

SIZE EFFECT OF HYBRID LEARNING ON STUDENTS' SCIENCE LITERACY

Ni'mah Wahyuni*

Lecturer of PGSD, FKIP, Madako Tolitoli University, Indonesia
Correspondence author email: nimawahyuni@umada.ac.id

Achmad Ridlowi

Lecturers of Education Management, Faculty of Tarbiyah, STAINU Pacitan, Indonesia

Dharma Gyta Sari Harahap

Lecturers of PGPAUD, FKIP, Universitas musamus Merauke, Indonesia

Tomi Apra Santosa

Civil Engineering Lecturers, Academy of Engineering Adikarya, Indonesia

Abdul Rahman

Lecturer in Social Education Sciences, FKIP, Sebelas Maret University

Abstract

This study aims to determine the effect size value of hybrid-based learning on science literacy students. This type of research is meta-analysis research. The data sources in this study came from 12 national and international journals published in 2018-2023. The search process data sources through Google Scholar, ERIC, and ScienceDirect databases. The word The keywords for the data search are "hybrid learning" and "student science literacy". Technique techniques were direct observation through journal databases and documentation. Analysis of data by calculating the effect size value of the entire research analyzed. analyzed. The results of this study conclude that the average effect size value of size (ES = 0.82) high criterion. This finding shows that hybrid learning has a significant effect on students' science literacy.

Keywords: Hybrid Learning, Learning, Effect Size, Science Literacy

INTRODUCTION

Science literacy is an ability that students must have in facing the industrial revolution 4.0 (Putranta et al., 2020; Vandegrift et al., 2020; Rahman et al., 2023). Science literacy has an important role for students to solve a problem in the field of science (Alatas & Fauziah, 2020; He et al., 202; Fakhriyah et al., 2017; Lim & Kim, 2021). Furthermore, science literacy helps students in understanding the phenomena that occur in life (özkan, 2021; Sutiani et al., 2021). Students who have science literacy will be more creative and innovative in learning (Islami & Nuangchalerm, 2020).

In reality, the level of science literacy of students in Indonesia is still relatively low (Oktarina et al., 2021; Suharyat et al., 2023; Nurtamam et al., 2023; Zulkifli et al., 2022; Elfira et al., 2023). This result can be seen from the 2018 *Programme For International*