Original Research Article

RICOSRE and Miro: An Effective Combination for Improving Scientific Argumentation Skills in Ecosystem Materials

ABSTRACT

|  |
| --- |
| **Aims:** To determine the effect of the Miro-assisted RICOSRE learning model on students' scientific argumentation skills in ecosystem materials.**Study design:** Nonequivalent pretest-posttest control group design.**Place and Duration of Study:** Grade 10, State Senior High School 3 Tasikmalaya, Indonesia, from September 2024 to May 2025.**Methodology:** We involved three classes based on the recommendations of subject teachers regarding the high level of student participation in the learning process and the similar average scores on previous daily tests. This study was conducted by applying treatment to the experimental class, namely using the RICOSRE learning model assisted by miro. Meanwhile, the positive control class used the RICOSRE learning model, and the negative control class used the discovery learning model. Scientific argumentation skills are measured using a test instrument consisting of 13 essay questions comprising three components, namely claim, evidence, and reasoning. The data analysis technique used was ANCOVA test with a *P* = .05, followed by pairwise comparison using LSD test.**Results:** The results of the ANCOVA test analysis showed a significance value of 0.000, meaning that the sig. value was < 0.05, indicating that there was a significant effect on students' scientific argumentation skills in the use of different learning models in each class. The results of the ANCOVA test analysis showed a significance value of 0.000, meaning that the sig. < 0.05, indicating a significant effect on students' scientific argumentation skills in the use of different learning models in each class. A follow-up test using the LSD test showed that the highest difference in scientific argumentation skills was between the experimental class and the negative control class, with a mean difference of 3.793.**Conclusion:** The RICOSRE learning model assisted by miro has a significant effect on improving students' scientific argumentation skills.  |

*Keywords: RICOSRE; Miro; Scientific Argumentation*

1. INTRODUCTION

Education in the 21st century is increasingly developing, requiring learning that demands students to have 21st-century skills. Learning must be designed in accordance with the 4C skills, namely creativity and innovation, critical thinking and problem solving, collaboration, and communication (Setiawan & Fadilah, 2023). Critical thinking skills are closely related to scientific argumentation skills (Haruna & Nahadi, 2021). Argumentation skills are an integral part of communication (Gunawan et al., 2021). Therefore, scientific argumentation skills are crucial to develop in support of 21st-century skills such as critical thinking and communication.

Scientific argumentation skills are the ability of a person to make statements supported by scientific evidence and reasoning. Scientific argumentation involves the process of constructing statements accompanied by evidence and logical reasoning with the aim of justifying beliefs, attitudes, or values, defending them, and influencing others (Suraya et al., 2019). Argumentation is considered an intellectual resource for students because it can be used to solve problems (Chen et al., 2019). Argumentation skills are one of the learning objectives in science education, requiring students to be able to provide scientific explanations of natural phenomena and use them to solve problems (Hardini & Alberida, 2022). Based on this, the development of scientific argumentation skills is important for students so that they not only understand concepts but also can reason scientifically, communicate effectively, and solve problems in science learning, including biology.

Biology learning requires critical analysis, inductive reasoning, and deductive reasoning to address issues related to environmental phenomena and is composed of facts, rules, principles, theories, laws, and hypotheses related to daily life and interactions with the environment (Apriyani & Alberida, 2023). One of the topics in biology education is ecosystems. Ecosystem-related topics are closely tied to daily life, which requires solutions to problems related to surrounding ecosystems. Therefore, an appropriate learning model is needed for this topic to make the learning process more meaningful.

Initial observations at Tasikmalaya State Senior High School 3, Indonesia, indicate that the learning model implemented only uses the discovery learning model and rarely uses tools such as attractive and interactive platforms. The discovery learning model is more suitable for discoveries aimed at developing concepts predetermined by the teacher so that students are not given the freedom to generate their own ideas (Arlina et al., 2023). This is supported by the results of a preliminary study that administered a scientific argumentation ability test to 50 tenth-grade students at State Senior High School 3 Tasikmalaya, Indonesia, showing that 56% of students could present claims ideally, 34% could present evidence ideally, and 28% could present reasoning ideally. Based on these percentages, it can be concluded that many students are still unable to provide opinions accompanied by scientific evidence and logical connections between evidence and opinions that are complete and accurate. Therefore, students' scientific argumentation skills need to be improved in the learning process.

