UNESA
Universitas Negeri Surabaya

KESALAHAN UMUM DALAM PENULISAN ARTIKEL ILMIAH DAN CARA MEMILIH JURNAL ILMIAH

Oleh:
Prof. Dr. Endang Susantini, M.Pd.

Artificial Intelligence dan Publikasi Ilmiah/AIPI Unesa, 6 April 2021

Kesalahan Penulisan Judul

- Pada umumnya, judul terdiri dari 15 kata maksimal
- Judul merepresentasikan inti penelitian
- *Eye catching* (menarik)

Contoh:

ASSESSING USING TECHNOLOGY: IS E-PORTFOLIO EFFECTIVE TO ASSESS THE SCIENTIFIC LITERACY OF EVOLUTION THEORY?

DESIGNING EASY DNA EXTRACTION: TEACHING CREATIVITY THROUGH LABORATORY PRACTICE

IMPROVING LEARNING PROCESS IN GENETICS CLASSROOM BY USING METACOGNITIVE STRATEGY

Kesalahan Penulisan Afiliasi

- Wajib ditulis: Universitas Negeri Surabaya atau State University of Surabaya
- **Jangan:**

  X The State University of Surabaya **X**,

  X Surabaya State University **X**

  x Unesa**x**
- Contoh:

[1]Biology Department, Universitas Negeri Surabaya, Indonesia

Kesalahan Penulisan Nama Penulis

- Wajib mencantumkan semua nama pembimbing
- Corresponding author adalah ……. Dengan menggunakan email Unesa

Kesalahan Penulisan Abstrak

- Abstrak meliputi tujuan penelitian, *research approach* (contoh: *quantitative*) dan *research design* (contoh: *factorial/pre-post test*), *sample/participants*, *instrument* untuk pengumpulan data, analisis data, hasil, dan implikasi.
- Pada umumnya, penulis **lupa** menyertakan implikasi dalam abstrak.

Kesalahan Penulisan Introduction

- *Introduction* merupakan latar belakang penelitian dengan bentuk logika argumentasi yang baik. Pada bagian ini penulis harus menyertakan *gap* penelitian sehingga pembaca mengetahui novelty penelitian yang dilakukan.
- Permasalahan:
- Pada umumnya, *introduction* belum mencakup *theoretical gap* dan *practical gap*.
- Belum menyertakan alasan penelitian dan tujuan penelitian.

INTRODUCTION

Innovative Leanring I (IL I) is one compulsory pedagogical course at Biology Education Department, Universitas Negeri Surabaya, Indonesia. The course includes studies of several learning models involving direct instruction, discussion, concept attainment model, and learning strategies. The course begins with a theoretical explanation, modelling along with the examples of learning tools that applied for certain learning models, and workshop in developing the learning tools. The last part of the course is by asking the pre-service biology teachers to implement a specific learning model in a peer teaching forum that covers discussion and reflective activities.

The pre-service teachers can pass the IL I course only if they can design learning tools in relevant way to the learning models which the lecturer has taught previously. Designing the learning tools is actually one of the teacher's responsibilities to prepare, control, and conduct a good teaching and learning process (Jansenn & Driel, 2017; Whitaker, 2017; Sergis *et al.*, 2017; Shaikh & Khoja, 2012). One of the most familiar learning tool is a lesson plan, which comprises of identity, goals, materials, learning procedures, learning strategies that can be used w metacognitive strategy.

Flavell (1979) defines metacognitiv thinking about thinking, monitoring regulating, or controlling the cognitive pro Metacognitive control is a regulatory n toward one's cognition that results in ra awareness of one's comprehension understanding (Haryani et al, 2017; Karp 2009). Most scholars suggest several activities as planning, monitoring, and evaluating tha can be done during a learning process (Whitel et al, 2009; Schraw et al, 2006). Hattie Donoghue (2016) also confirm that the abiliti break down, control, monitor learning strate and own metacognitive strategy become the fa in determining a successful learning process. Along with some previous scholars' arguments, this study uses metacognitive strategy using Self-Understanding Evaluation Sheet (SUES) (Susantini et al., 2018). Therefore, this study aims at (1) training pre-service teachers' or pre-service teachers' skills in constructing biology learning tools, (2) contrasting scores of the produced learning tools given from lecturer and pre-service teachers, and (3) describing pre-service teachers'

Comments

Microsoft Juli 26, 2019
This section shall cover the research background and gap analysis between reality and expected outcomes supplemented by other previous research findings taken from scientific papers published in internationally-reputable journals. The gap analysis is expected to emerge the research urgency, novelty, and stance (whether it corrects, supplements, supports, or debates other prior studies). After those elements are included, the research objective must be stated.

Focus

Reviewer reports:

Reviewer #1: This paper explores the impact of metacognitive learning strategy interventions in e-books on students' metacognitive skills in biology courses. One strength of this paper is the demonstrated application of the e-book of metacognitive learning strategies. However, the readers might be unsure about the research contribution of the paper and the data analysis methodology.
The following are some suggestions for improving the study

1. The authors can use previous studies to explain the motivation for the study, identify the gaps, and then jump to the description.
2. Self-directed learning and self-regulated learning have commonalities and differences (Saks & Leijen, 2014); however, they were described in the text in the same way (SRLIS collects, i.e., self-directed learning data in the Data collection section). There two terms should be consistent, otherwise the authors should discuss these two terms more explicitly.

The terms e-books, meta-cognitive e-books, interactive e-books need to be clearly defined, and their differences need to be clearly stated. For instance, in line 117-118, it is mentioned that 'an interactive e-Book to improve nursing students' metacognition'. Does this mean future research should focus on developing interactive e-book? or metacognitive e-books should be developed instead?

The literature review should cover any other e-book systems that is developed based on the ADDIE model. Furthermore, the differences between traditional e-book vs. metacognitive e-book could be reflected.

Kesalahan dalam Metode Penelitian

- Permasalahan:
- Pada penelitian dengan research approach kuantitiatif, penulis sering melupakan uji validitas dan reliabilitas instrumen.
- Belum menyertakan *subject criteria* jika penelitian menggunakan *purposive sampling,* contohnya.
- Pertanyaan penelitian dan data analisis tidak sesuai.
- Dalam penelitian pengembangan, penulis sering tidak mencantumkan motivasi pemilihan teori pengembangan produk yang digunakan.

Reviewer reports:

Reviewer #1: This paper explores the impact of metacognitive learning strategy interventions in e-books on students' metacognitive skills in biology courses. One strength of this paper is the demonstrated application of the e-book of metacognitive learning strategies. However, the readers might be unsure about the research contribution of the paper and the data analysis methodology.
The following are some suggestions for improving the study

3. Some experts have tested the validity of metacognitive strategies e-book. Beckstead (2009) argues that the subjective validity of this measurement is an insufficiently small sample of experts who think about an arbitrary operational definition. The criteria and the validation itself need to be interpreted.
4. Page 14, the "questionnaire" needs to provide its validity and reliability.

Why was the ADDIE model chosen over others? More details are necessary.

There are limitations of the ADDIE model; for instance, it requires comprehensive up-front analysis, and this model requires formative evaluation, etc. How does yo e-book system (or this study) tackle them?

Further details are required on students' analysis and curriculum analysis. For instance,

- Did you use LMS data for student analysis as you mentioned about considering students' age, prior knowledge, learning styles, etc.
- As for curriculum analysis, was this done by the authors themselves or by any external people?

Yours sincerely,

APER Editorial Team

Managing Editor

Asia Pacific Education Review

COMMENTS TO THE AUTHOR:

Reviewer #1:

Suggestions for Improvement

Kruskal-Wallis test does not account for pretest scores as does ANCOVA. Check pretest differences between groups first.

Kesalahan dalam Pemaparan Data (Results)

- Permasalahan:
- Dalam penelitian kuantitatif dengan *statistical test* menggunakan software (contoh: SPSS 16, IBM SPSS), penulis terkadang *copas* hasil mentah SPSS.
- Pemaparan data statistik tidak perlu disajikan semuanya, hanya yang relevan saja (contoh: *M*, *SD*, *F*, *p*, α, dan *r*)
- Data interview belum ditulis miring (*italic*).

Reviewer #2: In this research, the authors have developed a new e-book system enabled with metacognition strategies and could be operated online and offline. The system is designed based on the ADDIE model. The system is equipped with several modern features, including clickable tables, video/pop-up images, bookmarks, search contents, etc. The authors have implemented the system in Indonesia's university and tested the system in 3 courses. The authors have conducted multiple analyses and concluded that- stuents' self-regulation abilities did not vary significantly in the three classes. This result also showed the consistency in students' self-regulation in the three courses. In addition, the newly developed system supported teaching metacognitive skills and received a 96% positive response from the students.

Here are concern and suggestions:

The information presented in Table 1 is hard to understand. I would suggest making the information more readable.

If I understand correctly, only 1 expert was used for 'assessment' that resulted in 75%+. Is that correct? If so, I would suggest increasing the expert to 2 or 3; and compare the result (i.e., the %).

Yours sincerely,

APER Editorial Team

Managing Editor

Asia Pacific Education Review

COMMENTS TO THE AUTHOR:

Reviewer #1:

Suggestions for Improvement

Table of results should be reported in standard form (n, means, sd, F, p)

Kesalahan dalam Pemaparan Diskusi

- Diskusi bukan ditulis dengan asal comot referensi saja dan digabung-gabungkan sesuka hati. Tetapi bagian ini harus disajikan dalam bentuk argumentasi/diskusi yang baik.
- Permasalahan 1:
- Tahun referensi atau *previous studies* yang digunakan lebih dari 10 tahun.

