DAFTAR PUSTAKA

Adi, K. R. J. K. & Yuliani. (2021). Pengembangan Lembar Kerja Peserta Didik Elektronik (E-Lkpd) Berbasis Inkuiri Pada Submateri Fotosintesis Untuk Meningkatkan Kemampuan Argumentasi Peserta Didik. *Bioedu: Berkala Ilmiah Pendidikan Biologi*, 10 (3): 663-673.

Ain, Q. & Mitarlis. (2020). Pengembangan LKPD Berorientasi Inkuiri Terbimbing untuk Meningkatkan Literasi Sains Pada Materi Faktor-faktor Yang Mempengaruhi Laju Reaksi. *Journal of Chemical Education*, 9 (3): 397-406.

Arifin, S. (2022). Perangkat pembelajaran Lembar Kerja Peserta Didik (LKPD) kurikulum merdeka. Program Pendidikan Profesi Guru Dalam Jabatan Angkatan 1, PGSD Universitas Negeri Surabaya 2022. Diakses pada 24 Agustus 2022. Tersedia di https://ayoguruberbagi.kemdikbud.go.id/rpp/lkpd-kelas-4-ipas-bab-1-kurikulum-merdeka-terbaru/.

Arikunto, S. (2015). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta

Arizen, A. & S. Suhartini. (2020). Mobile learning student worksheet based on socioscientific-issues: Enhancing students' scientific literacy skills in biology. *Jurnal Pendidikan Biologi Indonesia*, 6 (1): 15-24. https://doi.org/10.22219/jpbi.v6i1.11196.

Aurora, A. & Hansi E. (2019). Pengaruh Penggunaan Media Pembelajaran E-Learning terhadap Motivasi Belajar Mahasiswa di Universitas Negeri Padang. *Jurnal Teknik Elektro dan Vokasional*, 5 (2): 11-16.

BNSP. (2014). *Instrumen Penilaian Buku Teks*. Jakarat: Badan standar Nasional Pendidikan. Tersedia pada https://bsnp-indonesia.org/id/wpcontent/uploads/2014/05/01-Kelompok-Peminatan-MIPA.rar.

Candiasa, I. M. (2010). *Pengujian Instrumen Penelitian disertai Aplikasi Iteman dan Bigsterps*. Singaraja: Unit Penerbitan Universitas Pendidikan Ganesha.

Chadwick, R., Eilish M., & Odilla E. F. (2021). Teachers' experience of inquiry into socioscientific issues in the Irish lower secondary science curriculum. *Irish Educational Studies*. https://doi.org/10.1080/03323315.2021.1964565.

Cholifah, S. N. & Dian N. (2022). Pengembangan E-LKPD Guided Inquiry-Liveworksheet untuk Meningkatkan Literasi Sains pada Submateri Faktor Laju Reaksi. *Chemistry Education Practice*, 5 (1): 1-12.

Chowdhury, TBM., Jack H., & Miia R. (2020). Socioscientific Issues within Science Education and their Role in Promoting the Desired Citizenry. *Science Education International, 31 (2): 203-208*. https://doi.org/10.33828/sei.v31.i2.10.

Cian, H. (2020). The Influence of Context: Comparing High School Students' Socioscientific Reasoning by Socioscientific Topic. *International Journal of Science Education*, DOI: 10.1080/09500693.2020.1767316

Colburn, A. (2000). An Inquiry Primer. *Science Scope*.

Darmojo, H. & Jenny R. E. Kaligis. (1993). *Pendidikan IPA 2*. Jakarta: Depdikbud.

Diana, S., Arif R., & Euis S. R. (2015). Profil Kemampuan Literasi Sains Siswa SMA Berdasarkan Instrumen *Scientific Literacy Assesments* (SLA). Seminar Nasional XII Pendidikan Biologi FKIP UNS 2015.

Erduran, S. & Jiménez-Aleixandre, M. P. (2007). Argumentation in Science Education: Perspectives from Classroom-Based Research. *Springer*.