One effort to improve students' scientific argumentation skills is to apply a learning model that requires students to solve problems (Siska et al., 2020). The RICOSRE learning model is one of the learning models based on problem solving (Mahanal & Zubaidah, 2017). RICOSRE is an acronym for the syntax of the learning model, which consists of reading, identifying the problem, constructing the solution, solving the problem, reviewing the solution, and extending the solution (Mahanal et al., 2022). However, this learning model has a weakness in that it can lead to low student engagement and requires a significant amount of time. Therefore, methods and tools are needed to maximize the implementation of this learning model. The learning method that can be applied in the RICOSRE learning model is brainstorming. The use of technology can help maximize the RICOSRE learning model and brainstorming method. One technology that can be used to support learning is Miro.

Miro is a virtual whiteboard platform that facilitates effective collaboration in brainstorming (Magdalena & Septian, 2023). Miro has several advantages over other virtual whiteboard platforms, including in terms of idea generation, development, and evaluation, as well as more comprehensive and diverse communication (Deckert et al., 2021). The Miro virtual whiteboard can facilitate students in expressing their opinions (Peplaski et al., 2022). Students can develop solutions through brainstorming, problem-solving, reviewing problem solutions, and expanding solutions within the RICOSRE learning model using Miro.

Previous studies have examined the RICOSRE learning model, miro, and scientific argumentation skills. The RICOSRE learning model has been proven effective in improving critical thinking skills (Mahanal et al., 2019), learning outcomes (Siahaan et al., 2023), creative thinking (Khasanah et al., 2022), problem-solving skills (Manisa et al., 2020), analytical thinking and communication (Haka et al., 2023), and scientific argumentation skills (Noviyanti, 2019). Miro has been proven effective in helping students become more active and interactive in learning (As’ad, 2021). However, there has been no research integrating the RICOSRE learning model with Miro on scientific argumentation skills. Therefore, there is a need for new research to integrate the RICOSRE learning model, Miro, and scientific argumentation skills. Therefore, this study provides new insights into this area, particularly in the subject of biology. This research is important to address the need for improving the quality of learning and scientific argumentation skills, which are essential competencies in supporting 21st-century education.

2. MATERIAL AND methods

This study uses an experimental method. The type of experimental research used is quasi-experimental. The research design used in this study is a nonequivalent pretest-posttest control group design. This design uses three groups that are given different treatments to see their effects through scores before and after the treatment. The research was conducted at State Senior High School 3 Tasikmalaya., Indonesia from September 2024 to May 2025.The population in this study was all 10th grade students at State Senior High School 3 Tasikmalaya, Indonesia in the 2024/2025 academic year, consisting of 12 classes with a total of 430 students. The sampling technique used purposive sampling, considering the advice of biology teachers regarding student activity in the learning process in the classroom and looking at the average scores of previous daily tests, which tended to be similar. Thus, three classes were selected as the experimental class, positive control class, and negative control class.

This study was conducted by applying the treatment to the experimental class using the RICOSRE learning model assisted by Miro. The positive control class used the RICOSRE learning model, while the negative control class used the discovery learning model. Before the treatment was administered, the researcher conducted a pretest to measure the students' initial scientific argumentation skills. Subsequently, learning was conducted according to the treatment of each class during two meetings on the ecosystem material. After the treatment, the researcher administered a posttest to measure the improvement in scientific argumentation skills. The pretest and posttest data were then analyzed using statistical tests to determine the significant effect of the learning model applied.

