

Review of: "Development of Education for Sustainable Development Integrated Coastal Conservation Education Kit in Junior High Schools"

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Potential competing interests: No potential competing interests to declare.

The paper deals with a very interesting topic concerning students' knowledge of abrasion, which could lead to coastal conservation.

Some questions that might help the authors go deeper and improve the article:

Introduction

Taking into account that the goal is coastal conservation, it is not clearly supported how the enhancement of students' knowledge of abrasion will lead them to actions concerning coastal conservation. Moreover, how is it expected that the toolkit will play an important role towards this direction, i.e., to enhance their actions for coastal conservation?

Methodology

It is not clear how many teachers and students participated in this study. Please give more details about the sample and the administration of the questionnaires, as well as the interviews.

Results

"The SDGs contained in the developed media are SDGs 3 (human well-being), SDGs 8 (economic growth), SDGs 9 (infrastructure), SDGs 13 (climate), SDGs 14 (life below water), and SDGs 15 (life on land)." What do the authors mean by this sentence? How are they contained?

"The components in the guidebook consist of work safety, learning outcomes, experimental objectives, introduction, aspects of student skills, activity 1 (tools and materials, experimental procedures, experimental results), activity 2 (analyzing articles), conclusions, and meaningful understanding." Maybe the authors could provide a picture/photo of this guidebook. What do they mean by "meaningful understanding"?

"The readability test was carried out by 1 science teacher and 22 seventh-grade students." This sentence belongs to the methodology section. Is this the sample?

Discussion

Why do the authors state that this toolkit should be used by Indonesian schools and not internationally? Maybe the authors could discuss this prospectively.

“Through learning by linking the ESD, students can experience an attitude change which can later contribute to keeping the environment sustainable (Wilujeng, 2019).” This could be further discussed and combined with the toolkit usage.

Maybe the lines concerning the description of the guidebook (activities 1, 2, 3) (4th paragraph of the discussion) could go to the results section where the toolkit is described.