




# The Effectiveness of Instructional Games Based on Social Constructivist Approach in Interaction with Learning Styles on Improving Affective Yield and Learning Achievement in Mathematics Among Female Students


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## 1. Round 1

### 1.1. Reviewer 1

Reviewer: Overall, the article contributes significantly to the field of educational psychology and offers valuable insights for implementing instructional games in educational contexts. The recommended minor revisions will enhance the article's clarity and impact.

### Major Comments:

- Research Design and Methodology:** The research design is appropriately structured, and the methodology is clearly explained, which strengthens the validity of the findings. However, the sample size and selection criteria need to be justified more comprehensively to enhance the generalizability of the results.
- Statistical Analysis:** The use of mixed ANOVA and Bonferroni post-hoc tests for data analysis is commendable. However, a more detailed explanation of the statistical assumptions and their verifications would be beneficial to support the robustness of the analysis.

3. **Interpretation of Results:** The article successfully demonstrates the effectiveness of instructional games in improving affective yield and mathematics learning, especially for students with a deep learning style. However, a more in-depth discussion on the implications of these findings in educational settings is recommended.

#### Minor Comments:

1. **Literature Review:** While the literature review is comprehensive, incorporating more recent studies would enrich the context and relevance of the research.
2. **Clarity and Presentation:** The article is generally well-written, but some sections, particularly the introduction and conclusion, could be made more concise and focused.
3. **Practical Implications:** The study's practical implications are briefly mentioned, but a more elaborate discussion on how these findings can be applied in real-world educational settings would be valuable.

Authors uploaded the revised manuscript.

#### 1.2. Reviewer 2

Reviewer: The research design and methodology, including the use of validated scales and statistical analysis, provide a solid foundation for the study's conclusions.

#### Decision: Accept after Minor Revisions

1. **Conceptual Framework:** The article effectively links instructional games with social constructivism and learning styles. A further elaboration on how these elements interact to influence learning outcomes would deepen the understanding of the study's theoretical basis.
2. **Data Collection and Instruments:** The selection of instruments for measuring affective yield and learning achievement is well-justified. However, a discussion on the potential limitations of these instruments and their impact on the study's findings would enhance the reliability of the results.
3. **Discussion and Implications:** The discussion section articulately connects the study's findings with existing literature. To further strengthen this section, a more detailed comparison with previous studies, particularly those that have conflicting findings, would provide a more comprehensive understanding of the study's contributions.
4. **Clarity in Figures and Tables:** The figures and tables provide essential data, but some may benefit from clearer descriptions and labels for enhanced readability.
5. **References:** The referencing is thorough, but updating with the most recent literature where relevant would improve the paper's current relevance in the field.
6. **Ethical Considerations:** The study appears to adhere to ethical guidelines, yet a more explicit discussion on ethical considerations, particularly regarding the involvement of minors, would be beneficial.

The suggested revisions will improve the overall quality and clarity of the manuscript, making it a strong candidate for publication.

Authors uploaded the revised manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.