Gregory, R.J. (2000). *Psychological Testing: History, Principles and Applications*. Boston: Allyn & Bacon.

Gunawan, G., A. W. Jufri, N. Nisrina, A. Al-Idrus, A. Ramdani, & A. Harjono. (2021). Guided inquiry blended learning tools (GI-BL) for school magnetic matter in junior high school to improve students' scientific literacy. *Journal of Physics: Conference Series*, 1747: 1-8. doi:10.1088/1742-6596/1747/1/012034.

Hadisaputra, S., Gunawan G., & Muhammad Y. (2019). Effects of Green Chemistry Based Interactive Multimedia on the Students' Learning Outcomes and Scientific Literacy. *Jour of Adv Research in Dynamical & Control Systems*, 11 (7): 664-674.

Hake, R. R. (1999). Analyzing Change/Gain Scores. *Amercican Education Research Association*, 1-4.

Handayani, N. N. L. & Ni K. E. M. (2020). Pembelajaran Era Disruptif Menuju Era Society 5.0. *Prosiding Webinar Nasional IAHN-TP Palangkaraya*.

Harandi, S. R. (2015). Effect of e-learning on Students' Motivation. Procedia-Soc Behaviour.

Hasan, E. N., Ani R., & Budi A. (2018). Analysis of Student Science Literacy Skills in Full Day Junior High School. *Journal of Innovative Science Education*, 7(2): 237-244.

Herron, J. D., Cantu, L. L., Ward, R. & Srinivasan, V. (1997). Problems Associated with Concept Analysis. Science Education, 61 (2): 185-199.

Holbrook, J., & Rannikmae, M. (2009). The Meaning of Scientific Literacy. *International Journal of Enviromental and Science Education*, 4(3): 275-288.

Ismail, S. & Zakiah Q. Y. (2021). Policy Analysis of Implementation of Minimum Competency Assessment as an Effort to Improve Reading Literacy of Students in School. *Paedagoria: Jurnal Kajian, Penelitian, dan Pengembangan Kependidikan*, 12(1): 83-91.

Ke, L., Troy D. S., Laura Z., & Patricia J. F. (2021). Developing and Using Multiple Models to Promote Scientifc Literacy in the Context of Socio-Scientifc Issues. *Science & Education*. https://doi.org/10.1007/s11191-021-00206-1.

Kembara, M. D., Rissa H., Nina G., Intan K., Dasim B., Denok S., & Ahmad K. (2020). Scientific Literacy Profile of Student Teacher on Science for All Context. *Solid State Technology*, 63(6): 5844-5856.

Kemdikbud. (2013). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia. Kemdikbud: Jakarta.

Khasanah, S. U. & Beni S. (2022). Penerapanpendekatan Socio-Scientific Issues berbantuan E-LKPD Pada Materi Zat Aditif Untuk Meningkatkanliterasi Sains Siswa. Pensa E-Jurnal: Pendidikan Sains, 10 (2): 313-319.

Kiraly, A., Andrea K., & Peter T. (2019). Responsibility of Teachers: The SSIBL Model in Hungary. Springer. https://doi.org/10.1007/978-3-030-18137-6_13

Knippels, M. C. P. J. & Michiel V. H. (2018). An educational sequence for implementing socio-scientific inquiry-based learning (SSIBL). *Science and Society*, 100 (371): 46-52.

Kurnia, R. F. I. (2019). Pengembangan Bahan Ajar Fluida Statis Berorientasi Lingkungan Lahan Basah untuk Melatihkan Keterampilan Proses Sains Siswa SMK Isfi Banjarmasin. Skripsi. Univeristas Lambung Mangkurat, Banjarmasin.Dipublikasikan.

Lailiah, I., Sri W., Sudarmin., & Edi S. (2021). Implementasi Guided Inquiry Berbantuan E-LKPD Terhadap Hasil Belajar Kognitif Siswa Pada Materi Redoks Dan Tata Nama Senyawa Kimia. *Jurnal Inovasi Pendidikan Kimia*, 15 (1): 2792-2801.

