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Submission

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Title The Effectiveness of Gadget-Based Interactive Multimedia in Improving Generation Z&E™s Scientific Literacy

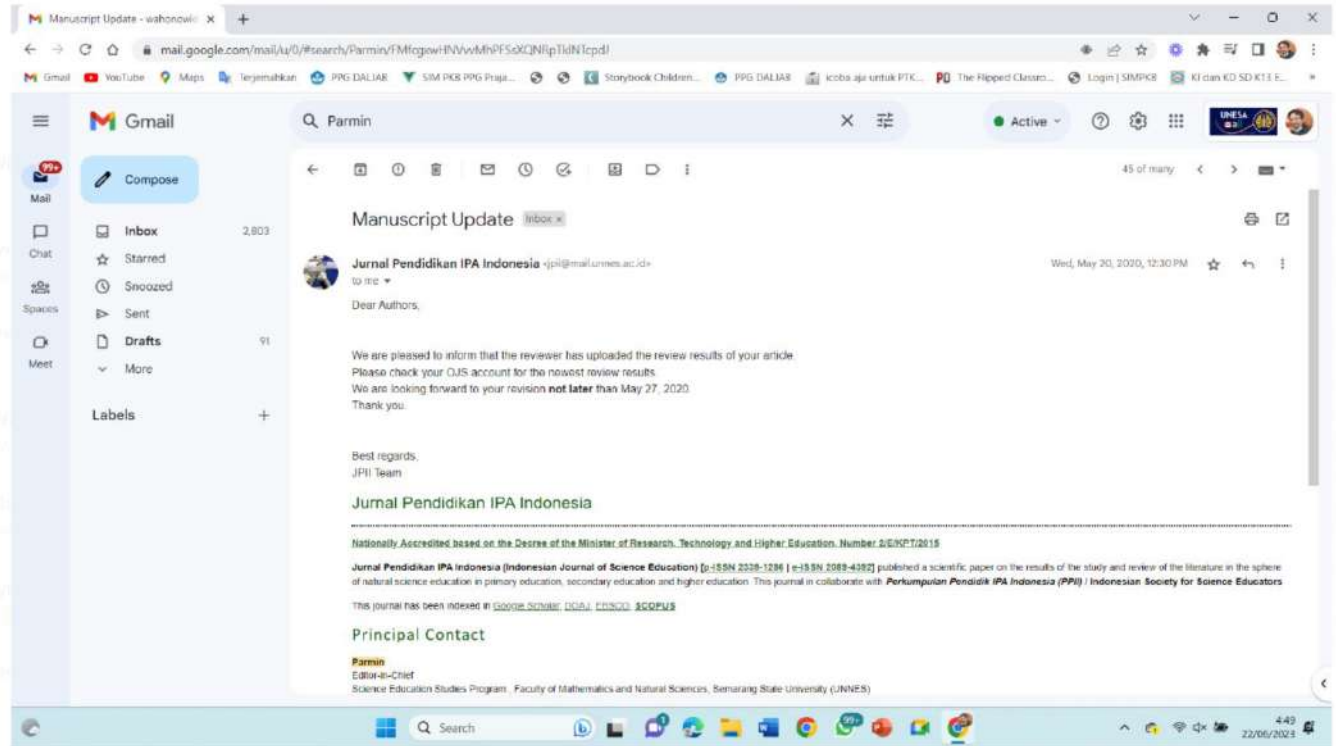
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The Effectiveness of Socio-Scientific Issues in Gadget to Increase Generation Z's Scientific Literacy

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Abstrak Literasi sains sangat penting bagi generasi Z (Gen-Z), sementara literasi sains pada Gen-z di Indonesia perlu ditingkatkan. Penggunaan gawai oleh Gen-Z hampir sepanjang waktu memungkinkan penelitian tentang peningkatan literasi sains dengan memanfaatkan gawai layak dilakukan. Penelitian ini bertujuan untuk mengetahui efektivitas multimedia interaktif berbasis gawai untuk meningkatkan literasi sains Gen-Z serta mendeskripsikan respon Gen-Z terhadap multimedia interaktif tersebut. Penelitian ini merupakan penelitian pre-eksperimen, dengan menggunakan desain *one group pretest and posttest*, yang merupakan bagian penelitian dan pengembangan dengan model 4D pada tahap tes validasi, untuk mengembangkan multimedia interaktif berbasis gawai memanfaatkan isu-isu sosial-sains untuk meningkatkan literasi sains Gen-Z. Multimedia interaktif dibuat dengan memanfaatkan program pembuatan file presentasi, file gambar, animator, dan emulator. Multimedia yang dikembangkan mengikuti pola: isu-isu sosial-sains, penemuan, dan penerapan konsep. Literasi sains dinilai dengan menggunakan tes literasi sains. Respon siswa dideskripsikan berdasarkan hasil angket respon dan interview beberapa siswa yang terpilih. Hasil penelitian menunjukkan bahwa literasi sains siswa di kedua sekolah mengalami peningkatan. Skor N-gain sebesar 0.49 untuk SMP Sepuluh Nopember Sidoarjo dan 0.42 MTs Ma'arif 22 Lamongan dengan kategori medium, sehingga dapat disimpulkan multimedia interaktif yang dikembangkan mampu meningkatkan literasi sains siswa. Namun, siswa Gen-Z tidak bisa puas dengan multimedia tersebut. Siswa menyarankan beberapa peningkatan multimedia dari segi visual, audio, dan musik, sehingga mereka dapat menikmati multimedia tersebut sepanjang waktu dengan menggunakan gawai.

Abstract Scientific literacy is very important to generation Z (Gen-Z), while the Gen-z's scientific literacy in Indonesia needs to be improved. The use of devices by Gen-Z almost all the time in their daily live allows research on improving scientific literacy by utilizing devices to be feasible. This study aims to determine the effectiveness of device-based interactive multimedia to improve Gen-Z scientific literacy and describe the Gen-Z response to interactive multimedia. This research is a pre-experimental research, using the design of one group pretest and posttest, which is part of research and development with the 4D model at the stage of validation testing, to develop device-based interactive multimedia utilizing social-scientific issues to improve Gen- Z. Interactive multimedia was created by utilizing presentation file creation, image, animator, and emulators programs. Multimedia was developed following patterns: social issues - scientific, discovery, and application of concepts. Scientific literacy was assessed using a scientific literacy test. Student responses were described based on the results of the questionnaire responses and interviews of selected students. The results showed that scientific literacy of students in both schools had increased. The N-gain score is 0.49 for Sepuluh Nopember Junior High School Sidoarjo and 0.42 Ma'arif 22 Islamic Junior High School Lamongan in the medium category, so that interactive multimedia developed can improve students' scientific literacy. However, Gen-Z students cannot be satisfied with the multimedia. Students suggest several multimedia enhancements in terms of visual, audio, and music, so that they can enjoy the multimedia all the time by using the device.

Keywords: scientific literacy, Generation Z, gadget-based interactive multimedia, socio-scientific issues

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INTRODUCTION

The 21st century is a time in which humans live in a world that seems borderless. The flow of globalization, internationalization, and the development of information and communication technology happens so rapidly (PIPP, 2006). There are four domains needed to be able to live in the 21st century, namely digital literacy, inventive thinking, effective communication, and high productivity (NCREL and Meitri Group, 2003).

Scientific literacy is included in digital literacy domain (NCREL and Meitri Group, 2003). Knowledge and understanding of the concepts and processes of science are needed by everyone in order to make decisions, participate in social life and cultural diversity, and increase economic productivity. Scientific literacy is very important in modern society life which encountered issues related to science and technology (Pacific Policy Research Center, 2010). Thus, this literacy is needed for students nowadays.

Science education in Indonesia is in progressing. Since 2012 to 2015, scientific literacy score increased by up to 21 points (OECD, 2016) even though it is still in category below average. This shows that scientific literacy of Indonesia students can be increased with some efforts during learning process in school. Furthermore, this improvement can be achieved by applying creative ways that attract students' interest, so students become interested in reading, thinking, conducting investigations, and making decisions related to the issues given, for example by flip-book and blog (Maghfiroti et al., 2013; Pravitasari, 2015).

Meanwhile, junior high school students, known as generation Z (Gen-Z), have a tendency cannot be separated from their gadget. These conditions can be utilized and provide a large space for teachers to use gadget as a tool to support science learning. Utilization of devices appropriately tends to generate student learning (Clayton and Murphy, 2016). Gadget becomes a tool that makes students productive as long as directed by proper usage rules (Anshari et al., 2017). This is in accordance with 21st century information, media, and technology skills. This skills demand students to be able to access, understand, and analyze media and media messages to find information and using technology (Pacific Policy Research Center, 2010).

