

**BUKTI KORESPONDENSI PADA JURNAL
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Penulis: Prof. Dr. Sri Ngabekti, M.S.

UNIVERSITAS NEGERI SEMARANG

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Bersama ini kami sampaikan proses submit sampai publish artikel ilmiah saya yang berjudul *THE DEVELOPMENT OF STEM MOBILE LEARNING PACKAGE ECOSYSTEM* di Jurnal Pendidikan IPA Indonesia (JPII) Vol. 8 (1) (2019) pp. 81-88 yang merupakan jurnal bereputasi internasional terindek scopus Q3 dengan SJR (2022) 0,36.

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INTRODUCTION

The 2013 national curriculum in Indonesia has been seen as the new competency-based curriculum with the limited quality implementation. This curriculum has not been well implemented to inculcate character education and students are not prepared for global and future competition. It, therefore, needs other teaching approaches that can be used to support student competency for facing the changing world. One of the promising teaching approaches called STEM, derived from Science, Technology, Engineering, and Mathematics, has been the focus of educational reform in United States and has been popular across the world (Harland, 2011; Curtis, 2014; Eskin, 2018). This is an integrated teaching approaches which provide students with emphasis on integration of science, technology, engineering, mathematics and problem-based learning. The fundamental goal of this approach is to create a leader for future that can bring a positive change on the community.

Torlakson (2011) underlined that the integration of the 4 aspects of learning is necessary, since students are provided with the real problems and problem-based teaching. This approach was considered as a new model of teaching that can create a cohesive and active teaching system. Students are also able to integrate the four dimensions. A challenge for science educators is to create a educational system that can provide students with connecting skills of knowledge and skills (Osman, 2012; Pfeiffer, Tomator, &

All findings are then supported by data management supported by mathematical reasoning. Mobile learning package as defined by Quinn (2000) is a model of teaching using Information Communication Technology. Learning materials with beautiful visualisation can be accessed by students every time. This kind of teaching model help students cope with learning time and distance problems. All technology tools are involved, namely computers, MP3 player, notebooks, mobile telephone and tablets. Focus of this mobile learning are on students with their interaction with portable technology.

The biology topics, ecosystems, require students to use natural environment as the authentic learning resources. The use of natural environments usually take expensive cost and time. However, this learning package can overcome this limitations, and students can maximise the use of learning package every time that they are in need. Based on this reasoning, this study was aimed to identify the effectiveness of the use of STEM mobile learning package on ecosystem in providing students with basic concepts of ecosystem, environmental and scientific literacies.

METHODS

This research has been conducted in Biology Department, FMIPA UNNES Semarang from

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252 S. Ngabekti, AP, R.D. Hardianti, J. Teampampong / JPPI 5 (2) 252

The next screening was focused on the average score of practicum and problem exercises among 40 biology education department and natural science department students. Finding showed that due to the Mann Whitney test, there was no difference between average scores (scienceliteracy) among those students, but there was a difference score of technology literacy among them (asym.sig. 0,00 < 0,05).

Discussion

The What can be learnt from these findings? First, the final product of the blended learning was validated and legibility by three different parties, one media experts and biology content expert and students. In Indonesia the use of internet for learning has been increasing. This is the reason of why the mobile learning package was officially welcomed by students. The number of students using computers (laptop, notebooks) at Unnes campus has been increasing significantly during the last 5 years. In terms of ecology content, all validators had approved the quality of learning material presented because of the familiarity of the content.

Ecosystem is the major topic that many university teacher are familiar with. Second, though the process of study is not completed yet, but there is a tendency that the nature of STEM teaching approach affect students' learning achievement. Many research findings has also underlined the similar results. STEM approach improve students' knowledge and skills in developing career (Eskin, et al., 2018). STEM

very valid category. Hence with some revisions, its performance could be better.

1. The legibility level that measured using students response and Fry graph indicated STEM Mobile Learning Package on ecosystem has a high legibility level.

REFERENCES

Anih, E., & Nurhasanah, N. (2016). Legibility level of texts in the 2013 curriculum package book of 4 grade elementary school using formula grafik fry. *JURNAL PGSD STKIP SUBANG*, 1(2), 181-189.

Bybee RW. Advancing STEM education: A 2020 vision. *Technology and Engineering Teacher*. 2010 Sep 1;70(1):30.

