THE DEVELOPMENT OF ETHNOSCIENCE-BASED CHEMICAL ENRICHMENT BOOK AS A SCIENCE LITERACY

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Abstract

ABSTRACT: This study aims to examine the characteristics and quality of chemical enrichment books based on ethnosciences as a source of science literacy learners. The research method used is Research and Development. Data collection using questionnaire method. Data analysis is done quantitatively and qualitatively. The result of research is in the form of chemical enrichment book based on ethnosciences with characteristics: (1) A5 print media, (2) raised 4 Javanese cultural themes especially Yogyakarta area consisting of Batik, Wayang Kulit, Merapi, and Dagger themes, (3) the theme in general, the transformation of science from indigenous science to scientific science, and the renewal steps that can be made based on the existing environmental or social facts in the theme, (4) developed by containing affective, cognitive, and psychomotor domains. Assessment is performed using an assessment instrument that refers to the instrument B1 of the Center for Curriculum and Bookkeeping. Assessment by material experts, media experts, cultural experts, chemistry teachers, and students' responses were 83.33%, 90.9%, 60%, 84.30%, and 90%, respectively, with Good category (B), Very Good (SB), Enough (C), Very Good (SB), and Good (B), thus this chemical enrichment book deserves to be a source of science literacy by students

Keywords: development, enrichment book, ethnoscience, javanese culture, literacy science

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Science Technology Engineering and Mathematics (STEM) Education Approach against a Microscopic Representation Skill in Atom and Molecule Concept. By integrating literacy skill development into the science curriculum, students will be able to build their capacity to transfer their learning about scientific concepts and practices to real world problems. Because language (particularly the construction and critique of evidence-based explanations and arguments) has been identified as an essential aspect of doing science (Ford, 2008), students enrolled in this course will be able to communicate and evaluate science. Comparatively, this is what scientists do on a daily basis, write, speak, debate, visualize, listen, and read about their specialties. Enrichment books are books that can develop students' knowledge development, not as science (both for natural and social sciences) which is a field of study [6]. Enrichment books can increase student insight are rarely read given the availability in schools is also still small [7]. The enrichment book can be used as a source of students' independent learning so that they can gain broader and deeper knowledge [8]. The Implementation of Ice and Snow Enrichment Book to Students' Openness Personalit. Conference Paper. This study aims to examine the characteristics and quality of chemical enrichment books based on ethnosciences as a source of science literacy learners. The research method used is Research and Development. Data collection using questionnaire method.