Interactive multimedia is one of media that can runs using gadget in the form of digital application. Digital applications contribute significantly to the implementation of didactic principles and achievement of educational goals (Webb, 2005; Lamanauskas & Vilkonis, 2007; Shi, 2013). Learning and teaching process supported by multimedia attracts students and the creation of correct conceptions (Chen, 2012). Multimedia and virtual reality makes the world more visible in ways that others have never

known before (McClintock, 2001; Bilek, 2010; Aberšek, 2013). Students prefer to learn something that facilitated by animation than facilitated by other representation (Naqvi et al., 2013). Theoretically, animation is more effective to portray movement or dynamic process. Thus, animator become attractive option for educators. Research of Taufik, et al. (2016), Ismail, et al. (2016), and Moore et al. (2014) confirm these statements.

Some research was done in developing science learning media to enhance students' achievement, most of these studies showed positive outcome (Chee et al., 2017; Wu et al., 2017). However, research about gadget based interactive multimedia on pressure concepts, especially to increase students' scientific literacy, is still rare. Furthermore, there is limited information about students' feedback on a learning media, especially their desire from those media. Based on this reason, the author has developed gadget-based interactive multimedia as a tool to enhance Gen-Z scientific literacy.

The features of multimedia contain of Socio-Scientific Issues (SSI) relating to material pressure and its application in daily life, the relevant concepts to issues that are used as the topic, experiments to strengthen students' knowledge regarding concepts, the test used to measure students' scientific literacy, and it is equipped with a page link that can be used to determine the level of students' scientific literacy. SSI become a basic of the problem that must be solved by students because using SSI can improve student understanding, argumentation skills, empathy, and reasoning effectively about science in various life contexts (Wulandari et al., 2017), decision making (Siribunnam et al, 2014), and proposed argument (Bilican, 2018). However, there is no research on SSI in fluid pressure concepts for scientific literacy.

METHODS

This research is a pre-experimental study, using one group pretest posttest design, which is part of R&D research uses 4D models, on validation testing stages (Thiagarajan et al., 1974) to develop interactive multimedia in gadget based on SSI. Define stage determines the tasks of students and learning objectives to be achieved using interactive multimedia developed. Design stage designs an interactive multimedia in accordance with the scientific literacy as learning objectives, using electronic presentation, animator, and graphics design programs, then transferred to application program using emulator software. The develop stage included expert appraisal and developmental testing. The disseminate stage include validation testing, i.e. the pre-experiment implementation of interactive multimedia to know the effectiveness of

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INTRODUCTION should contain:

- an urgency (importance) to research
- a carrying capacity in the form of supporting data and facts
- a preliminary study as a basis for the importance of the research
- a GAP ANALYSIS departing from the similar studies to emphasize the novelty of research.
- a clear limitation of research objectives

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- METHODS should contain detailed research stages
- Data analysis must be supported by relevant references
- The research instruments used were elaborated to the data analysis technique
- It is hoped that there will be a modification in the stages of research from sources referred by the researcher

interactive multimedia in improving scientific literacy of junior high school students and to get students' responses after using interactive multimedia. The pre-experiment were conducted on 30 students of Sepuluh November Junior High School of Sidoarjo and 25 students of Ma'arif 22 Islamic Junior High School of Lamongan.

The scientific literacy is the result of students' scientific literacy tests with achievement indicators developed from learning indicators and adapted from the PISA-OECD indicators. The test used consisted of 15 multiple choice questions compiled and combined using new features in the PISA Framework 2015 that analyzed the previous PISA frameworks, using the level of cognitive demand in scientific literacy assessment, namely low, medium, and high.

The 15 multiple choice questions consisted of six questions with low cognitive demand (Lo), 5 questions with moderate cognitive demand (M), and 4 questions with high cognitive demand (Hi). Data were analyzed descriptively using the category of cognitive demand levels (Inzanah et al., 2014) including N-gain (Hake, 1998), and t test inferential analysis.

RESULTS AND DISCUSSION

Sosio-Scientific Issues in Gadget Application

Android platform gadget is needed to operate the interactive multimedia which is developed. The product produced in this study is gadget-based multimedia for science learning. Figure 1 shows the appearance of interactive multimedia. Product specifications are as follows.

- The gadget based interactive multimedia is packaged in the form of an application file (.apk) that can be installed into an Android-platform gadget.
- The features contained in the interactive multimedia include: the initial display (contains the *Home*, *Experiments*, *Exercises*, and *About* menu), Home (contains the destination, concept map, and material menu), and check the level of scientific literacy pages. In addition, it also comes with a Home, Returns, and Checks Your Level of Scientific Literacy icon (only be found on the exercise page).
- The gadget based interactive multimedia is packaged in text, image, and audio-visual-motion formats, contains SSI issues related to pressure concepts and its application in everyday life. These issues raise the problem used to learn the pressure concepts and its application in everyday life. Thus, students can find out the applications and benefits of the concept of pressure they learned to respond to issues around them, for example

prohibiting the use of high heels when visiting a number of ancient monuments in Greece related to solid pressure material, the death of foreign tourists in Komodo Island is related to hydrostatic pressure concept, and the Indonesian submarine is surrounded by a NATO joint fleet in the Mediterranean Sea related to Archimedes' Law.

- The gadget based interactive multimedia facilitates training and scientific literacy test. The scientific literacy test contains issues and allow students to use their knowledge to solve problems or make decisions related to the issues. The test consists of 15 multiple-choice items compiled and combined using new features in the PISA 2015 framework that incorporate the previous PISA frameworks, namely by using cognitive demand levels in scientific literacy assessment, starting from level 1 to level 6.

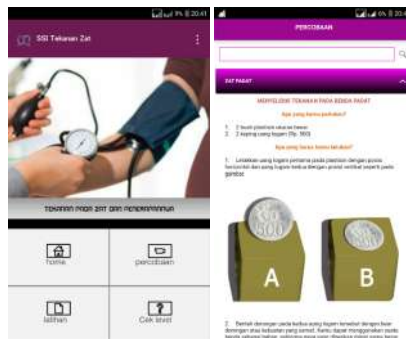


Figure 1 The appearance of interactive multimedia

Science and technology are one of the factors that have an influence on all aspects of our lives. Using gadget is one way for teachers to attract students to master both science and technology. Mastering on science and technology adequately will be very helpful for each individual to actively participate in society and in determining public policies where issues related to science and technology develop. Furthermore, mastering science and technology also bring a great impact on life. This reflects that science and technology make a significant contribution to humans as individuals or social beings. Figure 1 shows the appearance of the interactive multimedia.

Gen-z's Scientific Literacy

The percentage of students' scientific literacy (Gen-Z's scientific literacy) for each cognitive demand is presented in Table 1.

Table 1. Percentage of Students' Scientific Literacy for Each Cognitive Demand

School Name	Percentage (%)								
	Lo1	Lo2	N-Gain	M1	M2	N-Gain	H1	H2	N-Gain
Sepuluh Nopember Senior High School of Sidoarjo	33	99	0.99	29	50	0.30	63	67	0.11
Ma'arif 22 Islamic Senior High School of Lamongan	23	55	0.42	33	62	0.43	42	64	0.38

Table 1 provide information regarding the percentage of students' scientific literacy from 2 pilot schools in solving questions in each cognitive scientific literacy requested, which includes low cognitive demand, namely L1 (pre-test) and L2 (post-test), moderate cognitive demand, namely M1 (pre-test) and M2 (post-test), and high cognitive demand, namely H1 (pre-test) and H2 (post-test). Based on the table, it is known that the scientific literacy of students from 2 pilot schools to solve the problems in each scientific literacy category has increased during learning process.

Students' scientific literacy of low cognitive demand at Sepuluh November Senior High School of Sidoarjo increased and its N-Gain is 0.99. Scientific literacy of medium and high cognitive demand also increased and its N-gain is approximately 0.30 and 0.11. Meanwhile, students' scientific literacy of low cognitive

demand increase by 0.42 of N-gain score at Ma'arif 22 Islamic Senior High School of Lamongan. Scientific literacy of medium and high cognitive demand increases by 0.43 and 0.38 of N gain score.

The results of the scientific literacy test are represented in the form of scoring and leveling. The analysis carried out included pre-test and post-test data analysis which then calculated N-gain scores to determine the increase in scores between before and after learning activities. Data processed from the pre-test and post-test aims to determine the scientific literacy skills of students before and after learning activities.

The data on the results of students' scientific literacy tests which include mastery of the domain of knowledge, context, and competence, from the two pilot schools can be seen in the following tables.

