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Bridging Local Culture and Scientific Literacy through the I-BATARA Learning Model: A Validation Study

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ABSTRACT

Objective: *The aim of this study is to validate the I-BATARA learning model . The I-BATARA learning model Designed through the integration of local cultural contexts batik Tanjung Bumi and scientific concepts, the I-Batara model aims to improve science literacy.* ***Method:*** *Educational development research was used as the research design. Validation I-BATARA leaning model and instructional package involving two criteria: content validation and construct validation. Three experts in the fields of pedagogy, science content, and learning assessment validated the I-BATARA learning model and instructional package.* ***Results:*** *The research results and data analysis indicated that the I-BATARA learning model has consistently provided relevant results. The I-BATARA model has met strict validity and reliability standards (with an agreement percentage >75%).* ***Novelty****: Validated learning support components includes lesson plans, student textbooks, student worksheet, scientific literacy tests. The I-BATARA learning model can be applied to train students' scientific literacy test based on local culture context. The I-BATARA learning model is suitable for meaningful science learning and developing students' social skills.*

INTRODUCTION

In the context of the rapidly expanding and increasingly complex information landscape of the 21st century, scientific literacy as one of the foundational literacy has emerged as a foundational competency that requires early and systematic development in formal education (González & Reiss, 2023; Puspitarini et al., 2025). Students who have scientific literacy can act as agents of change and develop innovative solutions to the complex problems facing the world today (Mulyono et al., 2024). Students are confident in dealing with various situations and making decisions (Al Sultan et al., 2021) and have ideas for solutions to issues related to science and technology (Budiarti & Tanta, 2021)

The results of the 2022 PISA assessment show that Indonesia ranked 67th out of 81 participating countries in science literacy, with a score of 383. Low scientific literacy arises from multiple factors, including students' inability to apply procedural knowledge to assess scientific explanations, thereby hindering their data interpretation and conclusion-drawing skills (Sholahuddin et al., 2021) a lack of connection between scientific concepts and pupils' everyday lives (Childs & Hayes, 2015) because the learning process in the classroom is not yet fully contextual, due to teachers still finding it difficult to link context to concepts (El Arbid & Tairab, 2020). Furthermore, students still think in concrete terms and therefore require interventions and resources that can be used to facilitate abstract thinking (Erman & Wakhidah, 2023) .

A context that is familiar to pupils can help them learn science by making abstract concepts more concrete, boosting their motivation to learn and their sense of ownership, and fostering a deep curiosity about the local knowledge being studied. Context-based learning is important for linking scientific concepts to the real world so