

DEVELOPMENT OF ETHNOSCIENCE-BASED CHEMISTRY LEARNING FOR HIGH SCHOOL CHEMISTRY TEACHERS IN BANTUL REGENCY

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ABSTRACT

Students' lack of attention to the socio-cultural environment is one of the factors causing the low level of chemical literacy among students in Indonesia. Chemistry teachers as the spearhead of implementing learning activities need to plan chemistry learning activities that can facilitate students to make connections between chemical content, context and processes in chemistry learning as an effort to develop students' chemical literacy. However, in reality there are still many high school chemistry teachers who organize chemistry lessons with a focus oriented only on chemistry content without following it up with the students' socio-cultural context and environment. This is due to a lack of teacher knowledge and skills about how to design ethnosience-based chemistry learning. Based on the results of the situation analysis from the service team of the MGMP Chemistry partner group for SMA Bantul Regency, it shows that high school chemistry teachers in Bantul Regency expect an increase in teacher competency to develop ethnosience-based chemistry learning as an effort to increase students' chemical literacy. The Lecturer to School Program aims to increase the knowledge and skills of high school chemistry teachers in Bantul Regency to plan ethnosience-based chemistry learning activities through training and mentoring activities. This activity was carried out for 7 months both offline and online. Through this activity, participants gain insight and skills as teachers to design ethnosience-based chemistry learning, increase teacher creativity, as well as chemical literacy teachers which are useful for students' actualization and readiness in facing future challenges.

Kata Kunci: *ethnosience; chemistry learning; chemical literacy;*