Table 2. Results of the Scientific Literacy Test of Students

No.	School Name	Score		N-gain Score	Criteria	Scientific Literacy Level	
		Pre-test	Post-test			Pre-test	Post-test
1	Sepuluh Nopember Senior High School of Sidoarjo	43	71	0.49	Medium	3	5
2	Ma'arif 22 Islamic Senior High School of Lamongan	33	61	0.42	Medium	3	4

Table 2 provide information regarding scientific literacy scores that were successfully obtained before and after participating in learning activities using the developed SSI Gadget. The average score of scientific literacy of students in Middle School November 10 is from 43 (less capable) to 71 (very capable) with N-gain of 0.49 in the medium category. While

the average score of scientific literacy of students in MTs. Ma'arif 22 Lamongan is from 33 (less capable) to 69 (capable) with N-gain of 0.42 in the medium category.

In addition, Table 2 illustrates the acquisition of students' average level of scientific literacy, as presented in Figure 2 as follows.

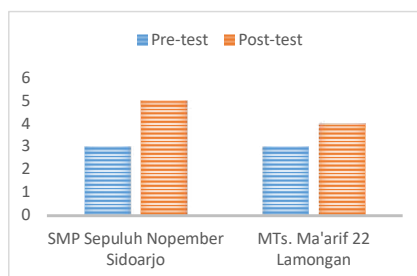


Figure 2 Graph of Average Scientific Literacy Level of Students in Two Schools

Table 2 and Figure 2 show that the gadget-based interactive multimedia developed can develop students' scientific literacy skills which are characterized by an increase in the level of scientific literacy between before and after learning activities. Early scientific literacy skills of students from both schools were at the same level, namely level 3. After teaching using gadget-based interactive multimedia, both of them experienced an increase, which became level 5 for 10 November Senior High School of Sidoarjo and level 4 for Ma'arif 22 Islamic Senior High School of Lamongan.

Based on the data from the students' scientific literacy tests which included mastery of the domain of knowledge, context, and competencies of the 2 pilot schools presented in the tables and figures above, paired t tests were conducted to determine the significance of the pre-test and post-test activities. The results of the t-test paired with significance at the 95% real level, obtained that $t_{count} = 11.2456 > t_{table} = 2.068658$. This means that the post-test score is significantly greater than the score before learning using gadget-based interactive multimedia developed.

In addition, to conducting paired t-tests, independent t-tests were also conducted to compare N-gain between pilot schools. The results of the independent t-test significance at the 95% real level, obtained that $t_{count} = 1.73731$ is less than $t_{table} = 2.00575$. This means that there is no significant difference in N-Gain between 10 November Senior High School of Sidoarjo and Ma'arif 22 Islamic Senior High School of Lamongan.

The impact of the use of interactive multimedia in learning activities was that students could explore new concepts that were closer to their daily experiences and were able to explain science concepts well (Turiman, 2012). The convenience is seen from the change from

the way of abstract thinking to the concrete way of thinking. So, it can indirectly increase students' interest in learning science process skills and the learning process becomes more effective.

The learning material prepared in accordance with the multimedia model supported by 7E positively influenced academic achievement and the information learned was more impressive (Sarac and Tarhan, 2017). On the other hand, the results of the study show that using the Socio-Scientific Issues approach can improve students' ability to improve their decisions on environmental problems and the results show four patterns of student decisions (Zo'bi, 2014). Learning in the 21st century should be linked to community life so students learn something like in real life. Integrating science subject on technology, such as using gadget, helps students to gain their skills both in science and technology (Asrizal et al., 2018). Thus, students can be prepared for future life.

Gen-Z's Response to SSI-Gadget

Gen-Z's response is the student's opinion on the quality of gadget-based interactive multimedia, which is viewed from the aspects of appearance, content, material, images / animation / video, operations, links, audio (narration), scientific literacy tests, and menu instructions contained within gadget-based interactive multimedia. The overall student response can be seen in Table 3.

Based on Table 3 it can be seen that the percentage of students' average responses to the quality of gadget-based interactive multimedia from the two schools of testing was $> 80\%$, which means that students give positives respond to learning activities using the developed gadget-based interactive multimedia.

Table 3 Student Response to gadget-based interactive multimedia quality

No.	School Name	Percentage (%)			
		1 st meeting	2 nd meeting	Exercises	Response
1	Sepuluh Nopember Senior High School of Sidoarjo	88	88	79	87
2	Ma'arif 22 Islamic Senior High School of Lamongan	95	95	88	95

In addition to the questionnaire, the researcher also gave an open questionnaire to students to ask students' impressions of learning activities using the developed gadget-based interactive multimedia. The learning activities that have taken place were very interesting and exciting. They also said that teacher's explanation during the learning activity was clear and easy to understand. It was also not boring. This gadget-based interactive multimedia helps students to understand the concept of substance pressure and its application in daily life. This application also helps students to solve the problem while sharpening their scientific literacy. Furthermore, it helps students to do self-study and apply concept that they learn into their daily life.

'Check Level' feature also got positive respond. Students can measure their scientific literacy level easily and get the result just after they finish their test. This feature support learning assessment, especially assess students' scientific literacy which is the goal of learning process. This is relevant to some studies that said that mobile device, in this study gadget-based device, can support a wide range of assessment practices, such as self-assessment (Chen, 2010; Lai & Hwang, 2015), high-stakes summative assessment (Arthur et al., 2014), formative assessment (Hwang & Chang, 2011), performance assessment, or game-based assessments (Wang, 2015). Most of the result reported that positive student attitudes and perceptions about mobile-based assessment (Nikou and Economides, 2018).

Student can easily learn whenever and wherever they want without teacher's guidance. Length of time is one of important factor that influence students' achievement. This factor probably increases students' motivation because students can access the material that they need to study during their 'dead time', such as when they wait for something or during their break time (Ushioda, 2013). It illustrates that interactive multimedia helps students to learn more. This is in accordance with benefit of learning media

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using gadget which is can be used anytime (Lesmono et al., 2018).

However, students can't be satisfied by only gadget-based interactive multimedia. They said they need more feature that can give more music, video, and interactive activity, such as discussion room or chatting room. They want to interact with other students. These suggestions showed that gadget-based interactive multimedia expected multitasking activity while they operate gadget. In addition, students also want to play games while learning. Games not only makes learning more fun, but also can achieve learning goals as long as the game leads students to learn and to think more (Wardani et al., 2017).

It is also suggested that some feature to help students learn more about science vocabulary related to the topic is needed. This feature can be provided by word lists and/or cards methods to increase word repetitions. Furthermore, word lists or cards methods can be applied into game activities (Wu, 2015).

CONCLUSION

Based on the results of data analysis, it can be concluded that SSI gadget-based interactive multimedia is able to improve Gen-Z's scientific literacy. However, Gen-Z is not easily serviced / not easily satisfied using the developed gadget-based interactive multimedia. This can be seen from the suggestions and comments given which indicate that they want a multitasking media, excellent graphic quality and illustrations, and so on. That is because Gen-Z grow up in the online world and spend thousands of hours in cyberspace by playing online games, sending messages and socializing using social media, using blogs, and so on with high-quality content. Future research can be done by utilizing SSI to improve literacy by using programs that are more interactive and multitasking so that the interactive multimedia developed can meet expectations of Gen-Z.

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2. For books, please refer to the original/primary book reference no matter the date.

3. All of the listed references must be cited in the body of the article, and vice versa.

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Paper title: The Effectiveness of Socio-Scientific Issues in Gadget to Increase Generation Z's Scientific Literacy

Parts of review	Guidelines	Yes	Partly	No	Reviewer's note for improvement	Author's responds (highlight of revision)
Title	• Does the subject matter fit within the scope of journal?	√				
	• Does the title clearly and sufficiently reflect its contents?	√				
Abstract	• Does the abstract contain informative, including Background, Methods, Results and Conclusion?	√				
Back-ground	• Is the background informative and sufficient (include the background problem and objectives)?		√		The research question should be stated	
	• Is research question of the study clear and understandable?		√			
	• Does the rationale of the study clearly explained using relevant literature?	√				
Methods	• Is the "aim" of the manuscript clear and understandable?		√			
	• Is the methodology chosen suitable to the nature of the topic studied?	√				
	• Is the methodology of the research described clearly?(including study design, location, subjects, data collection, data analysis)	√				
	• Is there adequate information about the data collection tools used? (only for empirical studies)		√			
	• Are the validity and reliability of data collection tools established? (only for empirical studies)		√			
	• Are the data collection tools suitable for the methodology of the study? (only for empirical studies)	√				
Results & Discussion	• Are the tables, graphs and pictures understandable, well presented and numbered consecutively?	√				
	• Do the data analysis and the interpretation appropriate to the problem and answer the objectives?		√			
	• Does the "discussion" section of the manuscript adequately relate to the current and relevant literature?	√				
	• Are the findings discussed adequately considering the research question(s), sub-question(s) or hypothesis?		√			
Conclusion	• Is the conclusion clear and in the form of a narration instead of pointers?		√			
	• Isn't the conclusion a summary and consistent between problems, objectives and conclusion?		√			
References	• Do the references and citations match?		√			
	• Are the writing of references correct?		√		Please see JPII	

					template	
Quality Criteria	• Do the title, problem, objectives, methods and conclusion are in line? Is it well organized?		√			
	• The quality of the language is satisfactory		√		It needs proofreading	
	• The work relevant and novel		√			
	• Are there strong consistencies among the parts of the manuscript? (introduction, methods, results and discussion, and conclusion)		√			



