1. In accordance with its objectives, what are the interactions of the
teaching model and cognitive style in this study? in the abstracts it is only
called if there is an interaction.
* This research using of three teaching models (CORE RME, CORE, and Conventional), and the students who study through each teaching models to categorize in to field dependent-independent cognitive style, so one of the objectives of this study was to analyze whether there were any interaction effects between teaching models and cognitive styles on students' MPSA. It has been improved in the abstract section, the results, and discussion especially pages 6 and 7.
1. Why teaching in this research using CORE & RME while in the purpose of
this study does not specifically study these models.
* This study uses three teaching models namely the CORE RME model, the CORE model, and the Conventional model. Based on the objectives that are to analyze whether there is an interaction between teaching models and cognitive styles on student MPSA, and differences in student MPSA based on learning models, have accommodated the three learning models used. Note: The CORE RME model is one model of teaching to combine the CORE model and realistic mathematics approach.
1. Is RME identical to Reality? This needs to be emphasized by the concept
of RME according to the reference source.
* Realistic in the world of Holland language is zich realiseren, it means to imagine. This realistic in RME it means: 1) real-context in daily life, 2) formal context mathematics in mathematics world, or 3) Imagine context is not in the reality but could imagine (Heuvel-panhuizen & Drijvers, 2014). The first meaning according to this reference shows that RME could be using real-context in daily life. This has been corrected in the contents section of the article, not using realistic words but real context, as in Figure 2 on page 4.
1. What is the underlying philosophy in combining CORE & RME?
* CORE as one teaching model whose own syntax is connecting, organizing, reflecting, and extending. While Realistic mathematics teaching as one teaching approach. The structure of model and teaching approach as approach a part of the teaching the model, so combine of the CORE models and RME is teaching with CORE syntax to implementation principle and characteristics of RME.
1. "a group of students who learn to use the CORE RME model"? What is the
purpose of students learning about teaching models?
* This is an error in English translation. The meaning of this statement is not students who learn to use CORE RME models, …, but the student who study through the CORE RME model, … This has been corrected in the contents section of the article.
1. The writer needs to emphasize that Polya offers steps to solve the
problem or an instrument to measure the ability of the problem?
* The Steps offer by Polya are steps to solve the problems, and mathematical problems could be stated in the form of the question of which solving process using by Polya steps. So, the instrument we use to measure student MPSA is an instrument whose completion follows the steps offered by Polya.
1. The statistical test was pre-determined in the methodology section, can
the data obtained be sure to meet the test requirements?
* The statistical tests specified in the methods section meet the test requirements and have been corrected on page 6.
1. In the research results, it is not very clear about how the data
conditions are like and how it can be concluded that there are interactions
between variables, statistically.
* Is there an interaction effect between rows and columns (teaching models and cognitive styles) on MPSA students are tested using two-way ANOVA, the output of which is like the following table (on page 6)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Source | Sum of Squares | df | Mean Square | F | Sig. | Ho |
| Corrected Model | 2075,31a | 5 | 415,06 | 19,94 | 0,00 |  |
| Intercept | 60045,00 | 1 | 60045,00 | 2885,12 | 0,00 |  |
| Teaching Models | 139,06 | 2 | 69,53 | 3,34 | 0,04 |  |
| Cognitive Style | 1564,82 | 1 | 1564,82 | 75,19 | 0,00 |  |
| Teaching Models\*Cognitive Style | 192,97 | 2 | 96,48 | 4,64 | 0,01 | Reject |
| Error | 2892,861 | 139 | 20,81 |  |  |  |
| Total | 66048,00 | 145 |  |  |  |  |
| Corrected Total | 4968,17 | 144 |  |  |  |  |
| 1. R Squared = .418 (Adjusted R Squared = .397)
 |

The significance value on the line of teaching models\*cognitive style is $0,01<0,05$ so it can be concluded that there is an interaction effect between the teaching model and cognitive style on student MPSA. Differences in student MPSA based on student teaching models and cognitive styles are not seen based on the SPSS output above because the data groups are not homogeneous. Therefore, differences in students' MPSA based on learning models and cognitive styles are analyzed separately, as on pages 7-11.

1. How are the research results discussed from the standpoint of the theory
underlying this research? this needs to be sharpened and detailed.
* The results and discussion are not separate positions but are related so that a description of the research results is immediately followed by a discussion at the end of each sub-section.
1. Overall research results and conclusions, what are the implications of
the results of this study for the development of mathematics education,
especially in Indonesia? This needs to be clarified and offered.
* Addition implication as to the last paragraph of the conclusion section (on page 12)
1. English needs to be improved and proofread. The writing needs to be
adjusted to the rules of writing scientific papers.
* Had revised
1. Please make sure that your discussion section is suitable and supported
by a reputable journal.
* Had revised
1. The “result and discussion” section reports must have the most
important findings, including results, analyze as appropriate.
* Had revised
1. Please add more suitable references for at least 30 references from the
reputable international journals with their DOI.
* Had revised and consists of 32 references with each DOI.
1. The manuscript should also have been carefully proofread and similarity
check (the proofreading certificate and similarity check result must be
attached as a supplementary file in the revision submission process).
* Our article has been read by a proofreader, and we have checked its similarity using the plagiarism checker-X. As proof, we attach a proofreading certificate and the results of checking the similarity of the manuscript.