Scientific argumentation skills were measured using a test instrument consisting of 13 essay questions that had been tested for validity and reliability beforehand. The indicators of scientific argumentation skills refer to the components developed by McNeill et al. (2006), consisting of three components: claim, evidence, and reasoning. Answers were scored using a rubric based on the levels of scientific argumentation ability according to McNeill et al. (2006) in Table 1 below, with a maximum score of 2 for each component.

**Table 1. Base rubric for scientific argumentation skills**

|  |  |
| --- | --- |
| **Component** | **Level** |
| **0** | **1** | **2** |
| Claim | Does not make a claim or makes an inaccurate claim | Makes an accurate but incomplete claim | Makes an accurate and complete claim |
| Evidence | Does not provide evidence or only provides inappropriate evidence (evidence that does not support claim) | Provides appropriate but insufficient evidence to support claim; may include some inappropriate evidence | Provides appropriate and sufficient evidence to support claim |
| Reasoning | Does not provide reasoning or only provides reasoning that does not link evidence to claim | Provides reasoning that links the claim and evidence; repeats the evidence and/or includes some scientific principles but not sufficient | Provides reasoning that links evidence to claim; includes appropriate and sufficient scientific principles |

The hypothesis test used in this study was the ANCOVA (Analysis of Covariance) test with a *P* = .05 using SPSS version 24 for Windows software. A follow-up test was conducted if the hypothesis test rejected H0. The follow-up test used in this study was a pairwise comparison with the LSD (Least Significant Difference) test using SPSS version 24 for Windows software.

3. results and discussion

This study aims to determine the effect of the RICOSRE learning model assisted by miro on students' scientific argumentation skills in biology learning on the topic of ecosystems. Before conducting the hypothesis test, there are prerequisite tests that must be carried out, namely the normality test and the homogeneity test. The normality test uses the Kolmogorov-Smirnov test, and the homogeneity test uses the Levene Test Statistic (*P* = .05). Table 2 shows the results of the normality test and homogeneity test. Based on Table 2, it can be seen that the research data is normally distributed and taken from a homogeneous variance.

**Table 2. Results of normality and homogeneity tests**

|  |  |  |
| --- | --- | --- |
| **Group** | **Sig. of Kolmogorov Smirnov Test** | **Sig. of Levene Test** |
| Pretest RICOSRE miro | .200\* | .930 |
| Pretest RICOSRE | .088 |
| Pretest Discovery Learning | . 127 |
| Posttest RICOSRE miro | .200\* | .985 |
| Posttest RICOSRE | .200\* |
| Posttest Discovery Learning | .200\* |

*\*This is lower bound of the true significance*

The next step is to test the hypothesis. The hypothesis test in this study uses the ANCOVA test, with pre-test scores as covariates (*P* = .05). If the analysis results show significant values, then the LSD test is used to determine the differences in average scores between the three treatment classes. The ANCOVA test results can be seen in Table 3. Based on the ANCOVA test results in Table 3, the significance value is 0.000. These results indicate that treatment with different learning models has a significant effect on students' scientific argumentation.

**Table 3. Results of the ANCOVA Test**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source** | **Type III Sum of Squares** | **df** | **Mean Square** | **F** | **Sig.** |
| Corrected Model | 8454.892a | 3 | 2818.297 | 261.442 | .000 |
| Intercept | 952.828 | 1 | 952.828 | 88.390 | .000 |
| Pretest | 8030.737 | 1 | 8030.737 | 744.980 | .000 |
| Learning Model | 215.483 | 2 | 107.742 | 9.995 | .000 |
| Error | 927.063 | 86 | 10.780 |  |  |
| Total | 239612.000 | 90 |  |  |  |
| Corrected Total | 9381.956 | 89 |  |  |  |
| *a.R Squared* = 0,901 (*adjusted R squared* = 0,898) |

Therefore, the Least Significant Difference (LSD) test was conducted to determine the significant differences between one group and another. The LSD test results are presented in table 4 below. Based on the LSD test in Table 4, the highest difference in scientific argumentation skills was found in RICOSRE assisted by miro with discovery learning. The comparison between RICOSRE assisted by miro and discovery learning had a Mean Difference value of 3.793. The results of the Least Significant Difference (LSD) test can be presented in notation form in table 5 to clarify the test results. Based on the LSD notation in table 5, it indicates that all classes experienced an increase in scores after the treatment, but the highest corrected mean scores and the highest increase occurred in the class that used miro-assisted RICOSRE. Based on this statement, it can be concluded that the RICOSRE learning model assisted by miro has the best effect in improving students' scientific argumentation skills.