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The Effectiveness of Socio-Scientific Issues in Gadget to Increase Generation Z's Scientific Literacy

The effectiveness of device based interactive multimedia improve students' scientific literacy

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Abstract Scientific literacy is very important to generation Z (Gen-Z), while the Gen-Z's scientific literacy in Indonesia needs to be improved. The use of gadgets by Gen-Z almost all the time in their daily lives enables research to improve scientific literacy by using gadgets. This study aims to determine the effectiveness of device-based interactive multimedia to improve Gen-Z scientific literacy and describe the Gen-Z response to interactive multimedia. This research is a pre-experiment study with one group pretest and posttest design. Interactive multimedia was designed to be applied on a gadget, consists of Socio Scientific Issues which is relevant to Pressure concepts. This research involved two junior high schools in East Java, Indonesia. Scientific literacy test instrument was designed based on scientific literacy aspects of PISA 2015. The inferential test results showed that posttest score is significantly greater than the pretest in the two schools. Results show that the mean score of students' scientific literacy at School I increased from 39.6 to 74.0 and N-gain score is 0.57 which is in medium category. In addition, the average scientific literacy score of students in School II also increased from 31.5 to 59.9 and N-gain score is 0.41 which is in the medium category. The inferential test results also showed that there were no significant N-gain differences in the two schools. It can be concluded that interactive multimedia developed can improve students' scientific literacy. However, Gen-Z students cannot be satisfied with the multimedia. Students suggest several multimedia enhancements in terms of visual, audio, and music, so that they can enjoy the multimedia all the time by using the device.

Keywords: scientific literacy, Generation Z, gadget-based interactive multimedia, socio-scientific issues

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INTRODUCTION

The 21st century is a time in which humans live in a world that seems borderless. The flow of globalization, internationalization, and the development of information and communication technology happens so rapidly (PIPP, 2006). There are four domains needed to be able to live in the 21st century, namely digital literacy, inventive thinking, effective communication, and high productivity (NCREL and Meitri Group, 2003).

Scientific literacy is included in digital literacy domain (NCREL and Meitri Group, 2003). Knowledge and understanding of the concepts and processes of science are needed by everyone in order to make decisions, participate in social life and cultural diversity, and increase economic productivity. Scientific literacy is very important in modern society life which encountered issues related to science and technology (Pacific Policy Research Center, 2010). Thus, this literacy is needed for students nowadays.

Science education in Indonesia is in progressing. Since 2006 to 2018, scientific literacy score of Indonesian students was fluctuated from time to time (OECD, 2019) even though it is still at Level 1a category or below average level. This shows that scientific literacy of Indonesia students need to be improved with some efforts during learning process in school. Furthermore, this improvement can be achieved by applying creative ways that attract students' interest, so students become interested in reading, thinking, conducting investigations, and making decisions related to the issues given, for example giving an issues related to culture and daily life (Dewi et al., 2019. Ratini, et al, 2018, Alim et al., 2019).

Meanwhile, junior high school students, known as generation Z (Gen-Z), have a tendency cannot be separated from their gadget. An amount of 171.17 million active users utilize gadget to search for apps, games, and other digital content. More of that, almost every student of Primary to Senior High School Student already have gadget and operates it for daily activities. The result of survey conducted by Indonesia Internet Service Provider Association (2018) showed that 91% of people aged 15-19 year old use internet. In addition, the average time they spent to use internet daily via any device is 8 hours 36 minutes (APJII, 2018).

Those data suggested that junior high school students in Indonesia are addicted to gadget. Unfortunately, this addiction brings negative impact for students. They will be busy with their gadget, so they will not repeat their lessons or do their assignment. However, their addiction to gadget can give students some advantages if they also use gadget to do something more productive, such as for learning some skills, for expand the material they have learned at school, etc.

Based on preliminary research conducted in two junior high schools in East Java by interviewing teachers, it showed that they utilize the internet sometimes to access or look for some information related to learning. Teachers give

students assignment or homework and students try to finish their assignment or homework with the help of the internet. Teachers never use a certain application or software as a media of learning. However, they are interested on using application or software to accomplish learning objectives.

These conditions can be utilized and provide a large space for teachers to use gadget as a tool to support science learning. Utilization of devices appropriately tends to generate student learning (Clayton and Murphy, 2016). Gadget becomes a tool that makes students productive as long as directed by proper usage rules (Anshari et al., 2017). This is in accordance with 21st century information, media, and technology skills. This skills demand students to be able to access, understand, and analyze media and media messages to find information and using technology (Pacific Policy Research Center, 2010).

Interactive multimedia is one of media that can runs using gadget in the form of digital application. Digital applications contribute significantly to the implementation of didactic principles and achievement of educational goals (Shi, 2013). Learning and teaching process supported by multimedia attracts students and the creation of correct conceptions (Chen, 2012). Multimedia and virtual reality makes the world more visible in ways that others have never known before (Bilek, 2010; Aberšek, 2013). Students prefer to learn something that facilitated by animation than facilitated by other representation (Naqvi et al., 2013). Theoretically, animation is more effective to portray movement or dynamic process. Thus, animator becomes attractive option for educators. Research of Taufik, et al. (2016), Ismail, et al. (2016), and Moore et al. (2014) confirm these statements.

Some research were done in developing science learning media to enhance students' achievement, most of these studies showed positive outcome (Chee et al., 2017; Wu et al., 2017). However, research about gadget based interactive multimedia on pressure concepts, especially to increase students' scientific literacy, is still rare. Furthermore, there is limited information about students' feedback on a learning media, especially their desire from those media. Based on this reason, the author has designed gadget-based interactive multimedia as a tool to enhance Gen-Z scientific literacy.

Thus, it is necessary to conduct a research about the effectiveness of device-based interactive multimedia to improve students' scientific literacy and describe their response about interactive multimedia as generation Z. The features of multimedia contain of Socio-Scientific Issues (SSI) relating to material pressure and its application in daily life, the relevant concepts to issues that are used as the topic, experiments to strengthen students' knowledge regarding concepts, the test used to measure students' scientific literacy, and it is equipped with a page link that can be used to determine the level of students' scientific literacy.

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SSI become a basic of the problem that must be solved by students because using SSI can improve student understanding, argumentation skills, empathy, and reasoning effectively about science in various life contexts (Wulandari et al., 2017), decision making (Siribunnam et al, 2014), and proposed argument (Bilican, 2018). However, there is no research on SSI in fluid pressure concepts for scientific literacy.

Based on the description, the problems were: (1) How was the effectiveness of SSI-based interactive multimedia in gadgets to increase scientific literacy of Gen-Z students? (2) What was the response of Gen-Z students to the multimedia?

This research aims to determine the effectiveness of device based interactive multimedia to improve students' scientific literacy and to describe students' response about multimedia. By utilizing gadget to use interactive multimedia and involving socio-scientific issues during learning process, it is expected to improve students' scientific literacy and to get students' response about the multimedia.

METHODS

This research is a pre-experimental study as a continuation of the designing phase and development of interactive multimedia in gadgets based on SSI, called IM-SSI-Gadget (Widodo et al., 2018). The research design used was one group pretest and posttest design (Fraenkel et al., 2011) to determine the effectiveness of the IM-SSI-Gadget in increasing students' scientific literacy. The pre-experimental activity was replicated in 2 schools in East Java Indonesia, involving 30 students in School I and 25 students in School II.

The IM-SSI-Gadget developed contains SSI that is relevant to the concepts of pressure. Thus, students can find out the applications and benefits of the concept of pressure they learn to respond to problems around them. These issues contain problems that require investigation and require students to be able to make decisions based on their knowledge.

The programs used in making apk consist of i-Spring, is software that can convert .PPT files into .swf. The Software Development Kit (Air_SDK) is used to build Android applications, such as editing HTML and source code. Andaired, is software that can convert flash games into .apk. The IM-SSI-Gadget that has been developed has been declared feasible by 3 science education experts in terms of content, construction, and language (Widodo, et al., 2018).