Marzano, R. J. (2015). Instructional ImprovementCycle: A Teacher's Toolkit for Collecting and Analyzing Data on Instructional Strategies (REL 2015-080). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Education Laboratory Central. Retrieved from http://ies.ed.gov/ncee/edlabs.

Dagien'e, V., & Kurilovas, E. (2008). Informacin este chnologijossvietme: patirtisiranaliz'e. Monografi ja. Vilnus, Matematikos ir informatikos institutas.

De Witte, K., Haelermans, C., & Rogge, N. (2015). The Effectiveness of a Computer-Assisted Math Learning Program. *Journal of Computer Assisted Learning, 31*(4), 314-329.

Flavell, J. H. (1979). Metacognition and cognitive monitoring. *American Psychologist, 34, 906–911.*

Haryani, S., Masfufah, Wijayati, N., & Kurniawan, C. (2017). Improvement of Metacognitive Skills and Students' Remedial Teaching and Learning. The European Journal of Social and Behavioral Sciences, 2281-2297. http://dx.doi.org/10.15405/ejsbs.203

Nicol, D. J., & MacFarlane-Dick, D. (2006). Formative Assessment and Self-Regulated Learning: A Model and Seven Principle of Good Feedback Practices. *Studies in Higher Education, 31*(2), 199-218.

Oyekan, S. O. (2013). Effect of Diagnostic Remedial Teaching Strategy on Students' Achievement in Biology. *Journal of Educational and Social Research, 3*(7), 282-287.

Peternetz, M. S. (2016). Fostering Metacognition in K-12 Classrooms: Recommendation for Practice. *The Nebraska Educator: A Student-Led Journal.* 31. Retrieved from http://digitalcommons.unl.edu/nebeducator/31.

Protheroe, Nancy., & Clarke, Suzanne. (2008). Research Report: Learning Strategies as a Key to Student Success. Principal, November/December 2008. www.naesp.org.

Comments

Microsoft Juli 26, 2019
Old source

Microsoft
Old source

Kesalahan dalam Pemaparan Diskusi

- Permasalahan 2:
- Penulisan diskusi belum mengkaitkan hasil penelitian dengan penelitian sebelumnya atau teori-teori yang relevan (bisa teori yang bertolak belakang dengan hasil penelitian atau teori yang mendukung).

Reviewer reports:

Reviewer #1: This paper explores the impact of metacognitive learning strategy interventions in e-books on students' metacognitive skills in biology courses. One strength of this paper is the demonstrated application of the e-book of metacognitive learning strategies. However, the readers might be unsure about the research contribution of the paper and the data analysis methodology.
The following are some suggestions for improving the study

6. The authors said, "The students' metacognitive skills were in the good category with an average score of 76". The readers might be confused about: Why can the metacognitive skills be measured by the score of learning outcomes?
7. What is the Learning Strategy learning model for measuring metacognitive outcomes in Table 4, and what is the relation of the model and metacognitive outcomes?
8. The test of students' self-regulation shows no difference in students' self-regulation abilities in the three classes (Table 7). This was a natural result for any self-report measurement since the participants were in similar contexts.
9. In addition, the authors stated that e-books can be used to practice self-regulation; however, Readers may be concerned about whether the content of the e-book can train self-regulation strategies (e.g., in-class discussions, completing homework, studying for general exams, or how to study at home).

Yours sincerely,

APER Editorial Team

Managing Editor

Asia Pacific Education Review

COMMENTS TO THE AUTHOR:

Reviewer #1:

Suggestions for Improvement

Should add a limitation that the teacher was not blinded to the treatment groups

and could have introduced bias in the treatments

Provide more detail about how the teaching was done (metacognition and collaboration)

Kesalahan dalam Conclusion

- Permasalahan:
- Penulis lupa menyimpulkan keseluruhan penelitian.
- Belum ada rekomendasi dan implikasi.

Kesalahan dalam Penulisan *Table and Figure*

- Permasalahan:
- Setiap jurnal memiliki aturan penulisan Table dan Figure yang berbeda. Pada umumnya, penulis kurang memperhatikan perbedaan tersebut.
- Contoh:
- https://apastyle.apa.org/style-grammar-guidelines/tables-figures/tables (APA Style)
- https://www.amamanualofstyle.com/view/10.1093/jama/9780190246556.001.0001/med-9780190246556-chapter-4-div2-129# (AMA Style)

Reviewer reports:

Reviewer #1: This paper explores the impact of metacognitive learning strategy interventions in e-books on students' metacognitive skills in biology courses. One strength of this paper is the demonstrated application of the e-book of metacognitive learning strategies. However, the readers might be unsure about the research contribution of the paper and the data analysis methodology.
The following are some suggestions for improving the study

5. Proper table formats in AMA style were required.

Kesalahan dalam Template

- Permasalahan:
- Setiap jurnal memiliki *Template* yang berbeda.
- Kurang membaca dengan teliti *guides for authors* dalam jurnal.

Kesalahan dalam Penggunaan Bahasa

- Permasalahan:
- Bahasa yang digunakan kurang efektif.
- Bahasa Inggris yang sulit dipahami sehingga reviewer biasanya menyarankan untuk proofread pada language expert (biasanya ditawarkan jasa proofread juga oleh pihak jurnal).

Reviewer #2: In this research, the authors have developed a new e-book system enabled with metacognition strategies and could be operated online and offline. The system is designed based on the ADDIE model. The system is equipped with several modern features, including clickable tables, video/pop-up images, bookmarks, search contents, etc. The authors have implemented the system in Indonesia's university and tested the system in 3 courses. The authors have conducted multiple analyses and concluded that- stuents' self-regulation abilities did not vary significantly in the three classes. This result also showed the consistency in students' self-regulation in the three courses. In addition, the newly developed system supported teaching metacognitive skills and received a 96% positive response from the students.

Here are concern and suggestions:

Grammatical errors and typos need to be corrected. For example

line 93, red →read
line 41, e nvironment →environment
In Figure 1, Reviewing the e-Book conducted by 3 biology learning experts → Reviewing the e-Book by 3 biology learning experts

Yours sincerely,

APER Editorial Team

Managing Editor

Asia Pacific Education Review

COMMENTS TO THE AUTHOR:

Reviewer #1:

Suggestions for Improvement

Serious editing of English is required throughout (Currently not acceptable for publication)

2. There are too many acronyms in the article. In fact, the authors can use acronyms for two key constructs such as MSCL (the experimental group) and MS (the control group), but not the others like HA and LA which are just common terms. I feel strongly that the authors have obsession with the use of acronyms, which tend to confuse readers rather than enlighten them throughout the paper!

Kesalahan dalam Penulisan Referensi

- Permasalahan:
- Kurang memahami permintaan jurnal terkait Styles of Referencing (contoh: AMS Style, APA referencing style, dan Vancouver referencing style)

- https://libguides.reading.ac.uk/citing-references/referencingstyles

UNESA
Universitas Negeri Surabaya

workshop on creating learning tools sound essential to be undertaken sequentially.

ACKNOWLEDGEMENTS

The researchers would like to thank to Ministry of Research, Technology and Higher Education of the Republic Indonesia (*Kementerian Riset, Teknologi dan Pendidikan Tinggi Republik Indonesia*) for funding this research in the scheme of Excellent Applied Research of Higher Education (Penelitian Terapan Unggulan Perguruan Tinggi) in 2018.

REFERENCES

Dagien˙e,V., & Kubilinskien˙ e, S. (2009). Technology-Based Lesson Plans: Preparation and Description. *Informatics in Education, 2010, Vol. 9, No. 2, 217–228.* Institute of Mathematics and Informatics, Vilnius.

Alsubaie, M. A. (2016). Curriculum Development: Teacher Involvement in Curriculum Development. *Journal of Education and Practice, 7*(9), 106-107.

Brown, H. (2001). *Teaching by Principles.* New York: Pearson.

Reasoning Ability through Problem-Based Learning. Journal of Physics: Conference Series 983. Doi: 10.1088/1742-6596/983/1/012174.

Hattie, J. A. C. (2009). Visible learning. Routledge: Oxon.

Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research, 77*(1), 81-112.

Hattie, John AC., & Donoghue, Gregory M. (2016). Learning strategies: a synthesis and conceptual model. *Nature Partner Journals (npj) Science of Learning (2016) 1, 16013; doi:10.1038/npjscilearn.2016.13; published online 10 August 2016.*

Janssen, F., & Driel, V. (2017). Developing a Repertoire for Teaching Biology. In A. J. Sickel & S. B. Witzig (Eds.), *Designing and*

Comments

Microsoft Juli 26, 2019

1.References should be at least 30 in which 80% of them are taken from scientific journals.
2.The references should not be older than ten years except for books.
3.Only the primary book sources are suggested
4.The references must be written in APA Style.
5.All of the references listed in this section must be cited in the body of the article, and vice versa.
6.The references must be listed ***alphabetically***.

Kesalahan dalam Penulisan Acknowledgment

- Permasalahan:
- Harus ditujukan untuk penelitian DRPM/Unesa

Kesalahan Lainnya

- Penulis kurang memperhatikan perbedaan *Blinded Manuscript*, *Title Page*, *Cover Letter*, *Supplementary Documents*, dll. Perlu diperhatikan supaya proses *review* berjalan dengan cepat tanpa harus resubmit lagi.

Reviewer #3:

First and foremost, the authors investigated a worthwhile topic which is about the impacts of metacognitive strategies together with cooperative learning on university student learning. However, the paper has numerous conceptual problems which make it less likely to be publishable.

