0045	Organizational and ideological differences between private Islamic schools in Indonesia View Submission	13-Mar-2017	10-Apr-2018
	<ul style="list-style-type: none"> Major Revision (10-Apr-2018) a revision has been submitted 				

SCHOOL EFFECTIVENESS AND SCHOOL IMPROVEMENT
<https://doi.org/10.1080/09243453.2019.1644352>



The achievement gap in Indonesia? Organizational and ideological differences between private Islamic schools

Tatang Muttaqin ^a, Rafael Wittek ^b, Liesbet Heyse ^b and Marijtje van Duijn ^b

^aMinistry of National Development Planning/National Development Planning Agency, Jakarta, Indonesia;

^bInteruniversity Center for Social Science Theory and Methodology (ICS), Department of Sociology, University of Groningen, Groningen, the Netherlands

ABSTRACT

This study examines the effects of different types of private Islamic schools on student achievement and achievement gaps. We formulate hypotheses, drawing on an education production function approach that outlines differences in investment and resource allocation decisions across these tracks and streams. We tested our hypotheses using Indonesian data collected in 2013 on 156,952 students nested in 3,150 schools in 366 municipalities. Using multilevel regression analyses, we found that student achievement and achievement gaps vary over private Islamic school tracks and streams. Even though student achievement and achievement gaps are strongly determined by student and family characteristics, our findings suggest that differences between school tracks and streams also play an important role. Moreover, our study revealed a large variability in student achievement and achievement gaps between municipalities.

ARTICLE HISTORY

Received 13 March 2017
 Accepted 11 July 2019

KEYWORDS

Organizational track;
 ideological stream;
 achievement gap; Indonesia

5. Proses Panjang Publikasi di Jurnal Q1...2/6

ADDRESSING REVIEWER COMMENTS

BAD REVIEWS ON YOUR PAPER? FOLLOW THESE GUIDELINES AND YOU MAY YET GET IT PAST THE EDITOR:

Reviewer comment:

“The method/ device/ paradigm the authors propose is clearly wrong.”

How NOT to respond:

✗ “Yes, we know. We thought we could still get a paper out of it. Sorry.”

Correct response:

✓ “The reviewer raises an interesting concern. However, as the focus of this work is exploratory and not performance-based, validation was not found to be of critical importance to the contribution of the paper.”

Reviewer comment:

“The authors fail to reference the work of Smith et al., who solved the same problem 20 years ago.”

How NOT to respond:

✗ “Huh. We didn’t think anybody had read that. Actually, their solution is better than ours.”

Correct response:

✓ “The reviewer raises an interesting concern. However, our work is based on completely different first principles (we use different variable names), and has a much more attractive graphical user interface.

Reviewer comment:

“This paper is poorly written and scientifically unsound. I do not recommend it for publication.”

How NOT to respond:

✗ “You #&@*% reviewer! I know who you are! I’m gonna get you when it’s my turn to review!”

Correct response:

✓ “The reviewer raises an interesting concern. However, we feel the reviewer did not fully comprehend the scope of the work, and misjudged the results based on incorrect assumptions.

www.phdcomics.com

5. Proses Panjang Publikasi di Jurnal Q1...3/6

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School Effectiveness and School Improvement

Decision Letter (NSES-2017-0045)

From: rj.bosker@rug.nl
To: tatangm@yahoo.com, t.muttaqin@rug.nl
CC:
Subject: School Effectiveness and School Improvement - Decision on Manuscript ID NSES-2017-0045
Body: 10-Apr-2018

Dear Mr Muttaqin:

Your manuscript entitled "Organizational and ideological differences between private Islamic schools in Indonesia", which you submitted to School Effectiveness and School Improvement, has been reviewed. The reviewer comments are included at the bottom of this letter.

The reviewer(s) would like to see some revisions made to your manuscript before publication. Therefore, I invite you to respond to the reviewer(s)' comments and revise your manuscript.

The list of suggestions is rather lengthy, and to give some guidance the following suggestions:
-you may skip the remarks and suggestions that we as editors indicated with ***

When you revise your manuscript please highlight the changes you make in the manuscript by using the track changes mode in MS Word or by using bold or coloured text.

To submit the revision, log into <https://mc.manuscriptcentral.com/nses> and enter your Author Centre. Click on the purple 'Click here to submit a revision' link to start the revision process. If you have more than one manuscript awaiting revision, this will take you to a list of those papers and you can click on the 'Create a Revision' link for the paper you want to revise. Your manuscript number has been appended to denote a revision. Please enter your responses to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you made to the original manuscript. Please be as specific as possible in your response to the reviewer(s).

