

The socio-scientific issue in a cross-context biology lesson: How far it goes from the lens of teacher's and students' experiences?

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ABSTRACT

This research is aimed to figure out the way of one biology teacher and her students perceive their experiences toward a socio-scientific issue (SSI)-based instruction in a biology classroom. The research was interpretively in nature using a case study design by which one SSI in the context of mobile phone and health problem was developed and implemented. Data of both teacher's and students' perceptions of SSIs-based instruction were collected through observations as well as interviews and analyzed descriptively in a frame of an explanation-building mode strategy. The research findings respectively represent the extent to which students perceive their experience in SSI-based learning toward four dimensions, including contextualization of SSI, their involvement in as well as attitude toward SSI-based learning, and SSI-learning objectives. Regarding teacher's experience, there are three aspects which need to be considered for SSI implementation in Indonesia. Thus, the implication of the research for further study is discussed.

Kata Kunci: socio-scientific issue, biology context, biology teachers' perceptions, students' experience