The scientific literacy test instrument was developed from the aspects of PISA 2015 scientific literacy. The scientific literacy test used consisted of 15 multiple choice questions consisting of six questions with low cognitive demand (Lo), 4 questions with moderate cognitive demand (M), and 5 questions with High cognitive demand (Hi).

The instrument was declared valid on content and construction by 3 experts and reliable with Cronbach's Alpha reliability of 0.555 in the significant category. The data were analyzed descriptively using cognitive demand level

categories (Inzanah et al., 2014), including normalized gain (N-gain) and the category (Hake, 1998), as well as pretest-posttest mean difference and the N-gain mean difference between the two schools inferentially using SPSS 19.0.

RESULTS AND DISCUSSION

Sosio-Scientific Issues in Gadget Application

Android platform gadget is needed to operate the interactive multimedia which is developed. Figure 1 shows the appearance of interactive multimedia. The gadget based interactive multimedia is packaged in the form of an application file (.apk) that can be installed into an Android-platform gadget. The features contained in the interactive multimedia include: the initial display (contains the Home, Experiments, Exercises, and About menu), Home (contains the aims, concept map, and material menu), and check the level of scientific literacy pages. In addition, it also comes with a Home, Returns, and Checks Your Level of Scientific Literacy icon.

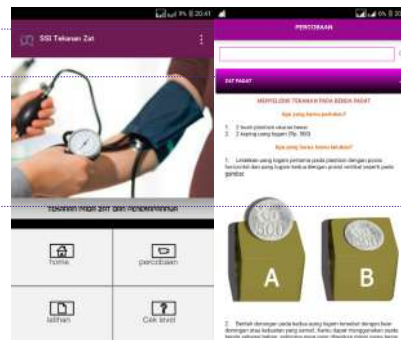


Figure 1 The appearance of interactive multimedia

The gadget based interactive multimedia is packaged in text, image, and audio-visual-motion formats, contains SSI issues related to pressure concepts and its application in everyday life. These issues raise the problem used to learn the pressure concepts and its application in everyday life. Thus, students can find out the applications and benefits of the concept of pressure they learned to respond to issues around them, for example prohibiting the use of high heels when visiting a number of ancient monuments in Greece related to solid pressure material, the death of foreign tourists in Komodo Island is related to hydrostatic pressure concept, and the Indonesian submarine is surrounded by a NATO joint fleet in the Mediterranean Sea related to Archimedes' Law.

The gadget based interactive multimedia facilitates training and scientific literacy test. The scientific literacy test contains issues and allow students to use their knowledge to solve problems or make decisions related to the issues. The test consists of 15 multiple-choice items compiled and combined using new features in the PISA 2015 framework that incorporate the previous PISA

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frameworks, namely by using cognitive demand levels in scientific literacy assessment. Figure 1 shows the appearance of the interactive multimedia.

Gen-z's Scientific Literacy

The percentage of students' scientific literacy (Gen-Z's scientific literacy) for each cognitive demand is presented in Table 1.

Table 1. Percentage of Students' Scientific Literacy for Each Cognitive Demand

School Name	Percentage (%)								
	L1	L2	N-Gain	M1	M2	N-Gain	H1	H2	N-Gain
School I	55.3	88.0	0.73	23.3	86.7	0.83	21.7	37.5	0.20
School II	44.0	65.6	0.50	23.3	54.0	0.40	28.0	60.0	0.44

The results of the scientific literacy test are represented in the form of scoring and leveling. The analysis carried out included pre-test and post-test data analysis which then calculated N-gain scores to determine the increase in scores between before and after learning activities. Data processed from the pre-test and post-test aims to determine the scientific literacy skills of students before and after learning activities.

Table 1 provide information regarding the percentage of students' scientific literacy from 2 pilot schools in solving questions in each cognitive scientific literacy requested, which includes low cognitive demand, namely L1 (pre-test) and L2 (post-test), moderate cognitive demand, namely M1 (pre-test) and M2 (post-test), and high cognitive demand, namely H1 (pre-test)

and H2 (post-test). Based on the table, it is known that the scientific literacy of students from 2 pilot schools has increased during learning process in medium category.

Students' scientific literacy of low and medium cognitive demand at School I increased and its N-Gain is 0.73 and 0.83 respectively, at high category. Scientific literacy on high cognitive demand also increased and its N-gain is approximately 0.20 at low category. Meanwhile, N-gain score of students' scientific literacy of low, medium, and high cognitive demand were increase by 0.50, 0.40, and 0.44 at School II, at medium category.

The data on the results of overall students' scientific literacy tests from the two schools can be seen in the following tables.

Table 2. Results of the Scientific Literacy Test of Students

No.	School Name	Score		N-gain Score	Criteria
		Pre-test	Post-test		
1	School I	39.6	74.0	0.57	Medium
2	School II	31.5	59.9	0.41	Medium

Table 2 provides information regarding overall scientific literacy scores that were obtained before and after participating in learning activities using the developed SSI Gadget. The average score of scientific literacy of students in School I is from 39.6 to 74.0 with N-gain of 0.57 in the medium category. While the average score of scientific literacy of students in School II is from 31.5 to 59.9 with N-gain of 0.41 in the medium category.

The results of the analysis show that the higher the cognitive demand, the smaller the N-gain. In other words, it is more difficult to improve students' high-level cognitive skills. These results are consistent with Crompton et al. study (2019) which found that from the subjects integrating mobile devices, literacy studies had the highest percentage of students working in low cognitive levels (45%).

In addition, difference test of pretest and posttest scientific literacy skills were performed with the Wilcoxon Signed Ranks Test. The nonparametric inferential test was chosen because the data did not meet the normality and

homogeneity assumption test. Based on the results of the difference tests with , it was found that for School I: the value of $Z = -4.787$, $p = 0.000$ which indicates the posttest scores was significantly higher than the pretest. Meanwhile, for School II, the value of $Z = -4.383$, $p = 0.000$ which showed the posttest scores is significantly greater than the pretest. Thus, it appears that the post-test scores of students from the two pilot schools are significantly greater than the pretest. To study the consistency of treatment results at two schools, and N-gain difference test was conducted between two schools with the Mann-Whitney U Test. The result was the value of $Z = -0.657$ ($p = 0.511$) which shows no significant difference in the two schools.

The results of the analysis show the achievement of N-gain of the students of the two schools is not significantly different. This shows that the gadget-based interactive multimedia developed resulted in an increase in scientific literacy that was relatively consistent in both schools. These results indicate the power of

interactive multimedia to improve scientific literacy, in addition to positive responses from students, helped students to make connections between content and context (Mylott et al., 2016), critical thinking disposition (Gunawan et al., 2019), and meaningful understanding and retention of the conceptual structure of the domain, the concepts, and their relations (Marée et al., 2013).

The impact of the use of interactive multimedia in learning activities was that students could explore new concepts that were closer to their daily experiences and were able to explain science concepts well (Turiman, 2012). The convenience is seen from the change from the way of abstract thinking to the concrete way of thinking. So, it can indirectly increase students' interest in learning science process skills and the learning process becomes more effective.

The learning material prepared in accordance with the multimedia model supported by 7E positively influenced academic achievement and the information learned was more impressive (Sarac and Tarhan, 2017). On the other hand, the results of the study show that using the Socio-Scientific Issues approach can improve students' ability to improve their decisions on environmental problems and the results show four

patterns of student decisions (Zo'bi, 2014). Learning in the 21st century should be linked to community life so students learn something like in real life. Integrating science subject on technology, such as using gadget, helps students to gain their skills both in science and technology (Asrizal et al., 2018). Thus, students can be prepared for future life.

Gen-Z's Response to SSI-Gadget

Gen-Z's response is the student's opinion on the quality of gadget-based interactive multimedia, which is viewed from the aspects of appearance, content, material, images / animation / video, operations, links, audio (narration), scientific literacy tests, and menu instructions contained within gadget-based interactive multimedia. The overall student response can be seen in Table 3.

Based on Table 3 it can be seen that the percentage of students' average responses to the quality of gadget-based interactive multimedia from the two schools of testing was > 80%, which means that students give positives respond to learning activities using the developed gadget-based interactive multimedia.

Table 3 Student Response to gadget-based interactivemultimedia quality

No.	School Name	Percentage (%)			
		1 st meeting	2 nd meeting	Exercises	Response
1	School I	88	88	79	87
2	School II	95	95	88	95

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In addition to the questionnaire, the researcher also gave an open questionnaire to students to ask students' impressions of learning activities using the developed gadget-based interactivemultimedia. The learning activities that have taken place were very interesting and exciting (*"...The learning activity is different than usual because involving mobile phone or gadget as a media, so it became more interesting and is not monotonous"*). They also said that teacher's explanation during the learning activity was clear and easy to understand. It was also not boring.