**Table 4. Results of the LSD Test**

|  |  |  |  |
| --- | --- | --- | --- |
| **(I) Group** | **(J) Group** | **Mean Difference (I-J)** | **Sig.b** |
| RICOSRE miro | RICOSRE | 1.747\* | 0.043 |
| Discovery Learning | 3.793\* | 0.000 |
| RICOSRE | RICOSRE miro | -1.747\* | 0.043 |
| Discovery Learning | 2.046\* | 0.018 |
| Discovery Learning | RICOSRE miro | -3.793\* | 0.000 |
| RICOSRE | -2.046\* | 0.018 |
| *Based on estimated marginal means* |
| *\*The mean difference is significant at the 0,05 level.* |
| *b. Adjusment for multiple comparisons: Least Significant Difference (equivalent to no adjusments).* |

**Table 5. LSD Notation Scientific Argumentation Skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Group** | **Pretest** | **Posttest** | **Difference** | **Increase** | **Corrected Mean**  | **LSD Notation** |
| RICOSRE miro | 36.40 | 53.47 | 17.07 | 47% | 52.42 | a |
| RICOSRE | 34.80 | 50.03 | 15.23 | 44% | 50.67 | b |
| Discovery Learning | 35.03 | 48.23 | 13.20 | 38% | 48.63 | c |

There are three components evaluated in the scientific argumentation test given to students. The differences in the effects of each model can be seen from the average posttest scores for each component of scientific argument presented in Figure 2 below. The maximum score for each component is 2. Based on Figure 2, miro-assisted RICOSRE has a higher average score in each component than RICOSRE and Discovery Learning.



**Fig. 1. Average Pretest and Posttest Scores for Scientific Argumentation Component**

The RICOSRE learning model assisted by Miro has a superior influence in improving scientific argumentation skills because the Miro platform can be used to visualize ideas and enable students to collaborate effectively, such as brainstorming with digital sticky notes to planning and managing tasks well (Allah, 2023). Additionally, integrating digital whiteboard platforms like Miro into the learning process creates an interactive, engaging, and motivating learning environment, thereby enhancing students' focus, interest, understanding, self-confidence, and satisfaction with the learning process (Fitriyah & Mutammiroh, 2025). The use of Miro in the RICOSRE model not only enriches the learning process but also strengthens the quality of thinking and overall engagement of students.

The RICOSRE learning model can raise several issues that must be examined by students. These issues can encourage students to analyze data and build arguments supported by facts or theories through the process of training in formulating evidence-based solutions (Rianti et al., 2024). Meanwhile, the discovery learning model is more suitable for developing general concepts and skills but does not allow students to form their own opinions as these are already determined by the teacher (Arlina et al., 2023). Therefore, the learning process in the RICOSRE model is superior in empowering scientific argumentation skills through systematic argument formulation compared to the discovery learning model, which only trains students to develop general concepts and skills.

The Miro platform can help students convey their claims about problem-solving ideas more comfortably and systematically. This is in line with the statements of Rahayu & Setiawati (2024) and Peplaski et al. (2022), who explain that digital whiteboard platforms can facilitate students' arguments by allowing them to express their opinions in writing, enabling students who are less confident in expressing their opinions verbally to write their opinions more comfortably on the platform.