1. By all means, the authors should not disclose their identities in the blind review process through use of acknowledgement and supplementary materials attached to the manuscript. Luckily, the reviewer does not know the authors both personally and professionally. Otherwise, there is a conflict of interest and even academic misconduct in the peer review process.

Pemilihan Jurnal Ilmiah

Mencari Jurnal:

1. Q category: https://www.scimagojr.com/
2. Scopus status: https://www.scopus.com/sources

Saran:

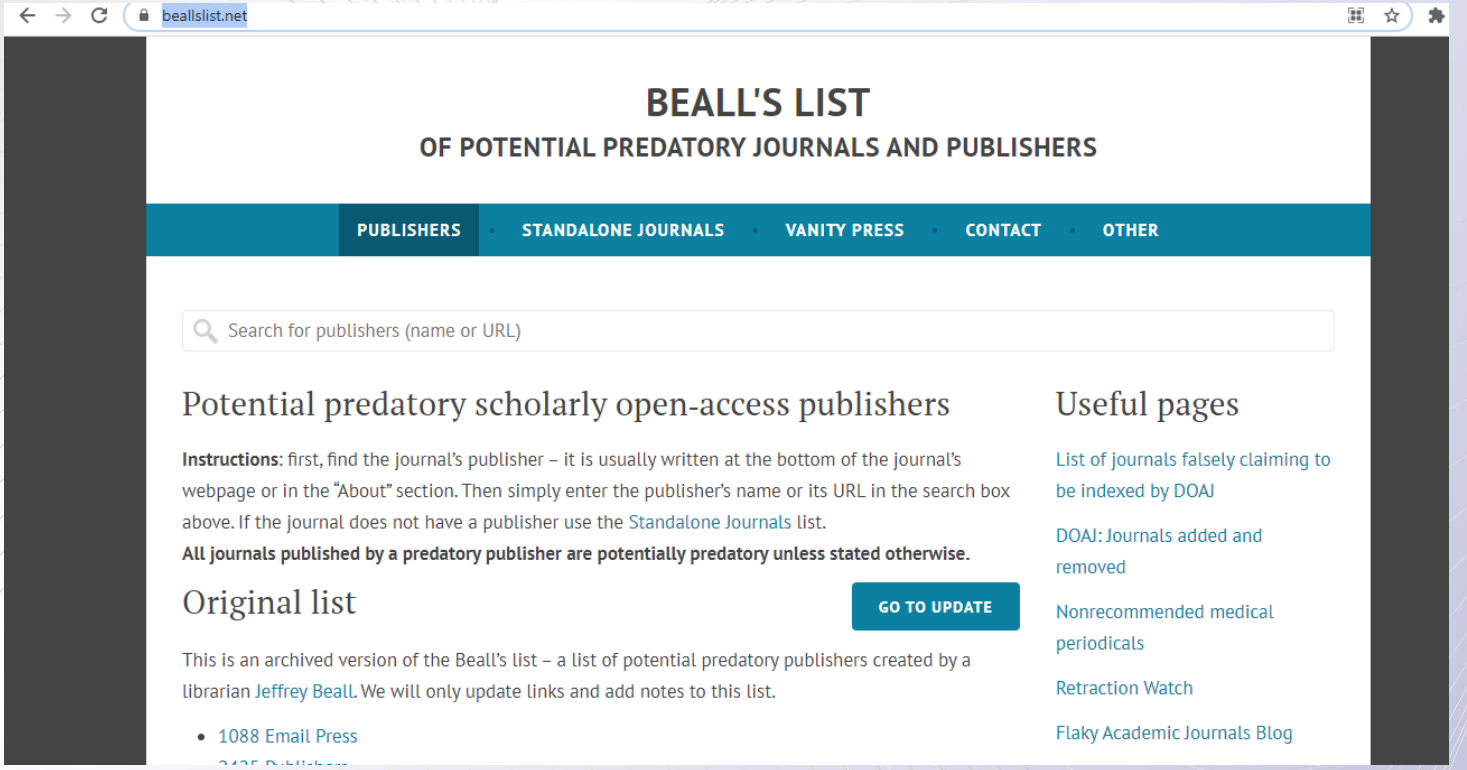
- Cek Terbitan dalam 1 Tahun dan 1 Nomor
- Cek Biaya yang dalam batas normal
- Menyesuaikan jenis dan topik penelitian dengan Scope yang diminta jurnal.
- Jika mendesak, bisa memilih yang terbit 4x dalam setahun. Untuk mahasiswa S2 dapat memilih jurnal Sinta 3 (Cek: https://sinta.ristekbrin.go.id/journals)

UNESA
Universitas Negeri Surabaya

Pemilihan Jurnal Ilmiah

Cek Publisher:

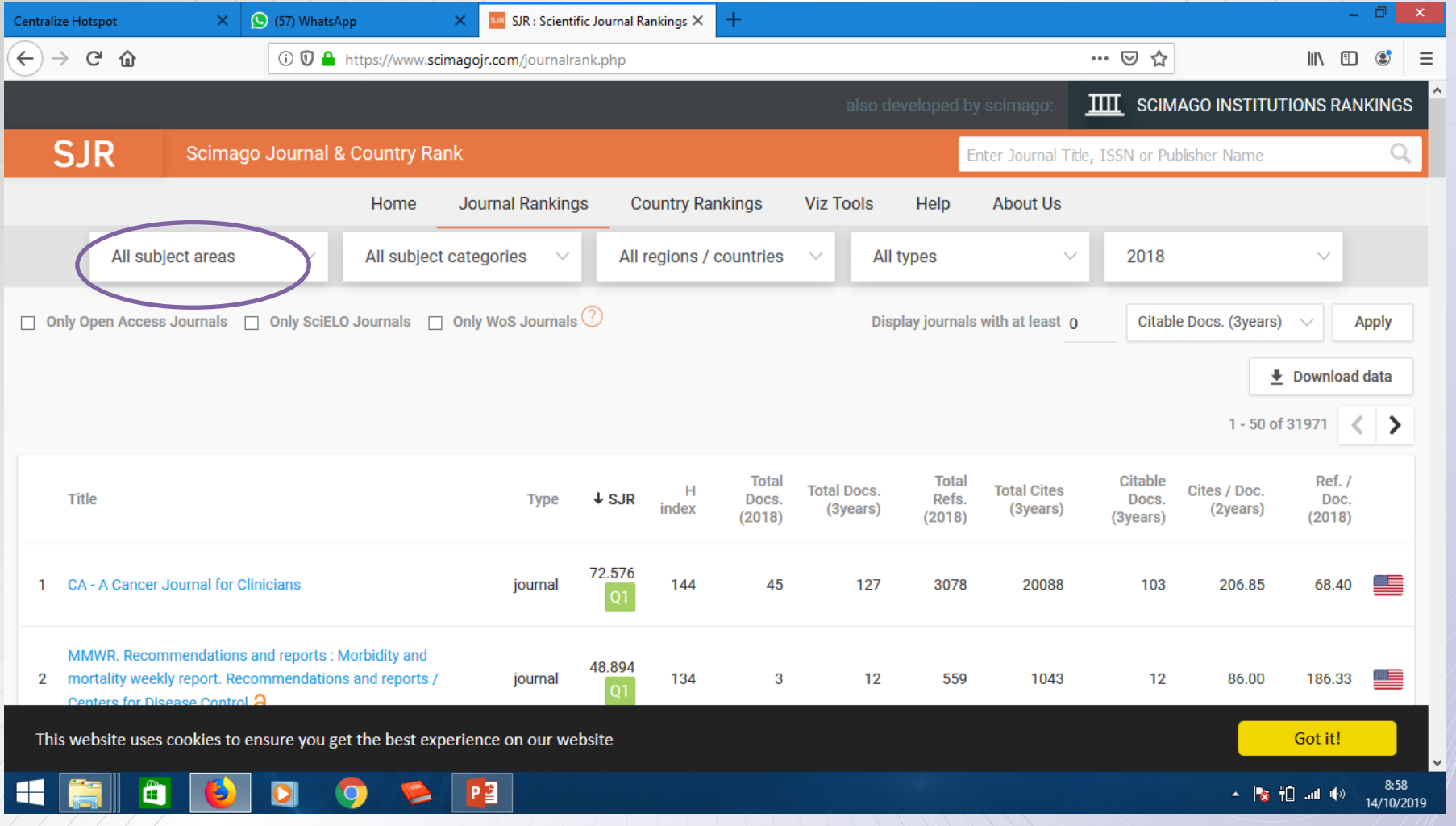
Hindari jangan masuk dalam list di https://beallslist.net/