This gadget-based interactive multimedia helps students to understand the concept of substance pressure and its application in daily life. This application also helps students to solve the problem while sharpening their scientific literacy by providing students with some videos (*"... the gadget based interactive multimedia is really good for learning because some videos help us to understand more about the concept..."*). Furthermore, it helps students to do self-study and apply concept that they learn into their daily life.

'Check Level' feature also got positive respond. Students can measure their scientific literacy level easily and get the result just after they finish their test (*"... the result of posttest in application makes me know the test result."*). This

feature support learning assessment, especially assess students' scientific literacy which is the goal of learning process. This is relevant to some studies that said that mobile device, in this study gadget-based device, can support a wide range of assessment practices, such as self-assessment (Chen, 2010; Lai & Hwang, 2015), high-stakes summative assessment (Arthur et al., 2014), formative assessment (Hwang & Chang, 2011), performance assessment, or game-based assessments (Wang, 2015). Most of the result reported that positive student attitudes and perceptions about mobile-based assessment (Nikou and Economides, 2018).

Student can easily learn whenever and wherever they want without teacher's guidance. Length of time is one of important factor that influence students' achievement. This factor probably increases students' motivation because students can access the material that they need to study during their 'dead time', such as when they wait for something or during their break time (Ushioda, 2013). It illustrates that interactive multimedia helps students to learn more. This is in accordance with benefit of learning media using gadget which is can be used anytime (Lesmono et al., 2018).

However, students can't be satisfied by only gadget-based interactivemultimedia. They said they need more feature that can give more music, video, and interactive activity, such as discussion room or chatting room. They want to interact with other students. These suggestions showed that gadget-based interactivemultimedia expected multitasking activity while they operate gadget. In addition, students also want to play games while learning. Games not only makes learning more fun, but also can achieve learning goals as long as the game leads students to learn and to think more (Wardani et al., 2017).

It is also suggested that some feature to help students learn more about science vocabulary related to the topic is needed. This feature can be provided by word lists and/or cards methods to increase word repetitions. Furthermore, word lists or cards methods can be applied into game activities (Wu, 2015).

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CONCLUSION

Based on the results of data analysis, it can be concluded that SSIgadget-based interactivemultimedia is able to improve Gen-Z'sscientific literacy. However, Gen-Z is not easily serviced / not easily satisfied using the developed gadget-based interactivemultimedia. This can be seen from the suggestions and comments given which indicate that they want a multitasking media, excellent graphic quality and illustrations, and so on. That is because Gen-Z grow up in the online world and spend thousands of hours in cyberspace by playing online games, sending messages and socializing using social media, using blogs, and so on with high-quality content.Future research can be done by utilizing SSI to improve literacy by using programs that are more interactive and multitasking so that the interactive multimedia developed can meet expectations of Gen-Z.

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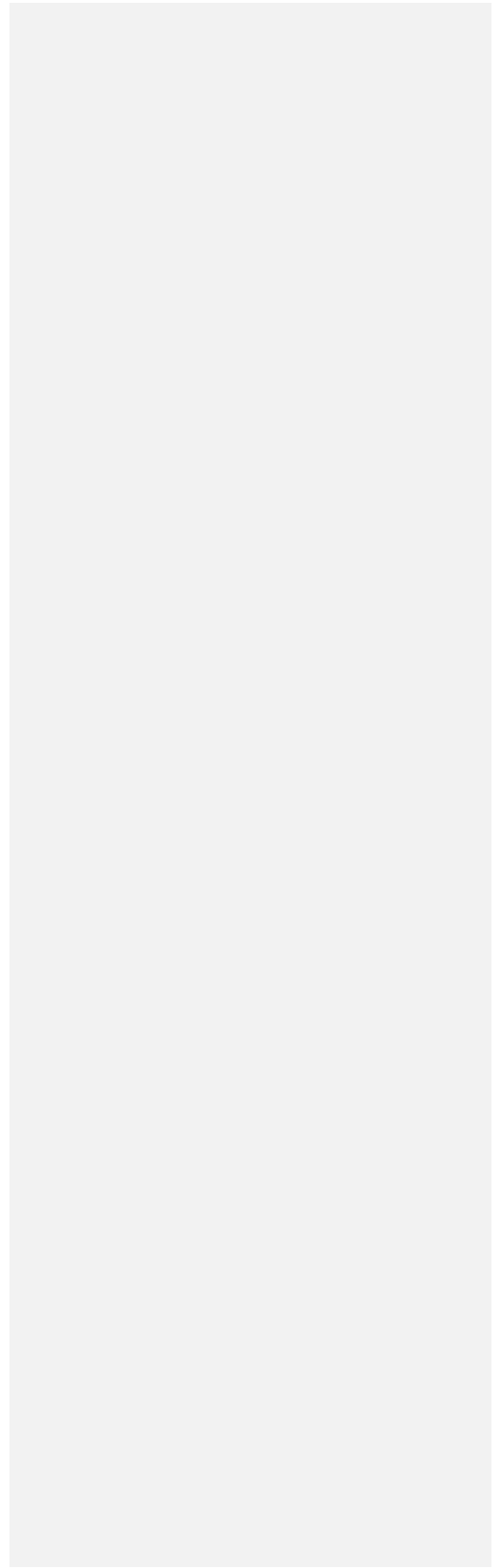
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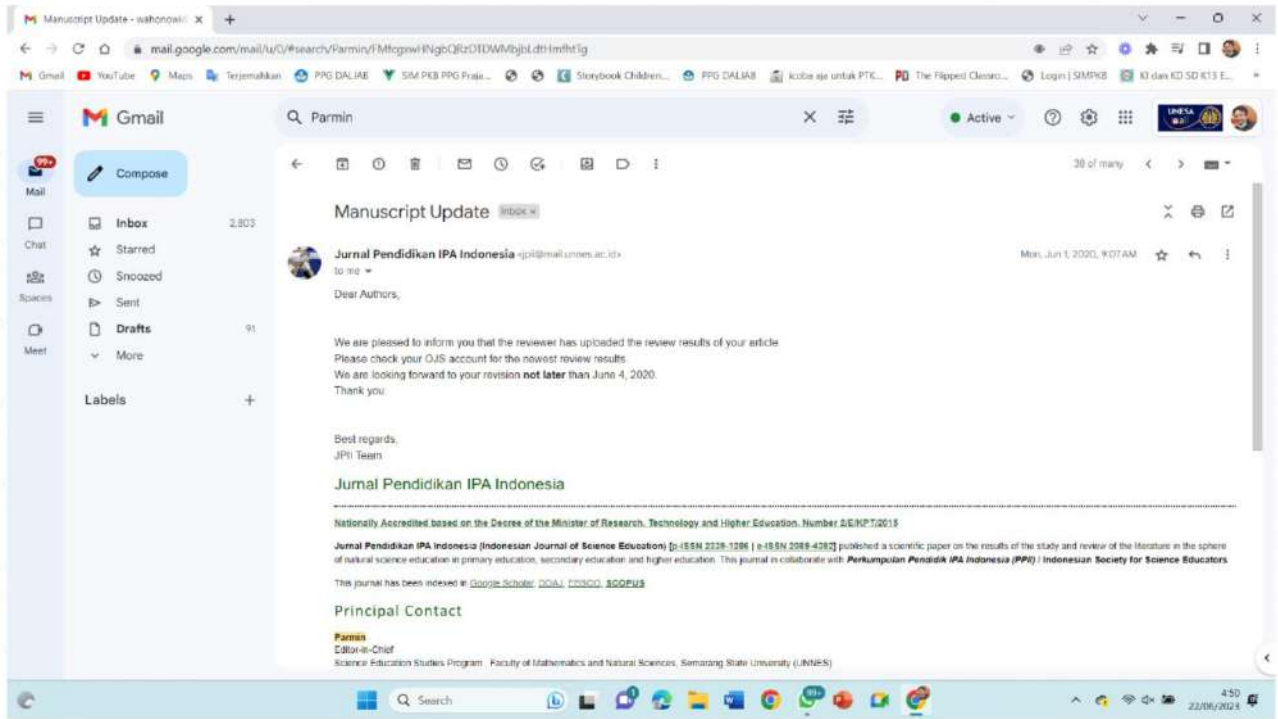
Paper title: The Effectiveness of Socio-Scientific Issues in Gadget to Increase Generation Z's Scientific Literacy

