

**** Empowering Social Competence in Reflective Teaching: An Empirical Research of
Madrasah Ibtidaiyyah (Islamic State Elementary School) in Indonesia ****

Reviewer Number: 2

Submission Number: 13

Date Sent: 05/10/19

Date Due: 01/12/19

Part I: Rankings (place N/A next to items that do not apply)

Evaluation Criteria	Poor								Excellent
1. Practical managerial significance	1	2	3	4	5	6x	7	8	
2. Appropriateness for this book	1	2	3	4	5	6	7x	8	
3. Adequacy of literature review	1	2	3	4	5	6x	7	8	
4. Adequacy of background	1	2	3	4	5	6x	7	8	
5. Adequacy of analysis of issues	1	2	3	4	5	6x	7	8	
6. Clarity of presentation	1	2	3	4	5	6x	7	8	
7. Organization of chapter	1	2	3	4	5	6	7x	8	

Part II: Editorial Decisions

Editorial Status	Copy-Editing Status
a. Publishable now	a. Requires minor copy-editing x
b. Minor revisions necessary x	b. Requires major copy-editing
c. Major revisions necessary	
d. Not publishable	

Part III: Chapter Evaluation

Please provide detailed answers to the following questions.

1. Based on your numerical rating in Part I, explain in detail how the chapter does or does not provide sufficient background information and literature review regarding its topic. Include in your assessment thoughts and recommendations as to how the author(s) can augment this area of the manuscript.

Since the background information is not yet enough to represent the significance towards Social competence in reflective teaching, the need to more sufficiently well prepare with the aims to deal with the initiative has to apply for the reflective teaching in Islamic education perspective.

2. List and describe in detail any topic(s) or information related to the discussion in the chapter which appears to be missing. Please provide suggestions as to what topic(s) or information the author(s) can add to ensure that the scope of the chapter's contents is complete.

Although the presentation way of theoretical discussion is finely sufficient, the missing part to explore the adequate illustration of social competence in reflective teaching needs to further sufficiently explain in the context of Islamic education mainly how important it is when compared to other existing literature.

3. Please supply a detailed discussion as to whether or not the information in this chapter clearly illustrates the issues, problems, and trends related to the theme of this proposed book. Please offer your constructive and analytical assessment and list suggestions for improvement and/or enhancement.

The paper has explored the element of social competence in reflective teaching adequately, while there is a need to more detail illustrating the applicable way in educational setting to drive the learning achievement mainly in Islamic education.

4. Please provide your opinion as to whether or not the issues, problems, and trends described in this chapter are given appropriate emphasis. Supply specific recommendations as to how the author(s) can improve in this area.

As stated early, the more elaboration of emphasizing the significance of social competence in reflective teaching needs to sufficiently deal with exploring the critical analysis compared into the related literature in Islamic education.

5. Give an explanation of any serious **over-emphasis** or **under-emphasis** of any issues/problems in the chapter. Please provide critical and constructive assessment by offering suggestions as to how the chapter can be improved and enhanced in this area.

The elements of social competence in reflective teaching in Islamic education as stated early need to emphasize the applicable way in enabling the improvement in such means of the theoretical discussion together with real examples to be applied in the school context.

6. In your opinion, what are the weaknesses of this chapter? Please describe how these specific weaknesses contribute to the ineffective aspects of this chapter. We ask that you carefully list specific suggestions for improvement and/or enhancement.

The overall part of this paper is sufficient to elaborate the distinction of applicable way on social competence in reflective teaching, but the way of applied research component is still needed to emphasize more clarity and novelty to contribute in the field of Islamic education.

7. In your opinion, what are the strengths of this chapter? Please describe how these specific strengths contribute to the value and quality aspects of this chapter and how said strengths can be utilized to make the weak areas of the chapter more effective.

The value of social competence in reflective teaching has been sufficiently explored in line with aims and objectives of global perspectives in Islamic education, in which main issues have been finely dealt with such coherent manner. But, the significance and features of the way to further illustrate in detail in Islamic education should bring along with current literature to compare in the contemporary educational system.

8. Please describe whether or not this chapter is properly directed to the proposed target audience of the book to which it was submitted.

The essence of social competence in reflective teaching in Islamic education is properly related to global perspectives in Islamic education, in which the theoretical discussion is sufficiently elaborated with improving the conceptual framework of learning acquisition with paying particular attention to learning enhancement culture.

9. Please describe your thoughts on the effectiveness of the organization of the chapter. How can the “flow” of this chapter be improved? Please be specific.

The organization flow is sufficiently well as in line with the themes and subthemes on social competence in reflective teaching in Islamic education.

10. Please provide your opinion as to whether or not the references used in this chapter are sufficient, appropriate, and up-to-date. If not, please suggest the relevant references you feel are necessary for the author(s) to include.

The references are quite good since there number of articles cited is mostly within the last five years.

Part IV: Comments to the Author(s)

Please provide your constructive comments to the author(s) for improving and revising the paper.

Although the chapter has elaborated sufficient attribution of social competence in reflective teaching in Islamic education, there is a need to develop both clarity and novelty mainly with delivery of examples, applied research, through wide contribution in the field of Islamic education.

Part V: Comments to the Editor

Please provide any comments or suggestions to the editor regarding your position concerning this chapter. Please be specific as to whether or not you feel this chapter is publishable. (Note that these comments will NOT be shared with the author[s]).

The number of sections is still needed in further for revision appropriately within main contribution with such merit on social competence in reflective teaching in Islamic education perspective, particularly in making the way of fulfilling the existing literature related to the field of Islamic education.