IMPLEMENTATION OF SOCIO-SCIENTIFIC ISSUES LEARNING MODEL IN ENVIRONMENTAL KNOWLEDGE COURSE TO TRY LIFE SKILLS IN THE STATE UNIVERSITY OF SURABAYA

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ABSTRACT

To encourage connection between biology content and social context to try life skills, students need to be involved in Socio-Scientific Issues (SSI) learning model. In doing so, involving 29 students majoring Biology Education enrolled in Environmental Knowledge course, to observe studentôs life skills and st through questionnaires, test and observation, and then analyzed using qualitative descriptive technique. The findings reported tha skills, personal skills, social skills and vocational skills were increased toward SSI learning model (N-Gain=0,4), all of students were successful in studentôs achievement b increasing of st-Gain=0,4). t ôs achievement (N

Keywords: 6WXGHQW¶V /LIH 6NLOOV *Scientific Issues (SSI)* $FKLHYHPHQW 6R

1 INTRODUCTION

Education today is much more about ways of thinking which involve creative and critical approaches to problem-solving and decision-making. It is also about ways of working, including communication and collaboration, as well as the tools they require, such as the capacity to recognise and exploit the potential of new technologies. And last but not least, education is about the capacity to live in a multi-faceted world as an active and engaged citizen.

The main goal of science education itself is enabling students to make decisions that are informed by science on real life issues (Ryder, 2001). Student deliberation and discussion socio-scientific issues (social, ethical, and political issues related to science) are the object of central study of in science education (Albe, 2008). Therefore, in science learning is needed learning model that covers the purpose of science education. One of learning approaches that can cover the objective is Socio-Scientific Issues (SSI) based learning.

Socio-Scientific Issues-based learning is an active model to learning, placing science content within a social context in a way that supplies both motivation and the ownership of learning to the student (Klosterman & Sadler, 2010). In Socio-Scientific Issues-based learning, students are challenged to explore the controversy surrounding issues that are informed by science, integrating social aspects (moral, ethical and economic) and other individual or group perspective, and develop a position based on their investigation. Socio-Scientific Issues-based learning stimulate students aware moral, ethics, concerns, values and social participation at all level (Nuangchalerm, 2009). Socio-Scientific Issues-based learning can try studentôs life skills.