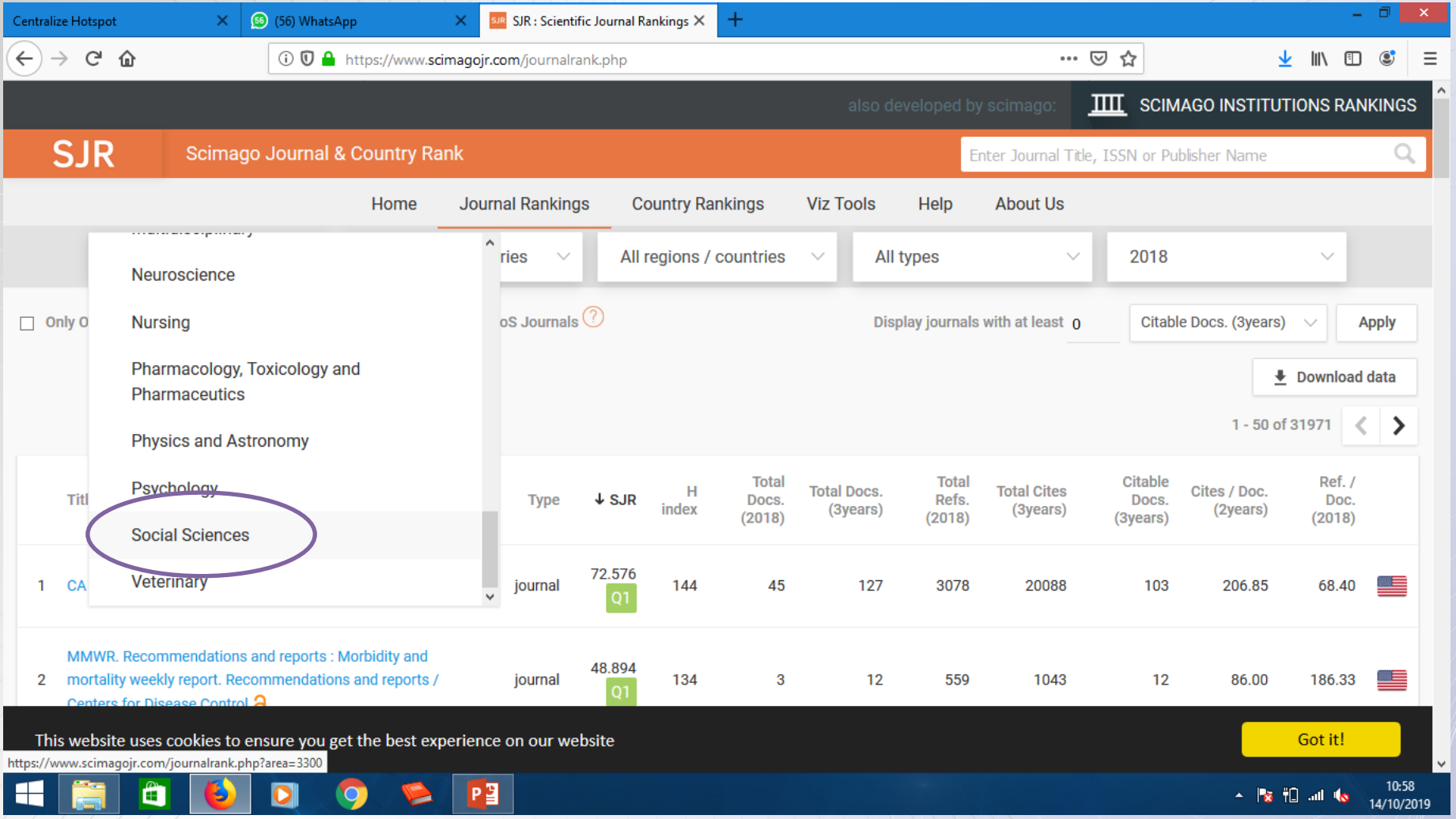
UNESA
Universitas Negeri Surabaya

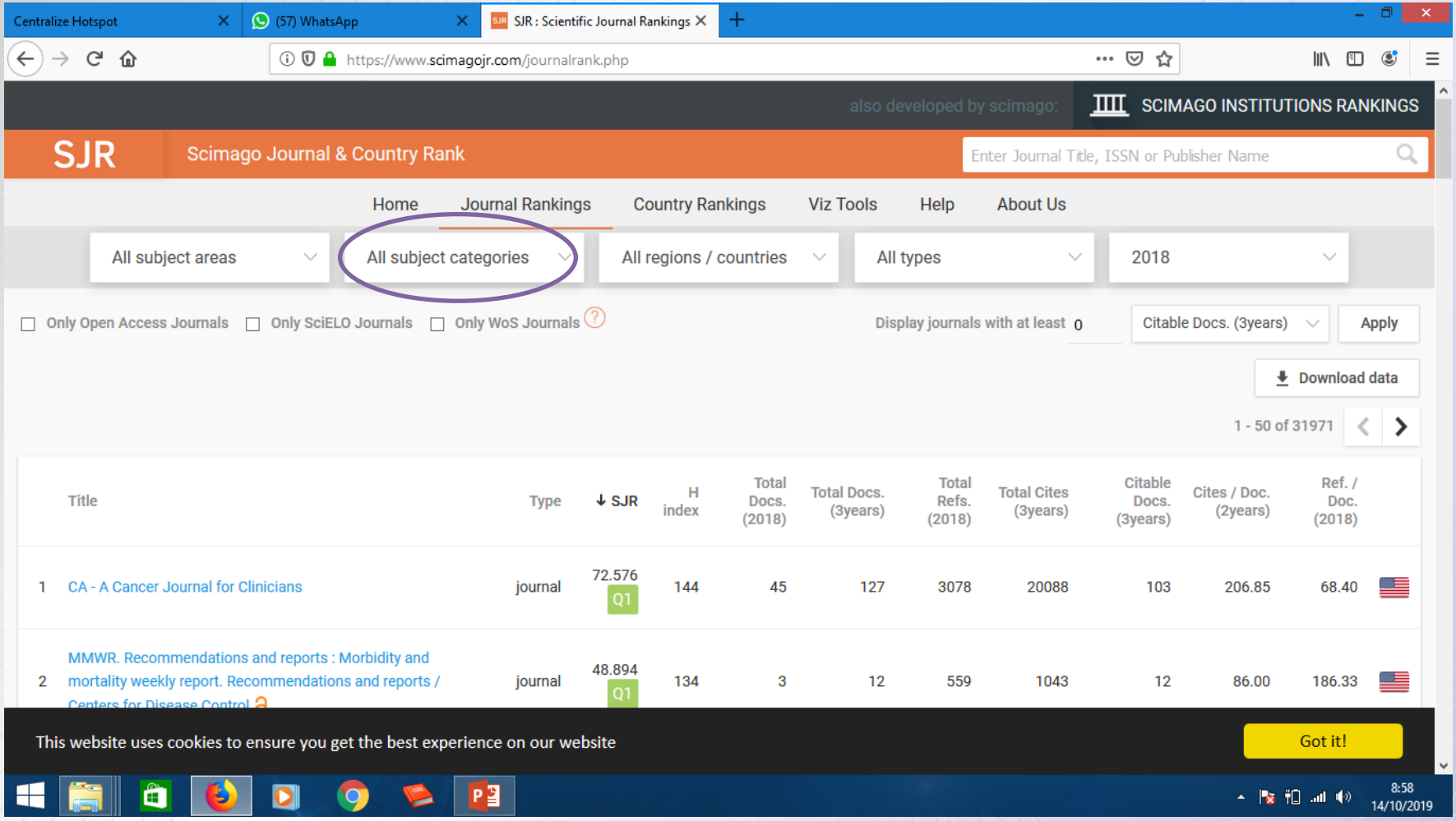
Bagaimana caranya publikasi karya ilmiah pada SJR (Scimago Journal Rank)?

