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The Influence of Learning Models and Learning Styles on Student's Science Literacy in Primary School

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ABSTRACT
The purposes of this research are to analyze: 1) The influence of learning models on students' science literacy abilities, 2) The influence of learning styles on students' science literacy abilities, and 3) The interaction between learning models and types of learning styles on students' science literacy abilities in primary school. This type of research is a Quasi-Experimental design with Nonequivalent Pretest-Posttest Control Group Design. In this study, the population was all fifth-grade students of SD Negeri 067251 Medan Deli. With sampling techniques and totaling samples, the entire population was sampled. Research instruments in the form of learning style questionnaires and science literacy assessment. The data were analyzed using Two-Way Anova with the help of IBM's SPSS version 26 program. The results showed that: 1) There is an influence of learning models on students' science literacy abilities (sig. 0.00 < 0.05); 2) There is an influence of student learning styles on students' science literacy abilities (sig. 0.014 < 0.05); and 3) There is an interaction between learning models and learning styles on students' science literacy abilities in primary schools (sig. 0.043 < 0.05).

KEYWORDS
Learning Model, Learning Style, Science Literacy

INTRODUCTION
Science literacy is one of the 21st-century capabilities that students must possess (Forum, 2015). Due to the importance of scientific literacy, Indonesia participates in international science assessments, such as the Programme for International Student Assessment (PISA), run by The Organization for Economic Cooperation and Development (OECD). Indonesia ranks 70 out of 78 countries based on its average science literacy of 396, which is lower than the international average of 489, as determined by the 2018 PISA study. This indicates that students' science literacy abilities are below the international average.

Scientific literacy became less is caused by several reasons, including the educational system and curriculum, the choice of learning models and methods, facilities, resources, and learning materials (Aiman et al., 2019). Nurhairani et al. (2019) explained several problems related to science literacy, including (a) the science material taught is not related to real everyday life and does not affect student understanding; (b) comprehensive science learning has not been carried out optimally; and (c) teacher science literacy competence is still low. One of the factors that directly related to student learning activities and affects students' science literacy abilities is the selection of teacher learning models.

Science education is the capacity to utilize logical understanding to illuminate issues, learn modern things, portray logical marvels, and come to conclusions around logical themes based on prove (OECD, 2016; Wulandari & Solihin, 2016). A individual is considered deductively proficient on the off chance that he can: 1) characterize logical marvels, 2) freely assess and plan logical information and capacities, and 3) decipher logical information and
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