

## Review Form 1.6

Journal Name:	<a href="#">Asian Journal of Education and Social Studies</a>
Manuscript Number:	Ms_AJESS_78859
Title of the Manuscript:	<b>GAMIFICATION TECHNIQUE(GT) IN TEACHING PRIMARY MATHEMATICS AMIDST COVID 19 PANDEMIC</b>
Type of the Article	

### General guideline for Peer Review process:

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound. To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

(<https://www.journalajess.com/index.php/AJESS/editorial-policy> )

### PART 1: Review Comments

	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)
<b>Compulsory</b> REVISION comments	<ol style="list-style-type: none"> <li>1. Was Part A done in 2017-2018? The two questionnaires at the time were 5-point scales, and their unbalanced design. Please explain the reasons.</li> <li>2. For the meaning of the items and numbers in Table 1 and Table 2, please show a reasonable explanation based on the teaching aids in Part A.</li> <li>3. When did the author hire some programmer for the Part B? Was there no actual measurement data on the online or APP during the epidemic? What is the meaning of this part? Please explain in detail.</li> <li>4. When did Part C be carried out? How did it be carried out? The small-scale tests of Part C during the epidemic period were still face-to-face. Please describe and explain the student's question and answer score.</li> <li>5. In Figure 5.0, what does the frequency on the vertical axis refer to? What is the horizontal axis 1-6? The icon should be redrawn to make it clear. What kind of 15 subjects does N=15 represent? They do all the pre-tests and post-tests? What are the pre-tests and post-tests?</li> <li>6. In Figure 5.0, which of the addition and subtraction diagrams is positively skewed? Please explain its meaning.</li> <li>7. Please explain how to get the conclusion 5: "The effectiveness of the Gamification Technique (GT) is positively skewed relative to the addition and subtraction operations; there are the same descriptive graphs in the level 3 and level 4 respectively. "</li> </ol>	
<b>Minor</b> REVISION comments	<ol style="list-style-type: none"> <li>1. For review of low PISA scores, please list the source of the information.</li> <li>2. Mulyawati &amp; Windiyani (2020) has said that there were teaching effects through this game. Please explain the similarities and differences between the author's research and the 2020 research.</li> <li>3. About Illustration 1.0, please give examples to explain the figure.</li> <li>4. The format of references should be consistent.</li> </ol>	
<b>Optional/General</b> comments	<ol style="list-style-type: none"> <li>1. The statistical method could be strengthened.</li> </ol>	

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**PART 2:**

	<b>Reviewer's comment</b>	<b>Author's comment</b> <i>(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)</i>
<b>Are there ethical issues in this manuscript?</b>	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

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