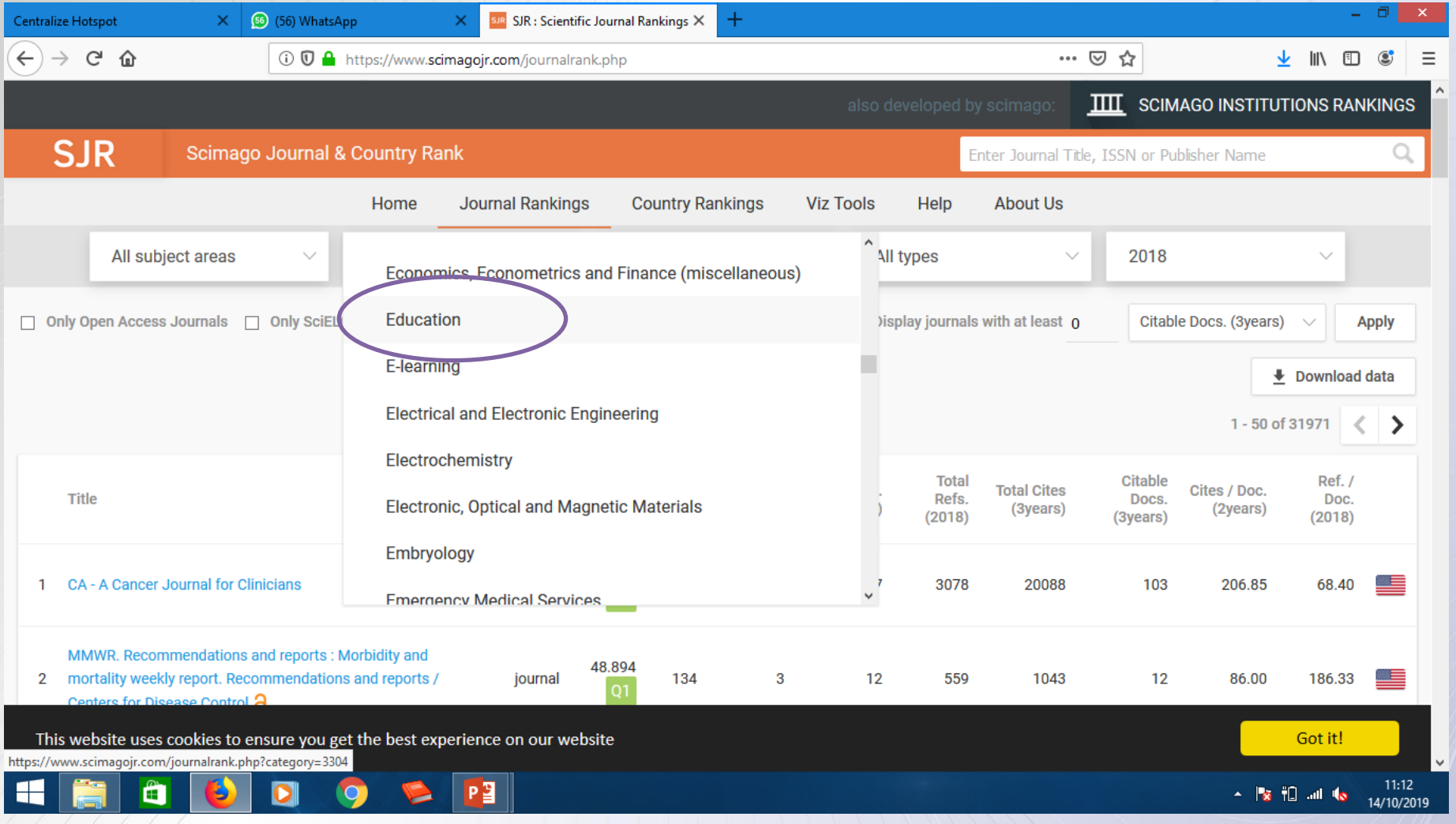
UNESA
Universitas Negeri Surabaya

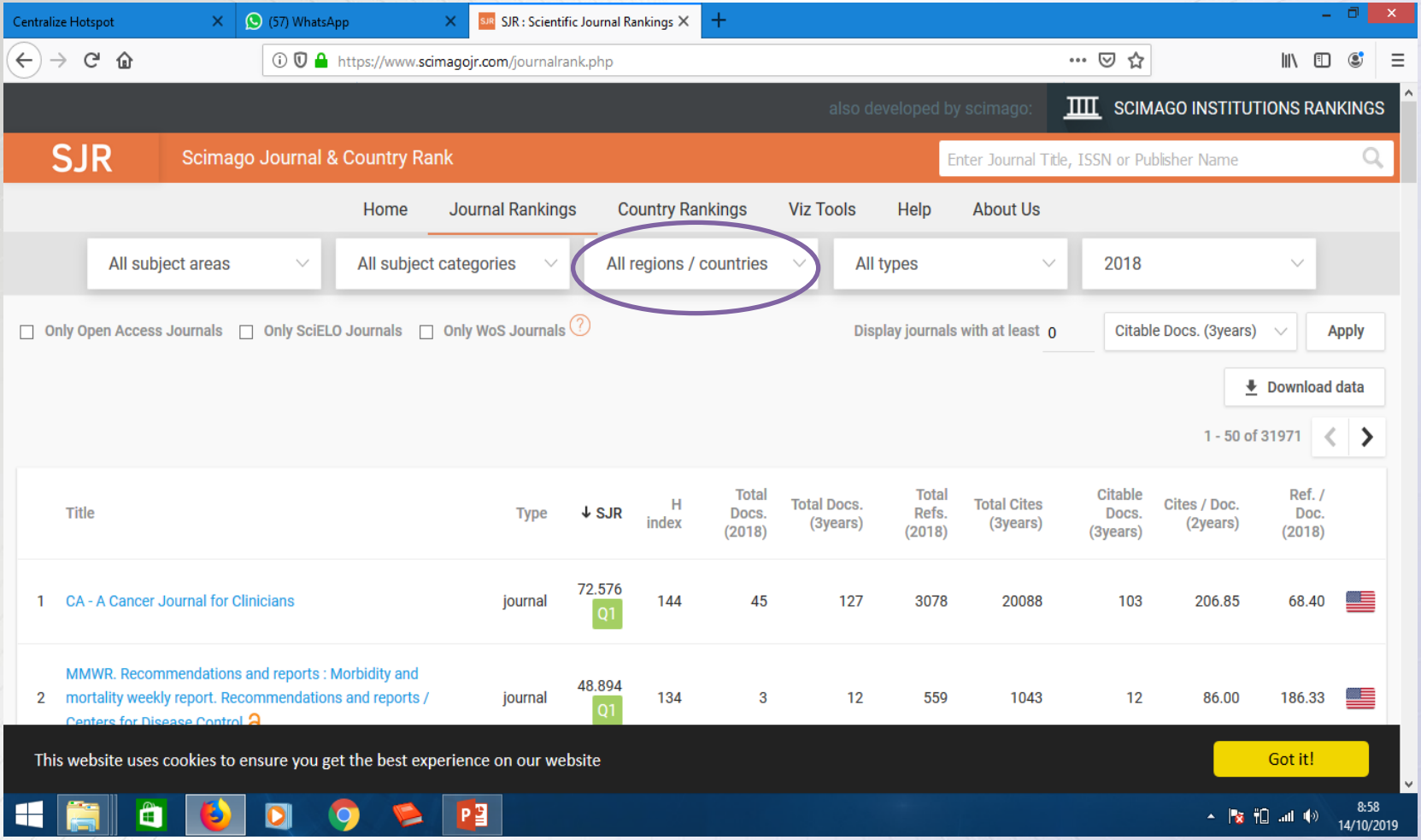


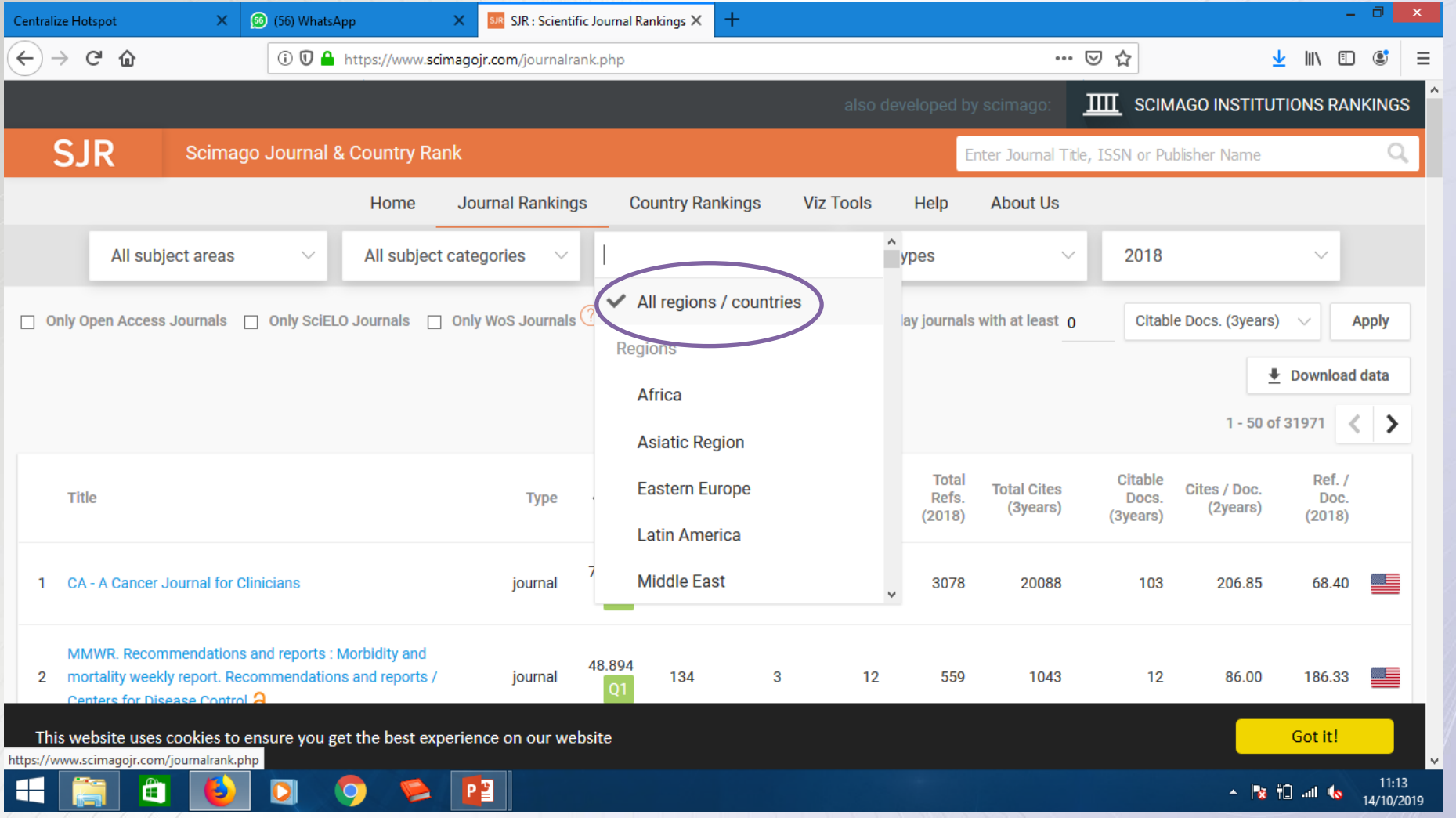
UNESA
Universitas Negeri Surabaya

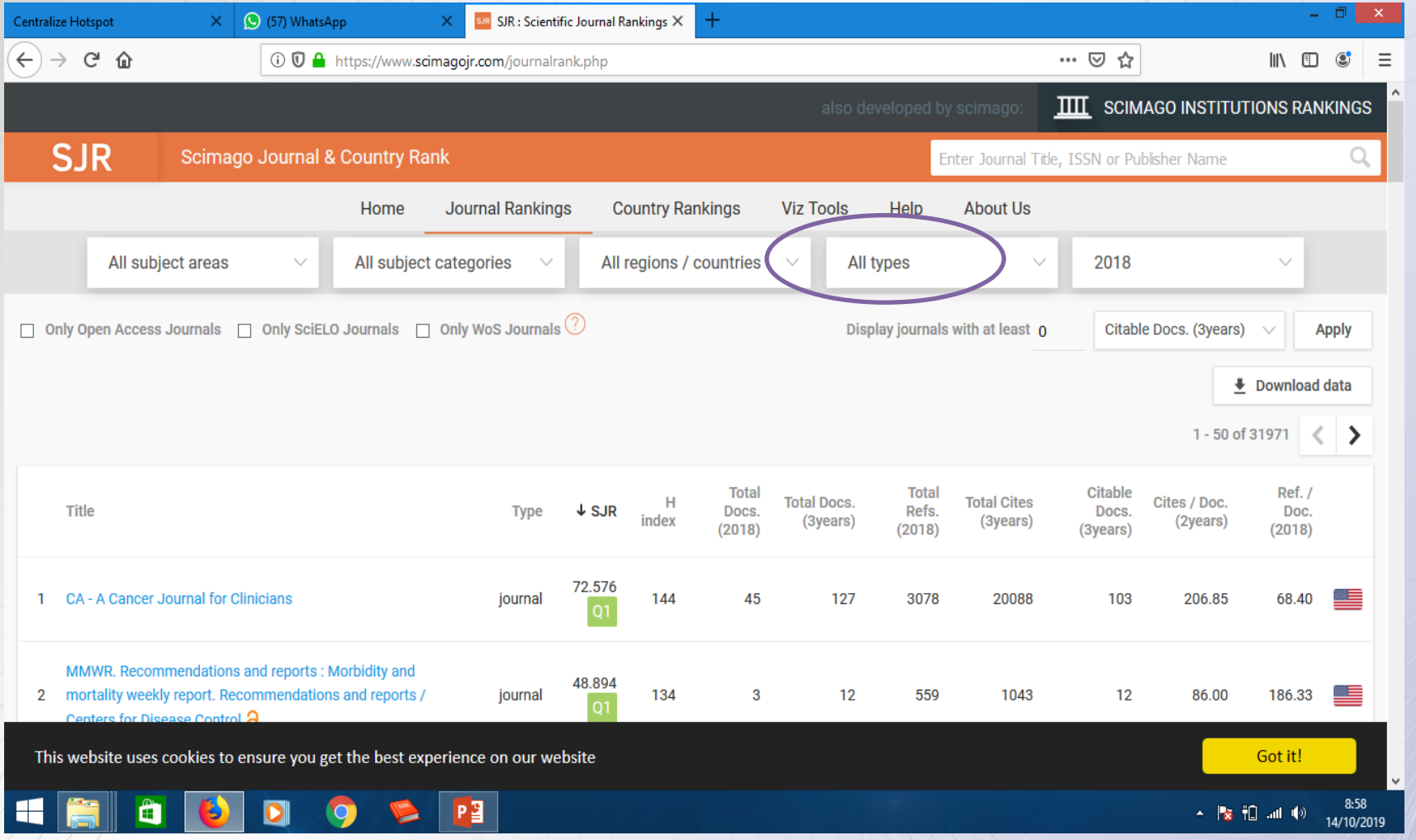



Centralize Hotspot
(57) WhatsApp
SJR : Scientific Journal Rankings
https://www.scimagojr.com/journalrank.php
also developed by scimago:
SCIMAGO INSTITUTIONS RANKINGS
SJR
Scimago Journal & Country Rank
Enter Journal Title, ISSN or Publisher Name
Home
Journal Rankings
Country Rankings
Viz Tools
Help
About Us
All subject areas
All subject categories
All regions / countries
All types
2018
Only Open Access Journals
Only SciELO Journals
Only WoS Journals
Display journals with at least 0
Citable Docs. (3years)
Apply
Download data
1 - 50 of 31971
Title
Type
SJR
H index
Total Docs. (2018)
Total Docs. (3years)
Total Refs. (2018)
Total Cites (3years)
Citable Docs. (3years)
Cites / Doc. (2years)
Ref. / Doc. (2018)
1 CA - A Cancer Journal for Clinicians journal 72.576 Q1 144 45 127 3078 20088 103 206.85 68.40
2 MMWR. Recommendations and reports : Morbidity and mortality weekly report. Recommendations and reports / journal 48.894 Q1 134 3 12 559 1043 12 86.00 186.33
This website uses cookies to ensure you get the best experience on our website