Alternatively, once you have revised your paper, it can be resubmitted to School Effectiveness and School Improvement by way of the following link:

*** PLEASE NOTE: This is a two-step process. After clicking on the link, you will be directed to a webpage to confirm. ***

https://mc.manuscriptcentral.com/nses?URL_MASK=c6614beffd7c41af893302823fc7b34

IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to School Effectiveness and School Improvement, your revised manuscript should be uploaded as soon as possible. If it is not possible for you to submit your revision in a reasonable amount of time, we may have to consider your paper as a new submission.

Once again, thank you for submitting your manuscript to School Effectiveness and School Improvement and I look forward to receiving your revision.

Sincerely,
Dr Bosker
Editor in Chief, School Effectiveness and School Improvement
rj.bosker@rug.nl

Reviewer(s)' Comments to Author:

Reviewer: 1

Comments to the Author
Journal: School Effectiveness and School Improvement
Manuscript ID: NSES-2017-0045
Title: Organizational and ideological differences between private Islamic schools in Indonesia

The study focuses on the investigation of how differences between private schools, specifically Islamic schools, influence student achievement as well as gaps in achievement in terms of student gender and SES. Because many studies addressed the role of public and private schools for explaining differences in student achievement, while research focusing on examining differences in private schools alone is rather scarce, the present study aims to contribute to the knowledge base by studying private Islamic schools and student achievement in the Indonesian context. I find the study very informative, well-written with clear connection between the focus and the relevant theoretical framework, and carefully presented.

TITLE
The title is too broad and does not capture the focus of the study.

INTRODUCTION
Please mention the complete organization name the first time it is introduced (i.e. Bappenas). Please adjust throughout the text.

Why do private secondary schools become more important education service providers in the country? More important than what? Please elaborate.

*** It is quite interesting to know that almost 60% of secondary schools in Indonesia are private, and 90% of the private schools are Islamic school. This is probably not surprising for a country with the highest number of Muslim population in the world. Nevertheless, the country itself is a republic and five main religions are acknowledged in the country officially. The section about Indonesian cultural contexts related to religions, how religions came to the country (especially Islam and how this was formed and influenced schooling), and how the development of the religions is related to the development of schooling in the country should be provided to provide readers about the context of the study situated within the diverse cultural setting such as in Indonesia. ***

Please provide justification why studying effects of differences between Islamic private schools on (achievement) achievement across SES and gender is important? What are the added values compared to studying it generally across secondary school in the country?

Please explain what madrasah is.

LITERATURE REVIEW
The study is grounded in a solid theoretical base combining clear ideological streams, education production function approach, and investment dimensions. The interrelation between the theoretical frameworks is clearly discussed.

5. Proses Panjang Publikasi di Jurnal Q1...4/6

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School Effectiveness and School Improvement

Decision Letter (NSES-2017-0045.R1)

From: nj.bosker@rug.nl
To: tatangm@yahoo.com
CC:
Subject: School Effectiveness and School Improvement - Decision on Manuscript ID NSES-2017-0045.R1
Body: 29-Nov-2018

Dear Mr Muttaqin:

Your manuscript entitled "The achievement gap in Indonesia? Organizational and ideological differences between private Islamic schools.", which you submitted to The School Effectiveness and School Improvement, has been reviewed. The reviewer comments are included at the bottom of this letter.

The reviews are in general favourable and suggest that, subject to minor revisions, your paper could be suitable for publication. Please consider these suggestions, and I look forward to receiving your revision.

When you revise your manuscript please highlight the changes you make in the manuscript by using the track changes mode in MS Word or by using bold or coloured text.

To submit the revision, log into <https://mc.manuscriptcentral.com/nse> and enter your Author Centre. Click on the purple 'Click here to submit a revision' link to start the revision process. If you have more than one manuscript awaiting revision, this will take you to a list of those papers and you can click on the 'Create a Revision' link for the paper you want to revise. Your manuscript number has been appended to denote a revision. Please enter your responses to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you made to the original manuscript. Please be as specific as possible in your response to the reviewer(s).

Alternatively, once you have revised your paper, it can be resubmitted to School Effectiveness and School Improvement by way of the following link:

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IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to School Effectiveness and School Improvement, your revised manuscript should be uploaded as soon as possible. If it is not possible for you to submit your revision in a reasonable amount of time, we may have to consider your paper as a new submission.

Once again, thank you for submitting your manuscript to School Effectiveness and School Improvement and I look forward to receiving your revision.