Parts of review	Guidelines	Yes	Partly	No	Reviewer's note for improvement	Author's responds (highlight of revision)
Title	• Does the subject matter fit within the scope of journal?	√				
	• Does the title clearly and sufficiently reflect its contents?	√				
Abstract	• Does the abstract contain informative, including Background, Methods, Results and Conclusion?	√				
Back-ground	• Is the background informative and sufficient (include the background problem and objectives)?		√		The research question not yet stated	Has been Added as suggested
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Methods	• Does the rationale of the study clearly explained using relevant literature?	√				
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	• Is the methodology chosen suitable to the nature of the topic studied?	√				
Results & Discussion	• Is the methodology of the research described clearly?(including study design, location, subjects, data collection, data analysis)	√				
	• Is there adequate information about the data collection tools used? (only for empirical studies)	√				
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Results & Discussion	• Are the data collection tools suitable for the methodology of the study? (only for empirical studies)	√				
	• Are the tables, graphs and pictures understandable, well presented and numbered consecutively?	√				
Results & Discussion	• Do the data analysis and the interpretation appropriate to the problem and answer the objectives?		√		The inferential calculation is not available in the article. N gain is not inferential. Experiment should utilize inferential data (such as t test, ANOVA, etc. However comparing post test with pretest by using t test is not allowed, therefore researcher can use t single mean by comparing with the standard)	You can see in "Methods", page 250 (end) and 251 (begining): In addition, difference test of pretest and posttest scientific literacy skills were performed with the Wilcoxon Signed Ranks Test. The nonparametric inferential test was chosen because the data did not meet the

						<p>normality and homogeneity assumption test. Based on the results of the difference tests, it was found that for School I: the value of $Z = -4.787$, $p = 0.000$ which indicates the posttest scores was significantly higher than the pretest. Meanwhile, for School II, the value of $Z = -4.383$, $p = 0,000$ which showed the posttest scores is significantly greater than the pretest. Thus, it appears that the post-test scores of students from the two pilot schools are significantly greater than the pretest. To study the consistency of treatment results at two schools, and N-gain difference test was conducted between two schools with the Mann-Whitney U Test. The result was the value of $Z = -0,657$ ($p = 0.511$) which shows no significant difference in the two schools.</p>
	<ul style="list-style-type: none"> Does the "discussion" section of the manuscript adequately relate to the current and relevant literature? 	√				
	<ul style="list-style-type: none"> Are the findings discussed adequately considering the research question(s), sub-question(s) or hypothesis? 		√		Put the result of inferential calculation	See my comment above
Conclusion	<ul style="list-style-type: none"> Is the conclusion clear and in the form of a narration instead of pointers? 		√		Put the result of inferential calculation	See my comment above
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References	<ul style="list-style-type: none"> Do the references and citations match? 	√				
	<ul style="list-style-type: none"> Are the writing of references correct? 	√				
Quality Criteria	<ul style="list-style-type: none"> Do the title, problem, objectives, methods and conclusion are in line? Is it well organized? 	√				
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Berikut bukti Reviu dari reviewer putaran kedua



Catatan: nomor DOI dan tahun 2016 dalam manuskrip tersebut merupakan nomor DOI dan tahun dari template artikel JPII, bukan DOI dan tahun artikel ini.



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The Effectiveness of Socio-Scientific Issues in Gadget to Increase Generation Z's Scientific Literacy

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Abstract Scientific literacy is very important to generation Z (Gen-Z), while the Gen-z's scientific literacy in Indonesia needs to be improved. The use of gadgets by Gen-Z almost all the time in their daily lives enables research to improve scientific literacy by using gadgets. This study aims to determine the effectiveness of device-based interactive multimedia to improve Gen-Z scientific literacy and describe the Gen-Z response to interactive multimedia. This research is a pre-experiment study with one group pretest and posttest design. Interactive multimedia was designed to be applied on gadget, consists of Socio Scientific Issues which is relevant to Pressure concepts. This research involved two junior high schools in East Java, Indonesia. Scientific literacy test instrument was designed based on scientific literacy aspects of PISA 2015. The inferential test results showed that posttest score is significantly greater than the pretest in the two schools. Results show that the mean score of students' scientific literacy at School I increased from 39.6 to 74.0 and N-gain score is 0.57 which is in medium category. In addition, the average scientific literacy score of students in School II also increased from 31.5 to 59.9 and N-gain score is 0.41 which is in the medium category. The inferential test results also showed that there were no significant N-gain differences in the two schools. It can be concluded that interactive multimedia developed can improve students' scientific literacy. However, Gen-Z students cannot be satisfied with the multimedia. Students suggest several multimedia enhancements in terms of visual, audio, and music, so that they can enjoy the multimedia all the time by using the device.

Keywords: scientific literacy, Generation Z, gadget-based interactive multimedia, socio-scientific issues

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INTRODUCTION

The 21st century is a time in which humans live in a world that seems borderless. The flow of globalization, internationalization, and the development of information and communication technology happens so rapidly (PIPP, 2006). There are four domains needed to be able to live in the 21st century, namely digital literacy, inventive thinking, effective communication, and high productivity (NCREL and Meitri Group, 2003).

Scientific literacy is included in digital literacy domain (NCREL and Meitri Group, 2003). Knowledge and understanding of the concepts and processes of science are needed by everyone in order to make decisions, participate in social life and cultural diversity, and increase economic productivity. Scientific literacy is very important in modern society life which encountered issues related to science and technology (Pacific Policy Research Center, 2010). Thus, this literacy is needed for students nowadays.

Science education in Indonesia is in progressing. Since 2006 to 2018, scientific literacy score of Indonesian students was fluctuated from time to time (OECD, 2019) even though it is still at Level 1a category or below average level. This shows that scientific literacy of Indonesia students need to be improved with some efforts during learning process in school. Furthermore, this improvement can be achieved by applying creative ways that attract students' interest, so students become interested in reading, thinking, conducting investigations, and making decisions related to the issues given, for example giving an issues related to culture and daily life (Dewi et al., 2019. Ratini, et al, 2018, Alim et al., 2019).

Meanwhile, junior high school students, known as generation Z (Gen-Z), have a tendency cannot be separated from their gadget. An amount of 171.17 million active users utilize gadget to search for apps, games, and other digital content. More of that, almost every student of Primary to Senior High School Student already have gadget and operates it for daily activities. The result of survey conducted by Indonesia Internet Service Provider Association (2018) showed that 91% of people aged 15-19 year old use internet. In addition, the average time they spent to use internet daily via any device is 8 hours 36 minutes (APJII, 2018).

Those data suggested that junior high school students in Indonesia are addicted to gadget. Unfortunately, this addiction brings negative impact for students. They will be busy with their gadget, so they will not repeat their lessons or do their assignment. However, their addiction to gadget can give students some advantages if they also use gadget to do something more productive, such as for learning some skills, for expand the material they have learned at school, etc.

Based on preliminary research conducted in two junior high schools in East Java by interviewing teachers, it showed that they utilize the internet sometimes to access or look for some information related to learning. Teachers give

students assignment or homework and students try to finish their assignment or homework with the help of the internet. Teachers never use a certain application or software as a media of learning. However, they are interested on using application or software to accomplish learning objectives.

These conditions can be utilized and provide a large space for teachers to use gadget as a tool to support science learning. Utilization of devices appropriately tends to generate student learning (Clayton and Murphy, 2016). Gadget becomes a tool that makes students productive as long as directed by proper usage rules (Anshari et al., 2017). This is in accordance with 21st century information, media, and technology skills. This skills demand students to be able to access, understand, and analyze media and media messages to find information and using technology (Pacific Policy Research Center, 2010).

Interactive multimedia is one of media that can runs using gadget in the form of digital application. Digital applications contribute significantly to the implementation of didactic principles and achievement of educational goals (Webb, 2005; Lamanauskas & Vilkonis, 2007; Shi, 2013). Learning and teaching process supported by multimedia attracts students and the creation of correct conceptions (Chen, 2012). Multimedia and virtual reality makes the world more visible in ways that others have never known before (McClintock, 2001; Bilek, 2010; Aberšek, 2013). Students prefer to learn something that facilitated by animation than facilitated by other representation (Naqvi et al., 2013). Theoretically, animation is more effective to portray movement or dynamic process. Thus, animator becomes attractive option for educators. Research of Taufik, et al. (2016), Ismail, et al. (2016), and Moore et al. (2014) confirm these statements.

Some research were done in developing science learning media to enhance students' achievement, most of these studies showed positive outcome (Chee et al., 2017; Wu et al., 2017). However, research about gadget based interactive multimedia on pressure concepts, especially to increase students' scientific literacy, is still rare. Furthermore, there is limited information about students' feedback on a learning media, especially their desire from those media. Based on this reason, the author has designed gadget-based interactive multimedia as a tool to enhance Gen-Z scientific literacy.

