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| Journal Name: | [**Asian Journal of Education and Social Studies**](https://journalajess.com/index.php/AJESS) |
| Manuscript Number: | **Ms\_AJESS\_138678** |
| Title of the Manuscript: | **RICOSRE and Miro: An Effective Combination for Improving Scientific Argumentation Skills in Ecosystem Materials** |
| Type of the Article | **Original Research Article** |

**PART 1: Comments**

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|  | **Reviewer’s comment**   |  |  | | --- | --- | | **Artificial Intelligence (AI) generated or assisted review comments are strictly prohibited during peer** | | | **review.** |  | | **Author’s Feedback** (It is mandatory that authors should write his/her feedback here) |
| **Please write a few sentences regarding the importance of this manuscript for the scientific community. A minimum of 3-4 sentences may be required for this part.** | The RICORSE approach in process lessons enhances critical thinking and problem-solving skills. Through RICORSE, students explore concepts step by step, leading to meaningful learning. This structured and reflective process helps students engage deeply with the content. Furthermore, MIRO as a tool for implementing RICORSE models is facilitating student to have collaborative learning and organizing the idea and argumentation through argumentation patterns. Learning Approaches like this are very relevant to students, and an article about this approach is great to publish for reflective evaluation and new inspiration for teachers. |  |
| **Is the title of the article suitable?**  **(If not please suggest an alternative title)** | Yes, the title of an article is suitable, but it is better to use a word that reflects the scientific title of the article. Suggest an alternative title: RICORSE and Miro: Teaching Approach for Improving Scientific Argumentation Skills in Ecosystem Materials. |  |
| **Is the abstract of the article comprehensive? Do you suggest the addition (or deletion) of some points in this section? Please write your suggestions here.** | Make a paragraph that is a narrative that contains aims, method, gaps and results of the research that you did. Do not write it with a point. |  |
| **Is the manuscript scientifically, correct? Please write here.** | **Introduction**  Overall, the introduction has pointed to a relevant and current issue. However, it is still necessary to explain what contribution will be made in this research (Make it clear whether the contribution is conceptual (theory development), or practical (improving the quality of learning outcomes, such as improving argumentation skills). Explain the research objectives clearly.    **Metodh**  Explain the result of the validity and reliability that have been carried out, and explain the method used for validity and reliability, including who validated it.    **Result and Discussion**   * The aims of the research must be written down in the introduction, not in the results and discussion * This article states that Systematic argumentation formulation can improve scientific argumentation skills, so it provides reinforcement through citations of scientific articles * Provide the results and discussion with a flow chart of RICOSRE that you implemented in this research * Add a discussion of the effects of learning methods in the ecology material used in relation to argumentation skills (in this case, the ecology material has not been explained in detail about its implementation).       **Conclusion** Clear! |  |
| **Are the references sufficient and recent? If you have suggestions of additional references, please mention them in the review form.** | 1. The reference is almost good, at least. Below is an additional reference that would make your article good.    Pengembangan E-LKPD berbasis Argument Mapping pada Materi Perubahan Lingkungan untuk Meningkatkan Kemampuan Argumentasi Siswa  *Mutia Sri Rahayu, Rita Istiana, Desti Herawati*  DOI: [**https://doi.org/10.37058/bioed.v7i1.3917**](https://doi.org/10.37058/bioed.v7i1.3917) |  |
|  | Acar, Ö., Patton, B. R., & White, A. L. (2015). Prospective secondary science teachers’ argumentation skills and the interaction of these skills with their conceptual knowledge. *Australian Journal of Teacher Education*, *40*(9), 132–156.<https://doi.org/10.14221/ajte.2015v40n9.8>    Christenson, N., Gericke, N., & Rundgren, S.-N. C. (2017). Science and language teachers’ assessment of upper  secondary students’ socioscientific argumentation. *International Journal of Science and Mathematics Education*, *15*(8), 1403–1422.<https://doi.org/10.1007/s10763-016-9746-6>    2. Write references according to the style of the article (Pay attention to the alphabetical order) |  |
| **Is the language/English quality of the article suitable for scholarly communications?** | Yes it is. The languange is suitable for scholarly communication. |  |
| **Optional/General** comments | **Overall it is good, only needs improvement according to a few more suggestions.** |  |

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| **PART 2:** | | |
|  | **Reviewer’s comment** | **Author’s comment** *(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)* |
| **Are there ethical issues in this manuscript?** | *(If yes, Kindly please write down the ethical issues here in details)* |  |

**Reviewer details:**

**Mutia Sri Rahayu, Indonesia**