Sincerely,
Dr Bosker
Editor in Chief, School Effectiveness and School Improvement
nj.bosker@rug.nl

Reviewer(s)' Comments to Author:

Reviewer: 1

Comments to the Author

I think the authors have done a good job in addressing my comments previously. This revised version reads more coherently and the interconnection between the manuscript parts is clearer. This work will contribute to the knowledge base of school effectiveness by presenting findings from unique private schooling contexts in Indonesia, which is underrepresented in the current literature. However, some minor works still need to be done before the manuscript can be considered fully for publication.

R. 1. A definition of madrasah is given, but its definition resembles that of school in general except a part about "traditional religious school". Additional information about madrasah is needed to give readers sufficient information whether madrasah is actually similar/different than general school. Why is it called madrasah? What are the unique features of it? Does this schooling type unique to the Indonesian context, Muslim contexts, or?

R. 2. "Muslim communities have some cultural and political disadvantages with regard to gender equality (Inglehart & Norris 2009)". I think this is a very important information. A topic that is much discussed, but is underrepresented in the scientific literature. Please mention some examples of the cultural and political disadvantages regarding gender equality in Muslim communities.

p.4. The authors have provided good justifications for focusing their study on secondary school. However, they only listed the main reasons without giving explanations why the three listed reasons are important for research and practice in school effectiveness.

R. 5. A reference to Republik (a national newspaper?) is given, but this reference is missing in the reference list. Please provide a more trustworthy source in addition to information from a newspaper.

p.6. "Although these ideological streams are unique to the Indonesian context, similar ideological streams exist in other Muslim countries, for example in Turkey (Barton, 2014)". The sentence suggests that Indonesia is a Muslim country. However, it is unclear whether it is appropriate to call it as a Muslim country especially because the country's constitution also acknowledges other official religions. Although the majority of the population hold Islam religion, it does not mean it is a Muslim country. Please clarify.

p. 17. It is still surprising to me that in Indonesia, there are schools with only 1 student. From the system and organizational perspective, it is hard to imagine to view those schools as a school. I would like to know more about how such schools are managed. Running a school requires a certain managerial hierarchy (i.e., principal, vice-principals, teachers, etc.), and all of them work to serve only 1 student?

p.24. Authors argue that differences in achievement between Java and non-Java schools are confounding with school locations (urban versus rural areas). Please add more discussion about this.

Please add more discussion about the rather high proportion of variance at the school level (ICC) as well as the findings related to modest explained variance by the included variables of interest. What does it mean for the country's schooling and what are the implications and suggestions for research and practice (particularly in Indonesia)?

Date Sent: 29-Nov-2018

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School Effectiveness and School Improvement

Decision Letter (NSES-2017-0045.R2)

From: rj.bosker@rug.nl

To: tatangm@yahoo.com

CC:

Subject: School Effectiveness and School Improvement - Decision on Manuscript ID NSES-2017-0045.R2

Body: 12-Jun-2019

Dear Mr Muttaqin:

Your manuscript entitled "The achievement gap in Indonesia? Organizational and ideological differences between private Islamic schools.", which you submitted to The School Effectiveness and School Improvement, has been looked into, and we may accept dependent on some minor editorial issues. See attach.

When you revise your manuscript please highlight the changes you make in the manuscript by using the track changes mode in MS Word or by using bold or coloured text.

To submit the revision, log into <https://mc.manuscriptcentral.com/nses> and enter your Author Centre. Click on the purple 'Click here to submit a revision' link to start the revision process. If you have more than one manuscript awaiting revision, this will take you to a list of those papers and you can click on the 'Create a Revision' link for the paper you want to revise. Your manuscript number has been appended to denote a revision. Please enter your responses to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you made to the original manuscript. Please be as specific as possible in your response to the reviewer(s).

Alternatively, once you have revised your paper, it can be resubmitted to School Effectiveness and School Improvement by way of the following link:

*** PLEASE NOTE: This is a two-step process. After clicking on the link, you will be directed to a webpage to confirm. ***

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IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to School Effectiveness and School Improvement, your revised manuscript should be uploaded as soon as possible. If it is not possible for you to submit your revision in a reasonable amount of time, we may have to consider your paper as a new submission.

Once again, thank you for submitting your manuscript to School Effectiveness and School Improvement and I look forward to receiving your revision.