The average scores on the evidence component in each class tend to be similar because the learning model used trains students to seek data or scientific evidence from relevant information sources to support their opinions on specific ideas or concepts. The RICOSRE learning model in the experimental class and positive control class includes a reading syntax that can serve as a foundation for students to gather factual and scientific information to be used as evidence in their arguments. Additionally, in the constructing the solution syntax, students formulate solutions by linking the evidence found to support the proposed solution. This is in line with the statement by Badriah et al. (2023), which states that the reading stage can help students obtain the information they need through reading valid, credible, and relevant information sources, while the constructing the solution stage can encourage students to find and analyze more information to support solutions to identified problems.

In the discovery learning model in the negative control class, there is a data collecting syntax that trains students to search for and collect valid, credible, and relevant information, thereby directly training their ability to collect and determine scientific evidence or data to answer questions. This is in line with Fasira et al. (2024), who state that in the data collecting stage, students try to find data and seek the truth in the form of facts from observations, investigations, and reading materials so that students are trained to express opinions accompanied by supporting facts. In the evidence component, the Miro platform does not have a significant influence because Miro does not provide data, facts, or scientific information that can be used as evidence, but only facilitates the presentation of evidence.

The RICOSRE class assisted by Miro obtained the highest mean reasoning score among other classes because the Miro platform in the RICOSRE model functions to help students visualize their thinking processes. This visualization can develop scientific arguments because it allows students to see the relationship between claims and evidence, making it easier to explain their reasoning. This is in line with the statement by Evagorou et al. (2015), who explain that student engagement in the visualization process can enhance their ability to construct scientific knowledge, including comparing, describing, verifying, and understanding the relationships between various data.

The RICOSRE model has a syntax that can evaluate the truth of the data or information obtained, thereby explaining why the data or information supports the opinion of the problem-solving solution. This is consistent with the statement by (Badriah et al., 2024) that during the constructing the solution stage, students are encouraged to develop critical information evaluation skills and use scientific theories and principles to build logical solutions. Meanwhile, in the discovery learning model, there is no syntax that can connect the data or information obtained with the claim or opinion of a concept, but only concludes the information without explaining the reasons scientifically through the generalization syntax. Based on the statement by McNeill et al. (2006), concluding by repeating evidence without scientific principles makes reasoning less strong.

The increase in scores on the claim component in all classes is related to the characteristics of the material taught, namely about contextual ecosystems. Ecosystem material requires students to analyze various phenomena such as the interdependence of biotic and abiotic components and natural and human factors on ecosystem balance. These phenomena require students to convey their claims or opinions. Additionally, the improvement in reasoning scores across all classes is closely linked to students' ability to connect scientific data or evidence with their claims or opinions through the application of scientific principles in ecosystems, such as the interactions between biotic and abiotic components, to explain a phenomenon or problem.

4. Conclusion

Based on the findings of the research conducted, it can be concluded that the RICOSRE learning model assisted by miro has an effect on students' scientific argumentation skills in the ecosystem subject in grade X at State Senior High School 3 Tasikmalaya, Indonesia, thus serving as an alternative option for teachers in selecting learning models and methods. Statistical tests indicate that the RICOSRE learning model assisted by miro has the best effect in improving students' scientific argumentation skills compared to the RICOSRE learning model without miro assistance and classes using discovery learning.

Consent (where ever applicable)

All authors declare that ‘written informed consent was obtained from the patient (or other approved parties) for publication of this case report and accompanying images. A copy of the written consent is available for review by the Editorial office/Chief Editor/Editorial Board members of this journal.

Ethical approval (where ever applicable)

All authors hereby declare that all experiments have been examined and approved by the appropriate ethics committee and have therefore been performed in accordance with the ethical standards laid down in the 1964 Declaration of Helsinki.

References

Setiawan, D. A., & Fadilah, M. (2023). The Influence of Problem Based Learning Model on Students' Scientific Argumentation Ability on Environmental Change Material at Sma Negeri 1 Tanjung Mutiara. Bionatural Journal, 10(2). https://doi.org/10.61290/bio.v10i2.622

Haruna, A., & Nahadi. (2021). Exploring the Relationship Between Argumentation Level and Students' Critical Thinking Ability in Solving Chemical Bonding Problems. Journal of Chemical Education Innovation, 15(1), 2686–2694.