Laugksch, R. (2000). Scientific literacy: A conceptual overview. Science Education, 84(1). doi: http://doi.org/ 10.1002/(SICI)1098-237X(200001)84.

Lestari, D. D., Muchlis. 2021. E-LKPD Berorientasi Contextual Teaching and Learning untuk Melatihkan Keterampilan Berpikir Kritis Siswa pada Materi Termokimia, *Jurnal Pendidikan Kimia Indonesia*, 5(1): 25-33.

Levinson, R., & PARRISE Consortium. (2017). Socio-scientific Inquiry-Based Learning: Taking off from STEPWISE. *In Science and Technology Education Promoting Wellbeing for Individuals, Societies and Environments*, 477-502. Springer, Cham.

Levinson, R. (2018). Introducing socio-scientific inquiry-based learning (SSIBL). *Science and Society*, 100 (371): 31-35.

Mahanani, I., Sri R., & Fauziatul F. (2019). Pengaruh Pembelajaran Inkuiri Berkonteks Socioscientific-Issues Terhadap Keterampilan Berpikir Kritis Dan Scientific Explanation. *Jurnal Kependidikan*, 3(1): 53-68.

Metin, T. N., Dilek K., & Nilgun Y. (2022). Exploration of Science Teachers' Views About Socioscientific Issues. *Kastamonu Education Journal, 30 (1): 94-105*. doi: 10.24106/kefdergi.777774.

Nam, Y. & Ying-C. C. (2017). Promoting Argumentative Practice in SocioScientific Issues through a Science Inquiry Activity. *EURASIA Journal*

of Mathematics Science and Technology Education, 13 (7): 3431-3461. DOI 10.12973/eurasia.2017.00737a.

National Research Council. (1996). *National science education standards*. Washington, D.C.: National Academy Press.

National Research Council. (2007). *Taking Science to School: Learning and Teaching Science in Grades K-8*. National Academies Press.

Nieveen, N. (1999). "Prototype to reach product quality. Dlm. van den Akker, J., Branch, R.M., Gustafson, K., Nieveen, N., & Plomp, T. (pnyt.)". Design approaches and tools in educational and training. Dordrecht: Kluwer Academic Publisher.

Nofiana, M. & Teguh J. (2017). Profil Kemampuan Lit Erasisains Siswa Smp Di Kota Purwokerto Ditinjau Dari Aspek Konten, Proses, Dan Konteks Sains. *Jurnal Sains Sosial dan Humaniora*, 1 (2): 77-84.

Norris S.P., & Phillips, L.M. (2003). How literacy in its fundamental sense is central to scientific literacy. *Science Education*, 87, 224-240.

Nurhidayah, R., Irwandi D., & Saridewi N. (2015). Pengembangan Modul Berbasis Inkuiri Terbimbing Pada Materi Larutan Elektrolit dan Non-elektrolit. *EDUSAINS*, 7(1), 37-47.

OECD. (2019). PISA 2018 Results (Volume I): What Students Know and Can Do, PISA, OECD Publishing, Paris.

OECD. (2019). Programme for International Student Assesment.

Prastowo, A. (2015). *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Jogjakarta: Diva Press.

Puspendik. (2019). *PISA.* Pusat Penilaian Pendidikan Balitbang Kemendikbud.

Putri, L. A., Anna P., Nanang W., & Nur J. A. (2021). Enhancing Students' Scientific Literacy using Virtual Lab Activity with Inquiry-Based Learning. *Journal of Science Learning*, 4 (2): 173-184.

Ramadhani, Z., Olivia R. N., Didi P. J. S., Muhammad Y. A., & Darmadi. (2021). Analisis Penerapan Asessmen Kompetensi Minimum (Akm) Terhadap Siswa Sekolah Menengah Pertama (SMP) Di Kabupaten Magetan. Innovative: Journal of Social Science Research, 1 (2): 342-345.