Got it!
8:58
14/10/2019

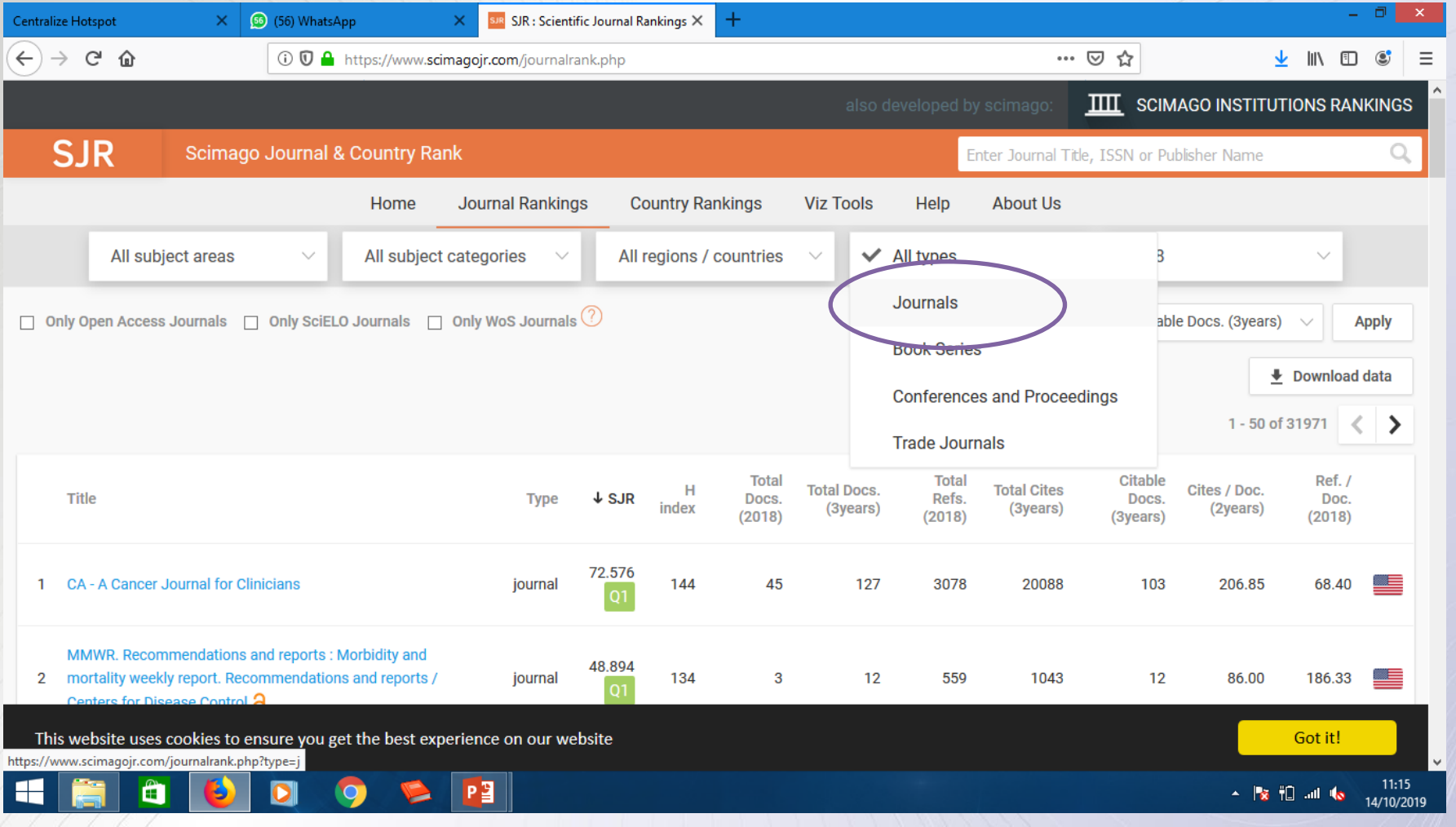

Centralize Hotspot
(56) WhatsApp
SJR : Scientific Journal Rankings
https://www.scimagojr.com/journalrank.php
also developed by scimago:
SCIMAGO INSTITUTIONS RANKINGS
SJR
Scimago Journal & Country Rank
Enter Journal Title, ISSN or Publisher Name
Home
Journal Rankings
Country Rankings
Viz Tools
Help
About Us
All subject areas
All types
2018
Economics, Econometrics and Finance (miscellaneous)
Education
E-learning
Electrical and Electronic Engineering
Electrochemistry
Electronic, Optical and Magnetic Materials
Embryology
Emergency Medical Services
Only Open Access Journals
Only SciEL
Display journals with at least 0
Citable Docs. (3years)
Apply
Download data
1 - 50 of 31971
Title
Total Refs. (2018)
Total Cites (3years)
Citable Docs. (3years)
Cites / Doc. (2years)
Ref. / Doc. (2018)
1 CA - A Cancer Journal for Clinicians 3078 20088 103 206.85 68.40
2 MMWR. Recommendations and reports : Morbidity and mortality weekly report. Recommendations and reports / Centers for Disease Control journal 48.894 Q1 134 3 12 559 1043 12 86.00 186.33
This website uses cookies to ensure you get the best experience on our website
Got it!
https://www.scimagojr.com/journalrank.php?category=3304
11:12
14/10/2019