Curtis, T. (2014). *Science, Technology, Engineering, And Mathematics Education Trends And Alignment With Workforce Needs*. New York: Nova Science Publishers, Inc

Dai, T, Cromley, JG. 2014. "Changes in implicit theories of ability in biology and dropout from STEM majors: A latent growth curve approach". *Contemporary Education Psychology*. 39

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JPII 5 (2) (2016) 247-255

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The Development of STEM Mobile Learning Package Ekosistem

Abstract

This study aims to: develop and test the validity, legibility and effectiveness of STEM Mobile Learning Package ecosystems on students' science and technology literacy using R & D research design. STEM Mobile Learning Package was validated by media experts and material experts. The level of legibility is measured by questionnaire through the results of a small-scale trial of a Biology student class. The effectiveness of the application was measured in wide-scale test for biology and natural science students. Data were analyzed using descriptive quantitative. The results showed the the validity on learning package from experts showed valid in 83,6%. Some revisions are needed especially on video aspect which will be better filled with not only text but also voice. Base on data collected from 47 students who have completely filled 12 statements in questionnaire, about 78,7% students stated they could understand the questions very well. Most of students (97,8%) agreed that the use of STEM enhanced their science literacy. Percentage of students that agreed on 12 statements ranged from 74,5% to 100%. Thus those result indicated a high level of legibility Although learning packages can be studied independently, certain topics still required to be directly discussed. This learning package is effective on student scientific literacy ranging from 64.6 to 98.6. While the highest achievement of student technology literacy is 92 with an average of 70.32. This study concludes that STEM Mobile Learning Package Ecosystem has good validity and legibility, as well as effective on students' science and technology literacy