Gunawan, G., Purwoko, A. A., Ramdani, A., & Yustiqvar, M. (2021). Learning using a moodle-based learning management system during the Covid-19 pandemic. Indonesian Journal of Teacher Education, 2(1), 226–235.

Chen, Y., Benus, M. J., & Hernandez, J. (2019). Managing uncertainty in scientific argumentation. Science Education, 103(5), 1235–1276.

Suraya, S., Setiadi, A. E., & Muldayanti, N. D. (2019). Scientific Argumentation and Critical Thinking Skills Through Debate Method. In Edusains, 11(2), 233-241. https://doi.org/10.15408/es.v11i2.10479

Hardini, S. D., & Alberida, H. (2022). Analysis of students' argumentation skills. Biodidactics: Journal of Biology and Learning, 17(1).

Apriyani, N. D., & Alberida, H. (2023). The Influence of Problem Based Learning (PBL) Model on Students' Argumentation Skills in Biology Learning: Literature Review. Biochephy: Journal of Science Education, 3(1), 40–48.

Arlina, Hasibuan, R. M., Mulyani, N., Lesmana, B., & Harahap, R. N. (2023). Discovery Learning Strategy in the Subject of Aqidah Akhlak. At-Tadris: Journal of Islamic Education, https://doi.org/https://doi.org/10.56672/attadris.v2i2.88

Siska, S., Triani, W., Yunita, Y., Maryuningsih, Y., & Ubaidillah, M. (2020). Application of Socio Scientific Issues-Based Learning to Improve Scientific Argumentation Skills. Edu Sains Journal of Science & Mathematics Education, 8(1), 22–32. https://doi.org/10.23971/eds.v8i1.1490

Mahanal, S., & Zubaidah, S. (2017). Ricosre Learning Model that Potentially Empowers Creative Thinking Skills. Journal of Education: Theory, Research, and Development, 2(5), 676–685, http://journal.um.ac.id/index.php/jptpp/article/view/9180/4435

Mahanal, S., Zubaidah, S., Setiawan, D., Maghfiroh, H., & Muhaimin, F. G. (2022). Empowering College Students’ Problem-Solving Skills through RICOSRE. Education Sciences, 12(3). https://doi.org/10.3390/educsci12030196

Magdalena, L., & Septian, W. E. (2023). Utilization of Miro as an Alternative Learning Media for Collaborative Problem-Based Learning. Journal of Information Technology Education (JUKANTI), 6(1), 19–26. https://doi.org/10.37792/jukanti.v6i1.845

Deckert, C., Mohya, A., & Suntharalingam, S. (2021). Virtual Whiteboards & Digital Post-Its - Incorporating Internet-Based Tools for Ideation Into Engineering Courses. Proceedings of the SEFI 49th Annual Conference: Blended Learning in Engineering Education: Challenging, Enlightening, and Lasting, December, 1389–1394.

Peplaski, C. S., Shisley, S., Edick, J., & Cook, W. (2022). Agile Learning and Teaching with Miro Boards. Proceedings of the 2021 Pedagogion: Agile Teaching & Learning: Approaches and Applications, 1–6. https://encompass.eku.edu/pedagogicon/2021/newtechnologies/4

Mahanal, S., Zubaidah, S., Sumiati, I. D., Sari, T. M., & Ismirawati, N. (2019). RICOSRE: A learning model to develop critical thinking skills for students with different academic abilities. International Journal of Instruction, 12(2), 417–434. https://doi.org/10.29333/iji.2019.12227a

Siahaan, E. S., Situmorang, M. V., & Silaban, W. (2023). The Effect of Ricosre Learning Model Assisted by Learning Videos on Student Learning Outcomes. Edu Cendikia: Scientific Journal of Education, 3(02), 417–421. https://doi.org/10.47709/educendikia.v3i02.3145

Manisa, T., Mahanal, S., & Rohman, F. (2020). Empowering problem-solving skills through RICOSRE learning model. In Jurnal Pendidikan Sains, 8(1), 12-15. http://dx.doi.org/10.13140/RG.2.2.27283.20002

