

Date: 1st of November 2021Dear **Prof Suhirman¹, Nurlaili², Nelson³, Ahmad Syarifin⁴, Wiwinda⁵**^{1,2,3,4,5}IAIN Province Bengkulu, Indonesia.³IAIN City Curup Province Bengkulu, Indonesia.

REVIEW REPORT

**Title of
paper:****Differences of Social Sciences Learning Results Using Creative Problem Solving Learning Model Using Problem Based Learning Learning Model (Survey of Public Elementary School Students in Bengkulu City)**

For sections A & B, please tick a number from 0 to 5, where 0 = strongly disagree and 5 = strongly agree.

A. Technical aspects

- | | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|---------------------------------------|
| 1. The paper is within the scope of the Journal. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 |
| 2. The paper is original. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 |
| 3. The paper is free of technical errors. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 |

B. Communications aspects

- | | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|---------------------------------------|
| 1. The paper is clearly readable. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 |
| 2. The figures are clear & do clearly convey the intended message. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 3. The length of the paper is appropriate. | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 |

C. Comments to the authors (You may use another sheet of paper.)

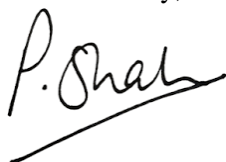
Issue Based Learning is a learning model in which understudies are con-fronted with credible (genuine) issues so they are required to have the option to com-heap their own insight, cultivate request and undeniable level abilities, autonomous stu-gouges and increment their certainty. So the PBL learning model opens understudies to an issue so understudies can create higher-request thinking abilities and critical thinking abilities just as gain new information identified with these issues. Issue Based Learning or Problem Based Learning is

an instructing model of the genuine issue as a setting for understudies figuring out how to think fundamentally and can take care of an issue with the information they have. Problem Based Learning is educational program development, with instructing framework that grows all the while the tackling procedures of subject matter, and the rudiments of information too abilities in setting understudies, for a functioning part as an answer for the topic of ordinary issues that are not very much organized. Problem Based Learning as a learning model in which understudies are confronted with (genuine) issues so they are required to have the option to incorporate their own insight, encourage request and undeniable level abilities, autonomous understudies and can expand their certainty. Problem Based Learning as an educational plan and learning measure. Issue based learning educational plan, planned with issues that can request im-portant information, making them capable as issue solvers of each topic confronted, and has its own learning technique and has a functioning job in participat-ing for the group. The learning cycle utilizes a foundational way to deal with critical thinking or when confronting difficulties that will later be required in professions and every day life. In light of a portion of these implications, it very well may be inferred that the Problem Based Learning model is a learning model that goes up against understudies with an issue, so understudies can build up the capacity of higher-request thinking examples and critical thinking abilities and acquire new information identified with these issues.

D. Recommendation (Tick one)

- | | |
|--------------------------------------|-------------------------------------|
| 1. Accepted without modifications. | <input type="checkbox"/> |
| 2. Accepted with minor corrections. | <input checked="" type="checkbox"/> |
| 3. Accepted with major modification. | <input type="checkbox"/> |
| 4. Rejected. | <input type="checkbox"/> |

Yours Sincerely,



Dr. Dhiren P. Shah,

Editorial Office

International Journal of Pharmaceutical Research