Rani, S., Dewi J., Aceng R., Abdul R., & Kasrina K. (2021). Pengembangan LKPD pada Materi Protista Kelas X SMA Berdasarkan Keanekaragaman Mikroalga di Sungai Bengkenang. Diklabio: Jurnal Pendidikan dan Pembelajaran Biologi, 5 (2): 217-225. doi.org/10.33369/diklabio.5.2.217-225.

Rauch, F. & Diana R. (2020). How Socio-Scientific Inquiry Based Learning (SSIBL) promotes inquiry in climate issues –An example for enacting socio-scientific issues in science education. *ARISE: Action Research and Innovation in Science Education*, 3 (2): 43-45. https://doi.org/10.12973/arise/164872.

Roberts, D. A. (2007). Scientifc literacy/science literacy. In S. K. Abell & N. G. Lederman (Eds.), Handbook of research on science education. Lawrence Erlbaum Associates.

Roberts, D. A., & Bybee, R. W. (2014). Scientific literacy, science literacy, and science education. In S.K.Abell,&N.G.Lederman (Eds.), Handbook of research inscience education(Vol. 2,pp.545– 558). Routledge.

Rohmah, M. (2022). Penggunaan Media Google Classroom Berbantu Liveworksheets Untuk Meningkatkan Hasil Belajar Ipa Materi Kemagnetan Siswa SMP. EDUTECH : Jurnal Inovasi Pendidikan Berbantuan Teknologi, 2 (1): 16-26.

Rosa, D. M., Wildan, Saprizal H., & Baiq F. D. S. (2022). Pengembangan E-LKPD Larutan Asam Basa Berbasis Inkuiri Terbimbing untuk Meningkatkan Motivasi Belajar Siswa. Chemistry Education Practice. doi: 10.29303/cep.v5i1.2928.

Rosliana, I. (2019). Pengembangan LKPD Matematika Dengan Model Learning Cycle 7E Berbantuan Mind Mapping. *Jurnal Pengembangan Pembelajaran Matematika*, 1 (1): 10-22.

Sadia, I W. (2014). *Model-model Pembelajaran Sains Konstruktivistik*. Yogyakarta: Graha Ilmu.

Sadler, T. D. (2004). Informal reasoning regarding socioscientific issues: A critical review of research. *Journal of Research in Science Teaching*, 41 (5): 513-536. https://doi.org/10.1002/tea.20009.

Sadler, T. D., & Zeidler, D. L. (2004). The morality of socioscientific issues: Construal and resolution of genetic engineering dilemmas. *Science Education*, 88(1), 4–27.doi: http://doi.org/10.1002/sce.10101

Sadler, T. D., Sasha A. B., & Brianna S. (2007). What Do Students Gain by Engaging in Socioscientific Inquiry? Research in Science Education, 37: 371-391. DOI 10.1007/s11165-006-9030-9

Sadler, T. D., Friedrichsen, P., & Zangori, L. (2019). A framework for teaching for socio-scientifc issue and model-based learning (SIMBL). *Educação e Fronteiras/Education and Borders*, 9(25), 8–26.

Sadler, T. D., Sasha A. B., & Brianna S. (2007). What Do Students Gain by Engaging in Socioscientific Inquiry? *Research Science Education*, 37: 371-391. DOI 10.1007/s11165-006-9030-9

Sahronih, S., Agung P., & M. Syarif S. (2020). The Effect of Use Interactive Learning Media Environment-based and Learning Motivation on Science Learning Outcomes. International Journal for Educational and Vocational Studies, 1-5.

Saija, M., S. Rahayu., F. Fajaroh., & Sumari. (2022). Enhancement of High School Students' Scientific Literacy Using Local-Socioscientific Issues In Oe3c Instructional Strategies. Jurnal Pendidikan IPA Indonesia, 11(1): 11-23. DOI: 10.15294/jpii.v11i1.33341

Sanjaya, W. (2006). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media Group.