Khasanah, M., Roini, C., & Bahtiar, B. (2022). The Effect of Ricosre Learning Model Assisted by Videoscribe and Quizziz on Creative Thinking Skills of Students of Sma Negeri 8 Ternate City. Bioedukasi Journal, 5(1), 1. https://doi.org/10.33387/bioedu.v5i1.4417

Haka, N. B., Sari, L. K., Supriyadi, Handoko, A., Hidayah, N., & Masya, H. (2023). RICOSRE-Assisted Learning with Podcasts in Biology Education: Enhancing Analytical Thinking and Communication Skills. Journal of Hypermedia & Technology-Enhanced Learning (J-HyTEL), 1(1), 16–23. http://edutech-journals.org/index.php/j-hytel/article/view/23

As’ ad, I. (2021). Miro as an Alternative for Online Learning Effectiveness. Jnsta Adpertisi Journal, 1(1), 54–59.

Noviyanti, N. I., Mahanal, S., Mukti, W. R., Yuliskurniawati, I. D., Zubaidah, S., & Setiawan, D. (2021). Narrowing the Gaps of Scientific Argumentation Skills between the High and Low Academic Achievers. AIP Conference Proceedings, 030045-1-030045–030048. https://doi.org/https://doi.org/10.106 3/5.0043308

McNeill, K. L., Lizotte, D. J., Krajcik, J., & Marx, R. W. (2006). Supporting students’ construction of scientific explanations by fading scaffolds in instructional materials. Journal of the Learning Sciences, 15(2), 153–191. https://doi.org/10.1207/s15327809jls1502\_1

Allah, R. K. (2023). The Use of Miro in Teaching Practice. Exchanges: The Interdisciplinary Research Journal, 10(3), 77–91. https://doi.org/10.31273/eirj.v10i3.1277

Badriah, L., Mahanal, S., Lukiati, B., & Saptasari, M. (2023). Collaborative Mind Mapping-Assisted RICOSRE to Promote Students’ Problem-Solving Skills. Participatory Educational Research, 10(4), 166–180. https://doi.org/10.17275/per.23.65.10.4

Badriah, L., Mahanal, S., Lukiati, B., & Sari, M. S. (2024). Collaborative mind mapping in RICOSRE learning model to improve students’ information literacy. International Journal of Evaluation and Research in Education, 13(1), 559–569. https://doi.org/10.11591/ijere.v13i1.26840

Fitriyah, K., & Mutammiroh, U. (2025). Interactive White Board Learning Media in Improving Arabic Language Learning Motivation of Students. 5(1), 70–84.

Rahayu, A. H., & Setiawati, T. (2024). The Effect of Problem Based Learning Model Assisted by Jamboard Application on Elementary School Students' Argumentation Ability. JESA-Jurnal Edukasi Sebelas April, 8(2), 117–124.

Rianti, M., Listiawati, M., & Mas’ud, M. (2024). Scientific Argumentation Ability Using Problem Based Learning Model and Discovery Learning on Reproductive System Material. National Biology Seminar “Innovation of Research and Learning of Biology VIII (IP2B VIII) 2024,” 124–133.

Fasira, E., Daud, F., & Azis, A. A. (2024). Differences in Critical Thinking Skills and Argumentation Skills through Argument Driven Inquiry and Discovery Learning. Bioscientist: Scientific Journal of Biology, 12(1), 1300–1315. [https://doi.org/https://doi.org/10.33394/bioscientist.v12i1.11227](https://doi.org/https%3A//doi.org/10.33394/bioscientist.v12i1.11227)

Evagorou, M., Erduran, S., & Mäntylä, T. (2015). The Role of Visual Representations in Scientific Practices: From Conceptual Understanding and Knowledge Generation to ‘Seeing’ How Science Works. International Journal of STEM Education, 2(1), 1–13. https://doi.org/10.1186/s40594-015-0024-x