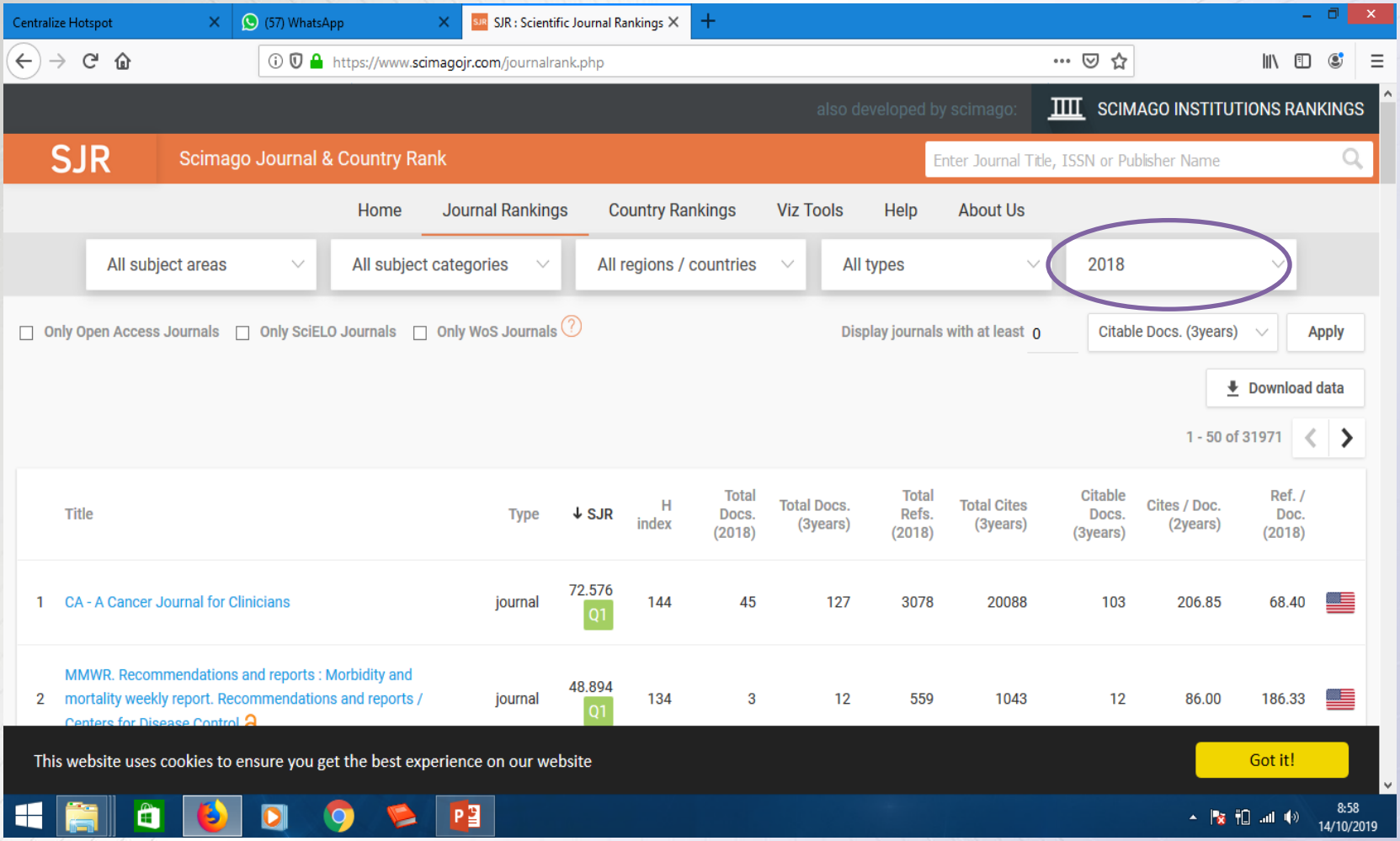

Centralize Hotspot
(57) WhatsApp
SJR : Scientific Journal Rankings
https://www.scimagojr.com/journalrank.php
also developed by scimago:
SCIMAGO INSTITUTIONS RANKINGS
SJR
Scimago Journal & Country Rank
Enter Journal Title, ISSN or Publisher Name
Home
Journal Rankings
Country Rankings
Viz Tools
Help
About Us
All subject areas
All subject categories
All regions / countries
All types
2018
Only Open Access Journals
Only SciELO Journals
Only WoS Journals
Display journals with at least 0
Citable Docs. (3years)
Apply
Download data
1 - 50 of 31971
Title
Type
SJR
H index
Total Docs. (2018)
Total Docs. (3years)
Total Refs. (2018)
Total Cites (3years)
Citable Docs. (3years)
Cites / Doc. (2years)
Ref. / Doc. (2018)
1 CA - A Cancer Journal for Clinicians journal 72.576 Q1 144 45 127 3078 20088 103 206.85 68.40
2 MMWR. Recommendations and reports : Morbidity and mortality weekly report. Recommendations and reports / Centers for Disease Control journal 48.894 Q1 134 3 12 559 1043 12 86.00 186.33
This website uses cookies to ensure you get the best experience on our website
Got it!
8:58
14/10/2019

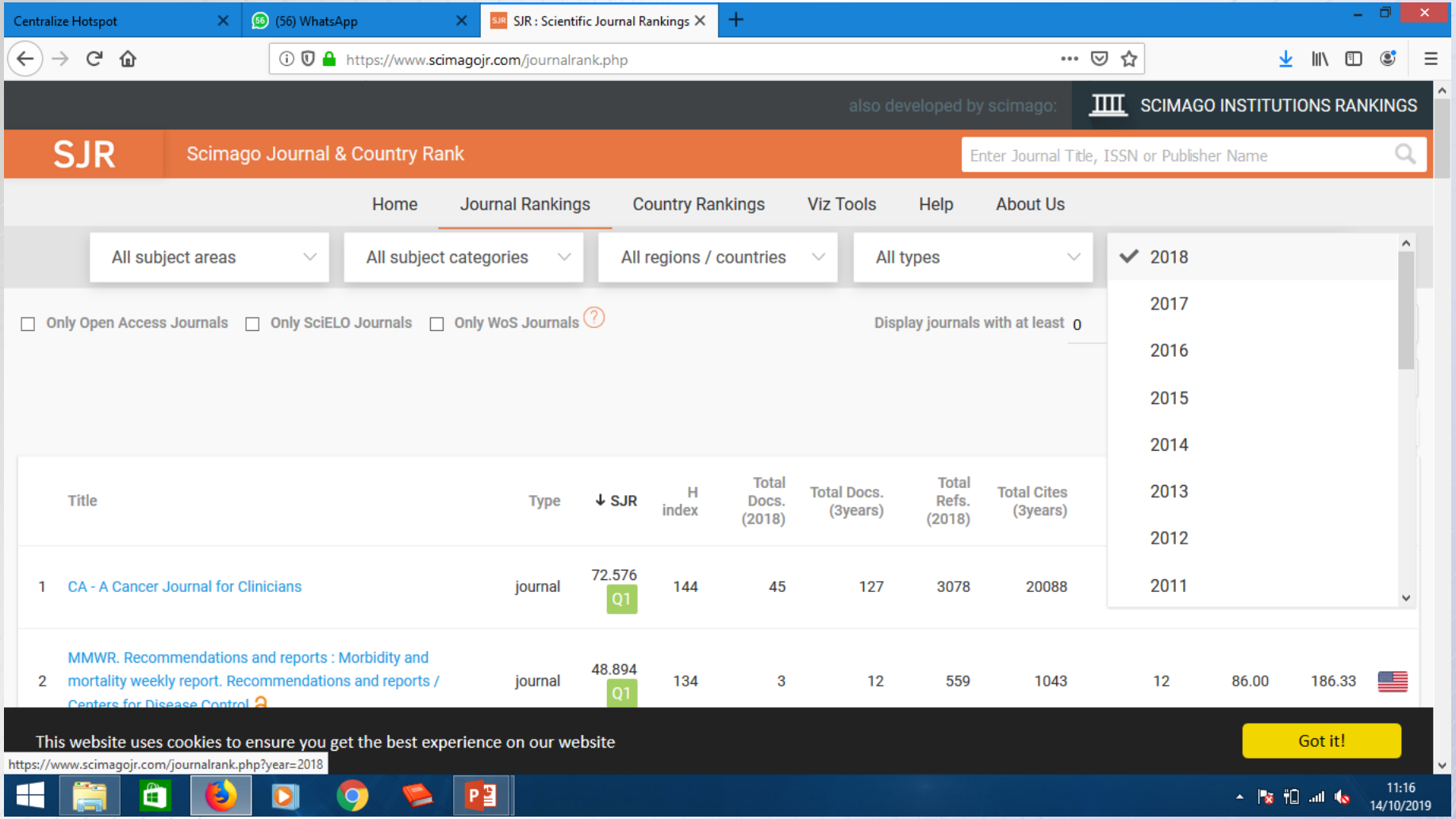

Centralize Hotspot
(56) WhatsApp
SJR : Scientific Journal Rankings
https://www.scimagojr.com/journalrank.php
also developed by scimago:
SCIMAGO INSTITUTIONS RANKINGS
SJR
Scimago Journal & Country Rank
Enter Journal Title, ISSN or Publisher Name
Home
Journal Rankings
Country Rankings
Viz Tools
Help
About Us
All subject areas
All subject categories
ypes
2018
All regions / countries
Regions
Africa
Asiatic Region
Eastern Europe
Latin America
Middle East
Only Open Access Journals
Only SciELO Journals
Only WoS Journals
ay journals with at least
0
Citable Docs. (3years)
Apply
Download data
1 - 50 of 31971
Title
Type
Total Refs. (2018)
Total Cites (3years)
Citable Docs. (3years)
Cites / Doc. (2years)
Ref. / Doc. (2018)
1
CA - A Cancer Journal for Clinicians
journal
3078
20088
103
206.85
68.40
2
MMWR. Recommendations and reports : Morbidity and mortality weekly report. Recommendations and reports / Centers for Disease Control
journal
48.894
Q1
134
3
12
559
1043
12
86.00
186.33
This website uses cookies to ensure you get the best experience on our website
Got it!
https://www.scimagojr.com/journalrank.php
11:13
14/10/2019


