



Corrigendum

Vol. 14 No. 4 (2025): August (Corrigendum)

<http://dx.doi.org/10.33578/jpfkip.v14i4.p569-583-corrigendum>

Corrigendum to “Innovate integration of guided inquiry learning (GIL) and project-based learning (PjBL) to enhance students’ science literacy”

[Vol. 14 No. 4 (2025): August]

Nova Florentina Ambarwati ^{1*}, Retno Dwi Suyanti ², Aaron Loh ³,
Ribka Kariani Br Sembiring ¹, Darinda Sofia Tanjung ¹, Dyan Wulan Sari HS ¹

¹ Universitas Katolik Santo Thomas, Medan, Indonesia, 20132

² Universitas Negeri Medan, Medan, Indonesia, 20221

³ Assumption University, Hua Mak Campus, Thailand, 10240

At the request of the authors, the published version of this article has been updated. After publication, the authors conducted a detailed review. They identified several inconsistencies between in-text citations and the reference list, as well as minor inaccuracies and formatting issues in some reference entries.

The authors initiated these corrections following their own post-publication review and do not reflect an error on the part of the editorial office. The amendments concern only the accuracy and consistency of citations and references. They do not affect the data, analyses, interpretation, or conclusions of the study.

The authors apologise for any inconvenience these issues may have caused to readers and thank the editorial team for facilitating these corrections.

Original article & DOI: <http://dx.doi.org/10.33578/jpfkip.v14i4.p569-583>

* Corresponding Author.

E-mail address: nova_florentina@ust.ac.id (Nova Florentina Ambarwati)

DOI: <http://dx.doi.org/10.33578/jpfkip.v14i4.p569-583-corrigendum>

Received 10 December 2025; Received in revised form 10 December 2025; Accepted 10 December 2025

Available online 11 December 2025

e-ISSN 2598-5949 | p-ISSN 2303-1514 © The Authors.