Sincerely,

Dr Bosker

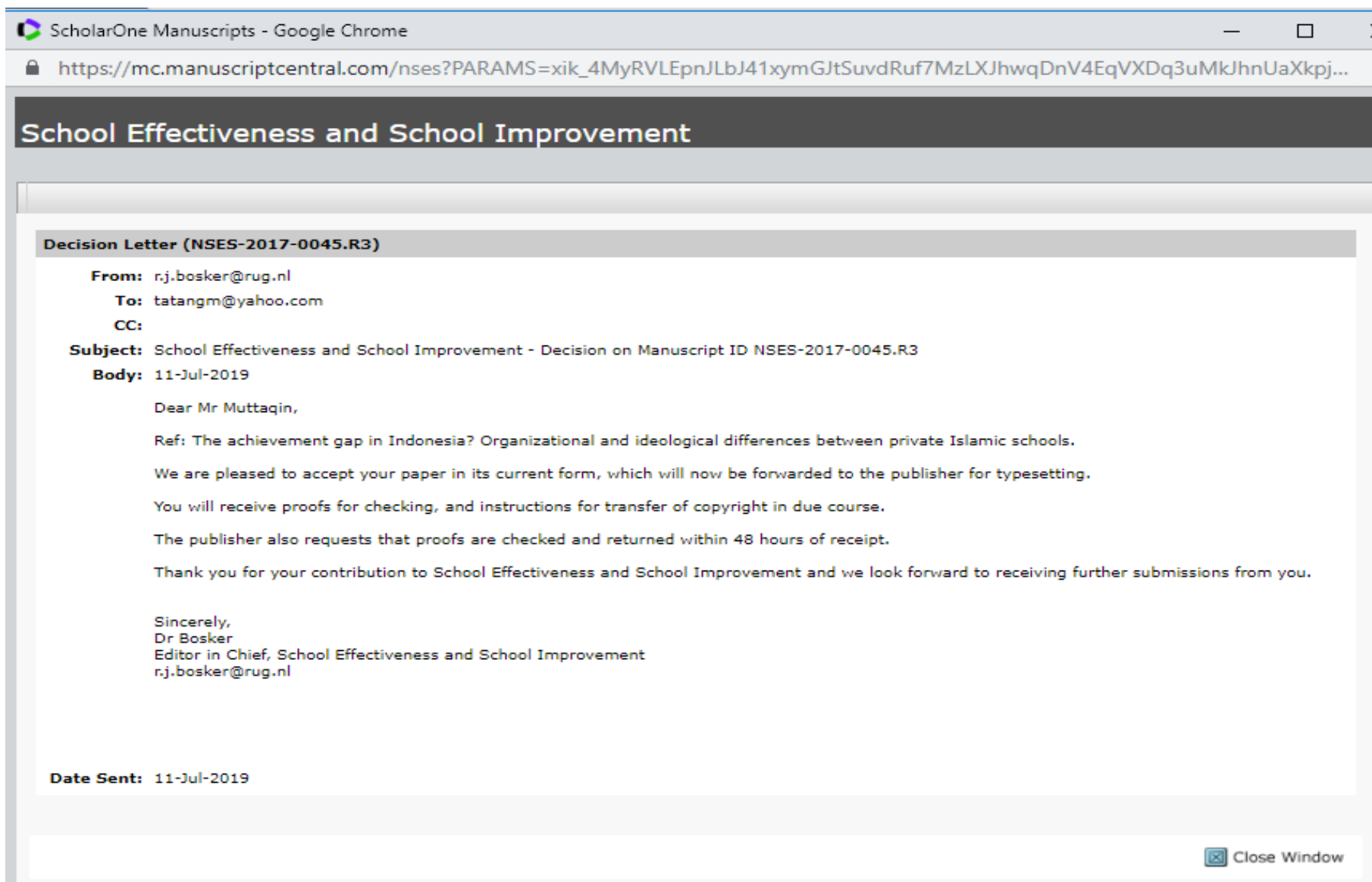
Editor in Chief, School Effectiveness and School Improvement

rj.bosker@rug.nl

Date Sent: 12-Jun-2019

File 1: [Queries-NSES-2017-0045.R2-Muttaqin.docx](#)

5. Proses Panjang Publikasi di Jurnal Q1...6/6



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School Effectiveness and School Improvement

Decision Letter (NSES-2017-0045.R3)

From: r.j.bosker@rug.nl
To: tatangm@yahoo.com
CC:
Subject: School Effectiveness and School Improvement - Decision on Manuscript ID NSES-2017-0045.R3
Body: 11-Jul-2019

Dear Mr Muttaqin,

Ref: The achievement gap in Indonesia? Organizational and ideological differences between private Islamic schools.

We are pleased to accept your paper in its current form, which will now be forwarded to the publisher for typesetting.

You will receive proofs for checking, and instructions for transfer of copyright in due course.

The publisher also requests that proofs are checked and returned within 48 hours of receipt.

Thank you for your contribution to School Effectiveness and School Improvement and we look forward to receiving further submissions from you.

Sincerely,
Dr Bosker
Editor in Chief, School Effectiveness and School Improvement
r.j.bosker@rug.nl

Date Sent: 11-Jul-2019

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Terima kasih

