



The Profile of Junior High School Students' Scientific Literacy

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ABSTRACT

Objective: This research is a preliminary study that aims to describe the scientific literacy skills of junior high school students based on tests using questions with indicators of scientific literacy skills according to PISA. **Method:** This research was quantitative descriptive analysis research that used 20 questions with indicators of scientific literacy skills to measure the level of students' scientific literacy skills. Data were collected using a purposive sampling technique to obtain a sample of 102 students from 3 schools in Banjarmasin. **Findings:** Based on the research results obtained from 102 students, 11 students had scientific literacy skills at level 5 or with good criteria. Then, 29 students are at the level of scientific literacy skill level 4 with enough criteria. Furthermore, 37 students are at the level of scientific literacy skills level 3 with deficient criteria. And 25 students are still at the level of scientific literacy skills level 2 with low criteria. Based on the results of this study, it is necessary to have follow-up efforts and more attention from related teachers to focus more on developing students' scientific literacy skills in the future. **Novelty:** The research novelty was to explain each level of scientific literacy ability that students reach. Hopefully, these things will be more helpful for further research, because the data that is presented is not just about the percentage of the quantity number, but it is already explained in more detail..

INTRODUCTION

The rapid development of science and technology in the 21st century requires humans to be more difficult to adapt in all areas of life. Education in the 21st century aims to train students to become individuals who are responsive and ready to adapt to various changes that occur on an ongoing basis (Sutrisna, 2021). Developments in the world related to technology and education are becoming faster and more complex. The faster this development aims to improve the quality of modern society. In the tough challenges that will be faced, there needs to be a paradigm shift in the education system that takes place to facilitate students in developing themselves to face every aspect of global life (Gultepe & Kilic, 2015).

Science education plays an important role in preparing individuals to be able to face the times and achieve the competencies needed in various situations and conditions (Rini et al., 2020). Scientific literacy skills are one of the competencies in science education (Widowati, 2017). Science skills themselves are a factor that influences the competitiveness of students to face the latest information technology era which causes competition between individuals to become more stringent (Ibda, 2018). This is also inseparable because scientific literacy skills can affect individual decision-making, participation, and one's productivity (Jamaluddin et al., 2018; Sharma & Buxton, 2015). Scientific literacy skills themselves are one the important skills that must be trained to answer various challenges in the industrial era 4.0, especially in learning science which can interact directly with the phenomena of everyday life (Subekti et al., 2018; Ahmad, 2018).

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