Keywords: ecosystem, Mobile Learning, STEM

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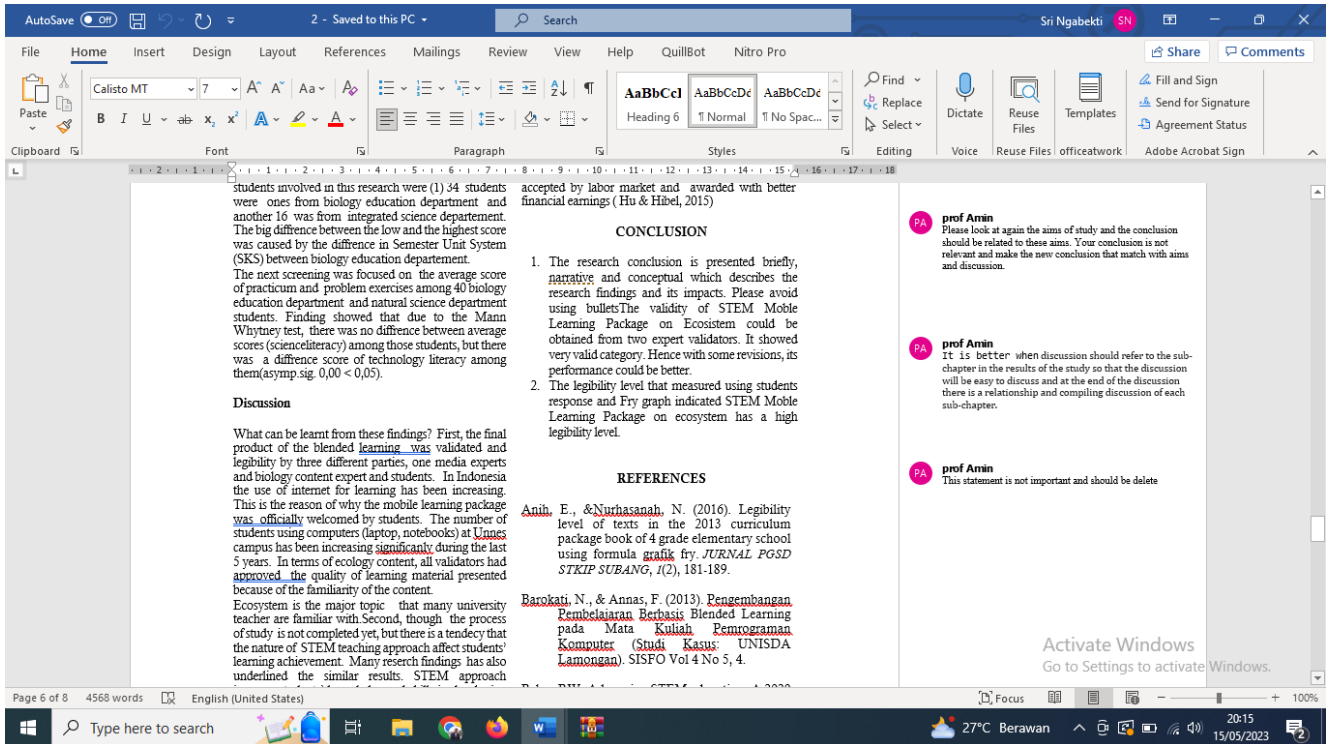
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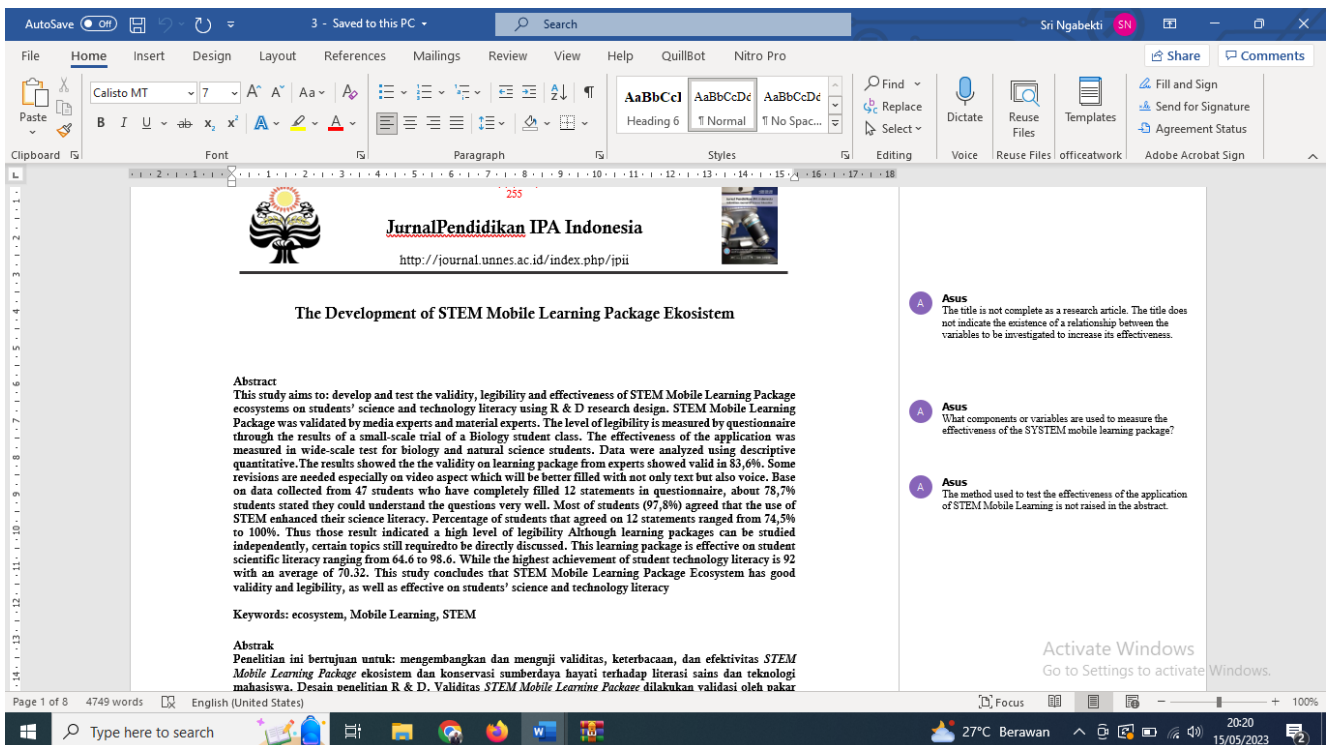
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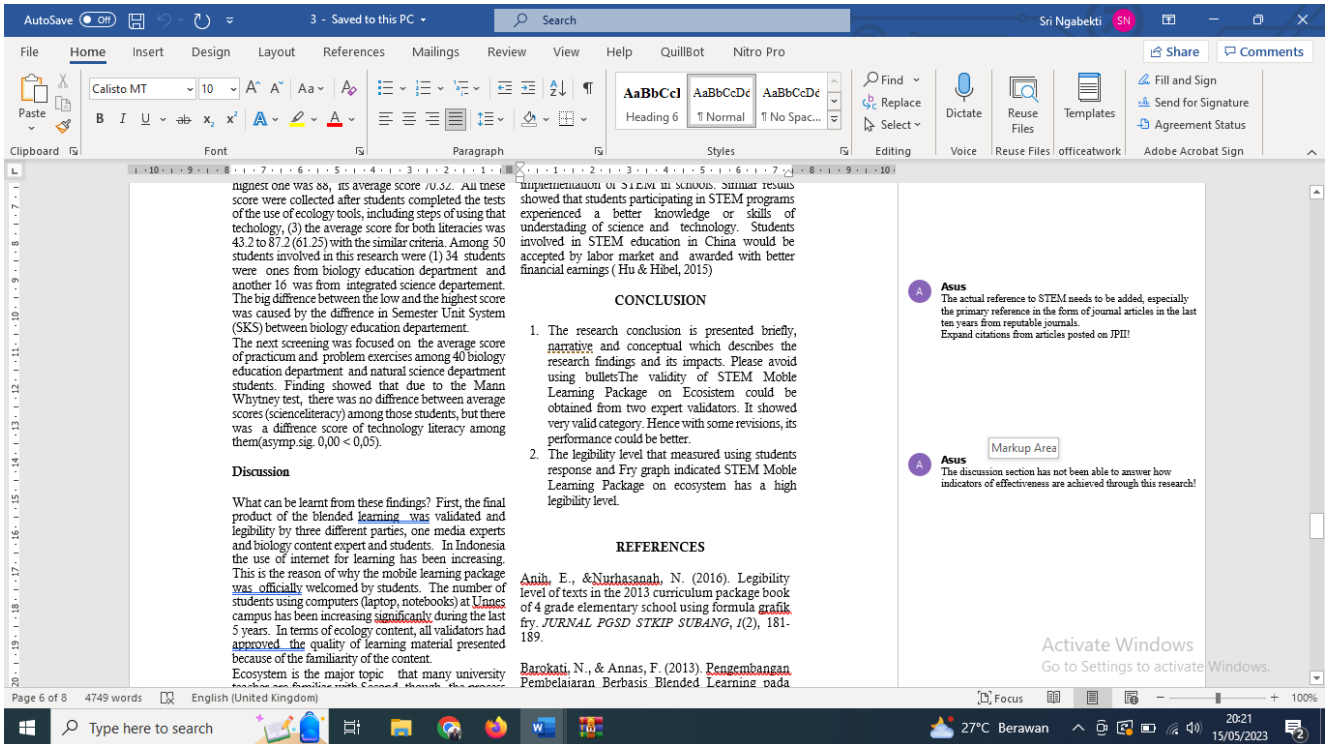
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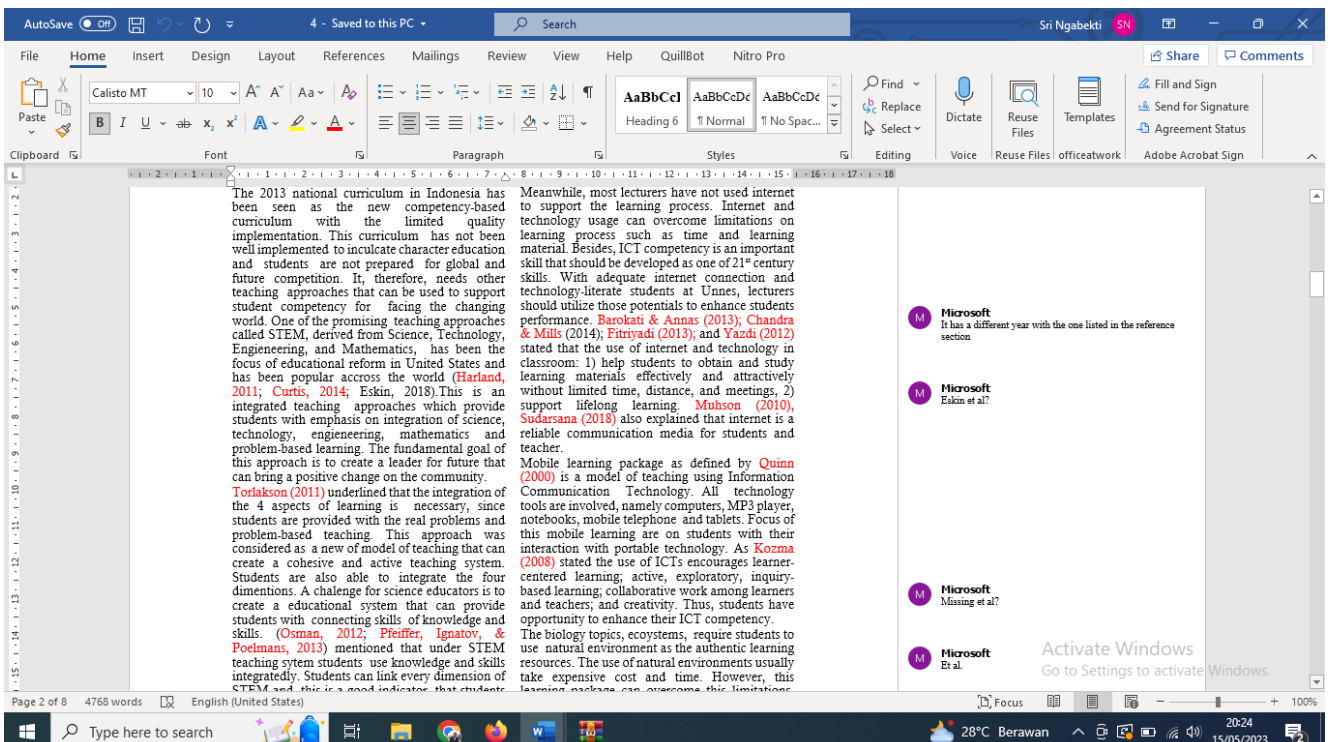


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Discussion

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2. The legibility level that measured using students response and Fry graph indicated STEM Mobile Learning Package on ecosystem has a high legibility level.

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