Sari, W. P., Sumarmin, R., Hilda, D. P. 2018. Validity of Biology Student Worksheet Baded on Problem Based Learning for Student Class XI. Journal of Progressive Sciences and High Technologies, 7(1): 25-30.

Schenk, L., Karim H., Leena A., Iann L., Andrzej W., Karin H. (2021). Socioscientific Issues in Science Education: An opportunity to Incorporate

Education about Risk and Risk Analysis? *Risk Analysis, 41 (12): 2209-2219*. DOI: 10.1111/risa.13737

Sriarunrasmee, J., Praweenya S., & Pimpan D. (2015). Virtual Field trips with Inquiry Learning and Critical Thinking Process: A Learning Model to Enhance Students' Science Learning Outcome. *Procedia-Social and Behavioral Sciences*, 197: 1721-1726. DOI:10.1016/j.sbspro.2015.07.226

Sung, Y. T., Han Y. L., Je M. Y., & Kuo E. C. (2019). The quality of experimental designs in mobile learning research: A systemic review and self-improvement tool. *Educational Research Review*, 28. doi.org/10.1016/j.edurev.2019.05.001.

Sutrisna, N. (2021). Analisis Kemampuan Literasi Sains Peserta Didik SMA di Kota Sungai Penuh. *Jurnal Inovasi Penelitian*, 1(12): 2683-2694.

Suwono, H., Ndzani L. R., Muhammad S., & Rifka F. (2021). Interactive socio-scientific inquiry for promoting scientific literacy, enhancing biological knowledge, and developing critical thinking. *Journal of Biological Education*. DOI: 10.1080/00219266.2021.2006270

Suyanti, D. R. (2010). *Strategi Pembelajaran Kimia*. Yogyakarta: Graha Ilmu.

Thiagarajan, S., Sememel, D., & Semmel M. I. (1974). *Instructional Development for Training Teacher of Exceptional Children. Online*. Indiana University: Bloomington, Indiana. Tersedia pada http:// files.eric.ed.gov/fulltext/ED090725.pdf.

Trianto. (2010). *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Prenada Media.

Widjayanti. (2008). Media Lembar Kerja Peserta Didik. Jakarta: Rineka

Wiyarsi, A., Prodjosantoso A. K. & Anggiyani R. E. N. (2021). Promoting Students' Scientific Habits of Mind and Chemical Literacy Using the Context of Socio-scientific Issues on the Inquiry Learning. *Frontiers in Education*, (6): https://doi.org/10.3389/feduc.2021.660495

Yuliastini, I. B., S. Rahayu, F. Fajaroh, & N. Mansour. (2018). Effectiveness of Pogil with SSI Context on Vocational High School Students' Chemistry Learning Motivation. *Jurnal Pendidikan IPA Indonesia*, 7 (1): 85-95.

Zahroh, D. A. (2021). Pengembangan E-LKPD Berbasis Literasi Sains Untuk Melatihkan Keterampilan Berpikir Kritis Peserta Didik Pada Materi Pertumbuhan dan Perkembangan. *Berkala Ilmiah Pendidikan Biologi*, 10 (3): 605-616.

Zeidler, D. L. (2001). Participating in program development: Standard F. In D. Siebert & W. McIntosh (Eds.), College pathways to the science education standards. Arlington, VA: National Science Teachers Press.

Zeidler, D. L., Sadler, T. D., Simmons, M. L., & Howes, E. V. (2005). Beyond STS: A research-based framework for socioscientifc issues education. *Science Education*, 89(3), 357–377. https://doi.org/10. 1002/sce.20048.

Zeidler, D. L., & Nichols, B. H. (2009). Socioscientific issues: Theory and practice. *Journal of Elementary Science Education*, 21 (2): 49–58. http://doi.org/10.1007/BF03173684

Zeidler, D. L. & Sami K. (2014). *It's Debatable! Using Socioscientific Issues to Develop Scientific Literacy K-12*. NSTA Press: Virginia