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2014	0.27
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2016	0.25
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2006	0.45	0.45	0.45
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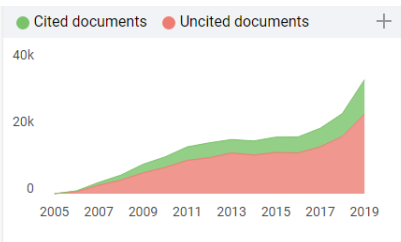
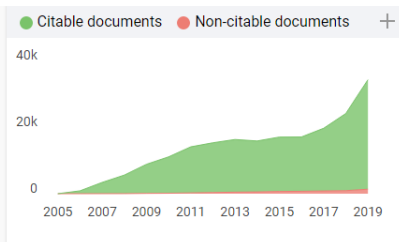
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2012	0	0
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2016	0	0
2017	5000	1000
2018	15000	2000
2019	20000	4000

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Year	External Cites per Doc	Cites per Doc
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2019	0.45	0.45

% International Collaboration

Year	% International Collaboration
2005	20
2006	25
2007	30
2008	30
2009	30
2010	30
2011	30
2012	30
2013	25
2014	25
2015	25
2016	20
2017	15
2018	10
2019	10



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Table of contents

Volume 1471
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◀ Previous issue Next issue ▶

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Gender Influence on Students Creativity in Physics Learning with Virtual Laboratory

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Abstract

Creativity is one of the skills that must be developed in students through learning in high school. Every student has different creative potential. These differences can be influenced by ways of thinking, experience, how to determine the point of view and other factors. This study is to determine the increase in creativity based on students' gender differences in physics learning with virtual laboratory. This quasi-experimental study was conducted in two groups in two different schools in Mataram.

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Gender Influence on Students Creativity in Physics Learning with Virtual Laboratory

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Abstract. Creativity is one of the skills that must be developed in students through learning in high school. Every student has different creative potential. These differences can be influenced by ways of thinking, experience, how to determine the point of view and other factors. This study is to determine the increase in creativity based on students' gender differences in physics learning with virtual laboratory. This quasi-experimental study was conducted in two groups in two different schools in Mataram. Students are given learning treatment with a virtual laboratory. The sample selection uses purposive sampling consisting of 33 male and 33 female students. The results show an increase exhibited by all students in terms of verbal, figural, numerical and procedural creativity. Increased student creativity is measured using the N-gain test. The results were higher in male students compared to the female group, both based on all aspects of creativity as well as all indicators of creativity.

1. Introduction

Basically, science covers aspects of processes, products, and attitudes. Physics is one part of science that studies the symptoms and natural phenomena around. One of the goals of physics learning is to train students' thinking skills. Students who study physics must be helped to develop creative thinking skills and problem-solving skills in life. The teacher's role is basically important in helping students in the three aspects of science mentioned above. However, learning physics in high school is still teacher-centered. Student activities are generally limited to listening to lectures, recording material, and doing practice exercises in the textbook. Traditional teaching methods provide little opportunity for students to explore their abilities. So that causes the level of creativity of students during learning becomes very low.

Problems arise when the teacher in explaining physics material, where most physics lessons consist of abstract material. One of the difficulties in learning physics experienced by students is understanding various abstract concepts. In addition to the use of models and learning methods that are student-centered, supporting media are also needed so that learning materials can be conveyed properly and appropriately. In this case, the laboratory is a very important component to explain certain material

