

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 under review aims to explore the development of an Education Kit for Junior High Schools addressing the topic of Integrated Coastal Conservation. While the topic is undoubtedly relevant and crucial for fostering environmental awareness, the structure of the paper requires improvement. A more comprehensive introduction is needed to provide context about Ocean Literacy, project-based learning, and the role of STEM in the context of the study. Also, an overview evaluation of the scientific curriculum in Indonesian schools can provide context to the reader, highlighting strengths and weaknesses in terms of Ocean and Climate literacy contents.

The authors attempt to engage students in active learning experiences, emphasizing the practical application of theoretical knowledge through a simple EduKit. However, the paper lacks a thorough discussion of the significance and impact of these educational approaches on students' learning outcomes.

Sample Size Concerns:

One significant limitation of the study lies in the small sample size used for testing the Education Kit. The authors must address this issue as it compromises the statistical significance of the results. A larger and more diverse sample would strengthen the validity of the findings and provide a more accurate representation of the potential impact of the Education Kit on students.

Methodology:

The methodology section requires further clarification, particularly regarding the implementation of the testing phase. Details on how the authors selected participants, conducted assessments, and measured the effectiveness of the Education Kit should be more explicitly outlined. A transparent and well-described methodology is essential for the reproducibility and generalizability of the study.

Acknowledgment of Limitations:

The authors should acknowledge the limitations of their study, considering the small sample size and potential biases. A comparison with other similar initiatives in the field would also enhance the paper's credibility. Recognizing the study's constraints will contribute to a more honest and balanced interpretation of the findings.

Conclusion:

In conclusion, the paper presents a commendable effort to develop an Education for Sustainable Development Integrated Coastal Conservation Education Kit for Junior High Schools. However, the structure of the paper needs improvement, and the authors must provide a more comprehensive introduction to contextualize the study. The small sample size raises concerns about the statistical significance of the results, and the methodology section requires clearer explanations. Acknowledging the limitations and comparing the study with similar initiatives would strengthen the paper's overall impact.

Finally, it is crucial to consider the necessity of developing educational resources with a Diversity, Equity, and Inclusion (DEI) approach. Integrating DEI principles into educational initiatives ensures that learning materials are accessible and relevant to a diverse range of students, promoting a more inclusive and equitable educational experience. The authors should reflect on the potential impact of their Education Kit in addressing DEI concerns and encourage further research in this direction.