



The Practicality of Innovative Blended Learning Through The Meaning (IBLTM) Model Making to Improve Science Literacy

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ABSTRACT

Objective: Science literacy is essential for learners because it allows them to understand, analyze, and apply scientific concepts in everyday life and make decisions based on scientific information. This study aims to describe the practicality of the Innovative Blended Learning Model through Interpretation to improve students' science literacy. **Method:** The research method used was development research. Data collection used observation instruments. Data analysis was implemented using descriptive statistics for practicality tests. **Results:** The results of the trial showed that the level of practicality of the IBLTM learning model is high, which means that the IBLTM learning model is practical enough to be implemented in biology learning. **Novelty:** This research presents new findings related to the practicality of the IBLTM model by emphasizing how this model facilitates the process of deep meaning and active involvement of students in learning.

INTRODUCTION

Science literacy education should empower students to think analytically and solve problems while understanding and contributing to scientific discussions and decision-making in multiple domains. As stated by Rahmayani et al. (2019), the enhancement of science literacy from an early age is a pressing matter of making students informed citizens able to participate freely in community life. According to Kelp et al. (2023), science literacy education aims to enable students to engage in analytical and problem-solving behavior to comprehend and contribute to scientific discussion and decision-making in different fields. Rubini et al. (2019) insist that enhancing science literacy skills starting from an early age is a prerequisite for making students well-informed citizens who can participate effectively in community affairs.

While problems like climate change and health crises underscore the necessity of science literacy for informed decision-making, a strategy of communicating science is not necessarily accompanied by sustainable success. For this reason, the necessity of science education can also be illustrated in distance education. These kinds of courses can be offered in online environments, for example, during the COVID-19 pandemic, if information technology is focused on learning and quality online teaching (Darayseh, 2020; Yasaroh et al., 2022). This digital learning has engaged students with scientific literacy instead of traditional methods, which has never been achieved (Kelana et al., 2021). It would bring an adequate informational and cognitive support level into science learning post-pandemic recovery process expertly designed (Xu & Tang, 2021). The IBLTM model is Thereby, it proposed to improve science literacy through embedding deep elements of online and offline learning; its characteristics are tied to flexibility, interactive technology, collaboration, and problem-solving creativity in attempts so that

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