Centralize Hotspot
(57) WhatsApp
SJR : Scientific Journal Rankings
https://www.scimagojr.com/journalrank.php
also developed by scimago:
SCIMAGO INSTITUTIONS RANKINGS
SJR
Scimago Journal & Country Rank
Enter Journal Title, ISSN or Publisher Name
Home
Journal Rankings
Country Rankings
Viz Tools
Help
About Us
All subject areas
All subject categories
All regions / countries
All types
2018
Only Open Access Journals
Only SciELO Journals
Only WoS Journals
Display journals with at least 0
Citable Docs. (3years)
Apply
Download data
1 - 50 of 31971
Title
Type
SJR
H index
Total Docs. (2018)
Total Docs. (3years)
Total Refs. (2018)
Total Cites (3years)
Citable Docs. (3years)
Cites / Doc. (2years)
Ref. / Doc. (2018)
1 CA - A Cancer Journal for Clinicians journal 72.576 Q1 144 45 127 3078 20088 103 206.85 68.40
2 MMWR. Recommendations and reports : Morbidity and mortality weekly report. Recommendations and reports / Centers for Disease Control journal 48.894 Q1 134 3 12 559 1043 12 86.00 186.33
This website uses cookies to ensure you get the best experience on our website
Got it!
8:58
14/10/2019

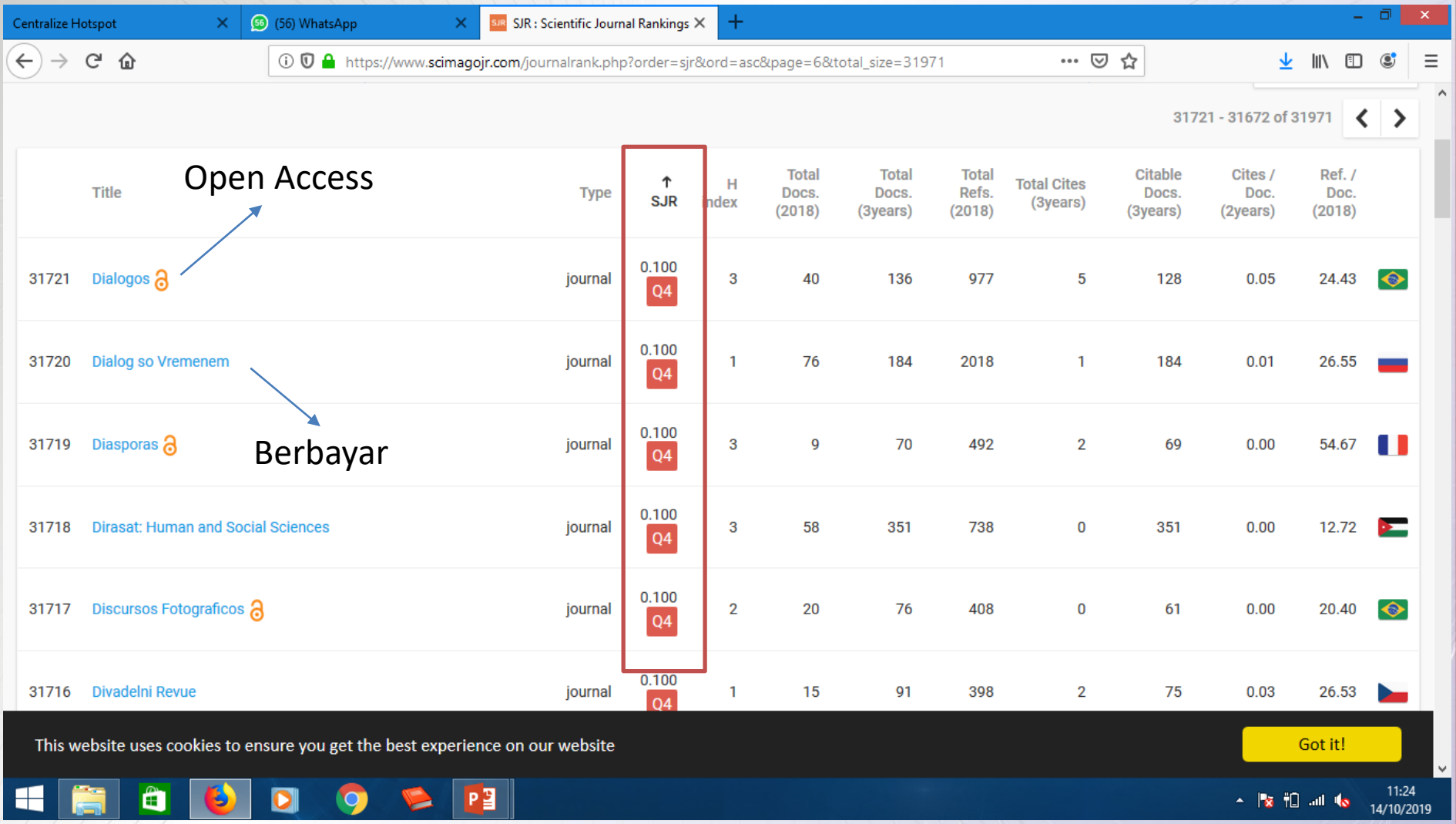
UNESA
Universitas Negeri Surabaya




Centralize Hotspot
(57) WhatsApp
SJR : Scientific Journal Rankings
https://www.scimagojr.com/journalrank.php
also developed by scimago:
SCIMAGO INSTITUTIONS RANKINGS
SJR
Scimago Journal & Country Rank
Enter Journal Title, ISSN or Publisher Name
Home
Journal Rankings
Country Rankings
Viz Tools
Help
About Us
All subject areas
All subject categories
All regions / countries
All types
2018
Only Open Access Journals
Only SciELO Journals
Only WoS Journals
Display journals with at least 0
Citable Docs. (3years)
Apply
Download data
1 - 50 of 31971
Title
Type
SJR
H index
Total Docs. (2018)
Total Docs. (3years)
Total Refs. (2018)
Total Cites (3years)
Citable Docs. (3years)
Cites / Doc. (2years)
Ref. / Doc. (2018)
1 CA - A Cancer Journal for Clinicians journal 72.576 Q1 144 45 127 3078 20088 103 206.85 68.40
2 MMWR. Recommendations and reports : Morbidity and mortality weekly report. Recommendations and reports / Centers for Disease Control journal 48.894 Q1 134 3 12 559 1043 12 86.00 186.33
This website uses cookies to ensure you get the best experience on our website
Got it!
8:58
14/10/2019


Centralize Hotspot
(56) WhatsApp
SJR : Scientific Journal Rankings
https://www.scimagojr.com/journalrank.php
also developed by scimago:
SCIMAGO INSTITUTIONS RANKINGS
SJR
Scimago Journal & Country Rank
Enter Journal Title, ISSN or Publisher Name
Home
Journal Rankings
Country Rankings
Viz Tools
Help
About Us
All subject areas
All subject categories
All regions / countries
All types
2018
2017
2016
2015
2014
2013
2012
2011
Only Open Access Journals
Only SciELO Journals
Only WoS Journals
Display journals with at least 0
Title
Type
SJR
H index
Total Docs. (2018)
Total Docs. (3years)
Total Refs. (2018)
Total Cites (3years)
1 CA - A Cancer Journal for Clinicians journal 72.576 Q1 144 45 127 3078 20088
2 MMWR. Recommendations and reports : Morbidity and mortality weekly report. Recommendations and reports / Centers for Disease Control journal 48.894 Q1 134 3 12 559 1043 12 86.00 186.33
This website uses cookies to ensure you get the best experience on our website
Got it!
https://www.scimagojr.com/journalrank.php?year=2018
11:16
14/10/2019

UNESA
Universitas Negeri Surabaya



	Title	Type	SJR	H index	Total Docs. (2018)	Total Docs. (3years)	Total Refs. (2018)	Total Cites (3years)	Citable Docs. (3years)	Cites / Doc. (2years)	Ref. / Doc. (2018)
31721	Dialogos	journal	0.100 Q4	3	40	136	977	5	128	0.05	24.43
31720	Dialog so Vremenem	journal	0.100 Q4	1	76	184	2018	1	184	0.01	26.55
31719	Diasporas	journal	0.100 Q4	3	9	70	492	2	69	0.00	54.67
31718	Dirasat: Human and Social Sciences	journal	0.100 Q4	3	58	351	738	0	351	0.00	12.72
31717	Discursos Fotograficos	journal	0.100 Q4	2	20	76	408	0	61	0.00	20.40
31716	Divadelni Revue	journal	0.100 Q4	1	15	91	398	2	75	0.03	26.53

This website uses cookies to ensure you get the best experience on our website
Got it!

Thank You!