Thus, it is necessary to conduct a research about the effectiveness of device-based interactive multimedia to improve students' scientific literacy and describe their response about interactive multimedia as generation Z. The features of multimedia contain of Socio-Scientific Issues (SSI) relating to material pressure and its application in daily life, the relevant concepts to issues that are used as the topic, experiments to strengthen students' knowledge regarding concepts, the test used to measure students' scientific literacy, and it is equipped with a page link that can be used to

determine the level of students' scientific literacy. SSI become a basic of the problem that must be solved by students because using SSI can improve student understanding, argumentation skills, empathy, and reasoning effectively about science in various life contexts (Wulandari et al., 2017), decision making (Siribunnam et al., 2014), and proposed argument (Bilican, 2018). However, there is no research on SSI in fluid pressure concepts for scientific literacy.

This research aims to determine the effectiveness of device based interactive multimedia to improve students' scientific literacy and to describe students' response about multimedia. By utilizing gadget to use interactive multimedia and involving socio-scientific issues during learning process, it is expected to improve students' scientific literacy and to get students' response about the multimedia.

METHODS

This research is a pre-experimental study as a continuation of the designing phase and development of interactive multimedia in gadgets based on SSI, called IM-SSI-Gadget (Widodo et al., 2018). The research design used was one group pretest and posttest design (Fraenkel et al., 2011) to determine the effectiveness of the IM-SSI-Gadget in increasing students' scientific literacy. The pre-experimental activity was replicated in 2 schools in East Java Indonesia, involving 30 students in School I and 25 students in School II.

The IM-SSI-Gadget developed contains SSI that is relevant to the concepts of pressure. Thus, students can find out the applications and benefits of the concept of pressure they learn to respond to problems around them. These issues contain problems that require investigation and require students to be able to make decisions based on their knowledge.

The programs used in making apk consist of i-Spring, is software that can convert .PPT files into .swf. The Software Development Kit (Air_SDK) is used to build Android applications, such as editing HTML and source code. Andaired, is software that can convert flash games into apk. The IM-SSI-Gadget that has been developed has been declared feasible by 3 science education experts in terms of content, construction, and language (Widodo, et al., 2018).

The scientific literacy test instrument was developed from the aspects of PISA 2015 scientific literacy. The scientific literacy test used consisted of 15 multiple choice questions consisting of six questions with low cognitive demand (Lo), 4 questions with moderate cognitive demand (M), and 5 questions with High cognitive demand (Hi). The instrument was declared valid on content and construction by 3 experts and reliable with Cronbach's Alpha reliability of 0.555 in the significant category. The data were analyzed descriptively using cognitive demand level categories (Inzanah et al., 2014), including normalized gain (N-gain) and the category (Hake, 1998), as well as pretest-posttest mean difference

and the N-gain mean difference between the two schools inferentially.

RESULTS AND DISCUSSION

Sosio-Scientific Issues in Gadget Application

Android platform gadget is needed to operate the interactive multimedia which is developed. Figure 1 shows the appearance of interactive multimedia. Product specifications are as follows.

- The gadget based interactive multimedia is packaged in the form of an application file (.apk) that can be installed into an Android-platform gadget.
- The features contained in the interactive multimedia include: the initial display (contains the *Home*, *Experiments*, *Exercises*, and *About* menu), *Home* (contains the aims, concept map, and material menu), and *check the level of scientific literacy* pages. In addition, it also comes with a *Home*, *Returns*, and *Checks Your Level of Scientific Literacy* icon.
- The gadget based interactive multimedia is packaged in text, image, and audio-visual-motion formats, contains SSI issues related to pressure concepts and its application in everyday life. These issues raise the problem used to learn the pressure concepts and its application in everyday life. Thus, students can find out the applications and benefits of the concept of pressure they learned to respond to issues around them, for example prohibiting the use of high heels when visiting a number of ancient monuments in Greece related to solid pressure material, the death of foreign tourists in Komodo Island is related to hydrostatic pressure concept, and the Indonesian submarine is surrounded by a NATO joint fleet in the Mediterranean Sea related to Archimedes' Law.

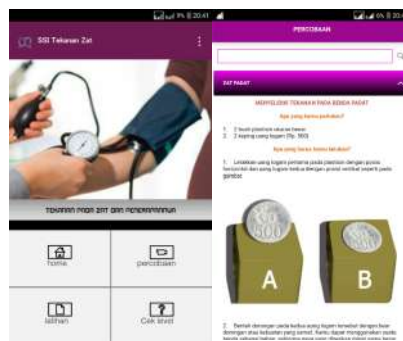


Figure 1 The appearance of interactive multimedia

- The gadget based interactive multimedia facilitates training and scientific literacy test. The scientific literacy test contains issues and allow students to use their knowledge to solve

problems or make decisions related to the issues. The test consists of 15 multiple-choice items compiled and combined using new features in the PISA 2015 framework that incorporate the previous PISA frameworks, namely by using cognitive demand levels in scientific literacy assessment.

Figure 1 shows the appearance of the interactive multimedia.

Gen-z's Scientific Literacy

The percentage of students' scientific literacy (Gen-Z's scientific literacy) for each cognitive demand is presented in Table 1.

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Table 1. Percentage of Students' Scientific Literacy for Each Cognitive Demand

School Name	Percentage (%)								
	L1	L2	N-Gain	M1	M2	N-Gain	H1	H2	N-Gain
School I	55.3	88.0	0.73	23.3	86.7	0.83	21.7	37.5	0.20
School II	44.0	65.6	0.50	23.3	54.0	0.40	28.0	60.0	0.44

The results of the scientific literacy test are represented in the form of scoring and leveling. The analysis carried out included pre-test and post-test data analysis which then calculated N-gain scores to determine the increase in scores between before and after learning activities. Data processed from the pre-test and post-test aims to determine the scientific literacy skills of students before and after learning activities.

Table 1 provide information regarding the percentage of students' scientific literacy from 2 pilot schools in solving questions in each cognitive scientific literacy requested, which includes low cognitive demand, namely L1 (pre-test) and L2 (post-test), moderate cognitive demand, namely M1 (pre-test) and M2 (post-test), and high cognitive demand, namely H1 (pre-test)

and H2 (post-test). Based on the table, it is known that the scientific literacy of students from 2 pilot schools has increased during learning process in medium category.

Students' scientific literacy of low and medium cognitive demand at School I increased and its N-Gain is 0.73 and 0.83 respectively, at high category. Scientific literacy on high cognitive demand also increased and its N-gain is approximately 0.20 at low category. Meanwhile, N-gain score of students' scientific literacy of low, medium, and high cognitive demand were increase by 0.50, 0.40, and 0.44 at School II, at medium category.

The data on the results of overall students' scientific literacy tests from the two schools can be seen in the following tables.

Table 2. Results of the Scientific Literacy Test of Students

No.	School Name	Score		N-gain Score	Criteria
		Pre-test	Post-test		
1	School I	39.6	74.0	0.57	Medium
2	School II	31.5	59.9	0.41	Medium

Table 2 provides information regarding overall scientific literacy scores that were obtained before and after participating in learning activities using the developed SSI Gadget. The average score of scientific literacy of students in School I is from 39.6 to 74.0 with N-gain of 0.57 in the medium category. While the average score of scientific literacy of students in School II is from 31.5 to 59.9 with N-gain of 0.41 in the medium category.

The results of the analysis show that the higher the cognitive demand, the smaller the N-gain. In other words, it is more difficult to improve students' high-level cognitive skills. These results are consistent with Crompton et al. study (2019) which found that from the subjects integrating mobile devices, literacy studies had the highest percentage of students working in low cognitive levels (45%).

In addition, difference test of pretest and posttest scientific literacy skills were performed

with the Wilcoxon Signed Ranks Test. The nonparametric inferential test was chosen because the data did not meet the normality and homogeneity assumption test. Based on the results of the difference tests, it was found that for School I: the value of $Z = -4.787$, $p = 0.000$ which indicates the posttest scores was significantly higher than the pretest. Meanwhile, for School II, the value of $Z = -4.383$, $p = 0.000$ which showed the posttest scores is significantly greater than the pretest. Thus, it appears that the post-test scores of students from the two pilot schools are significantly greater than the pretest. To study the consistency of treatment results at two schools, an N-gain difference test was conducted between two schools with the Mann-Whitney U Test. The result was the value of $Z = -0.657$ ($p = 0.511$) which shows no significant difference in the two schools.

The results of the analysis show the achievement of N-gain of the students of the two schools is not significantly different. This shows that the gadget-based interactive multimedia developed resulted in an increase in scientific literacy that was relatively consistent in both schools. These results indicate the power of interactive multimedia to improve scientific literacy, in addition to improving attitudes, knowledge and learning motivation (Liu Min, 2005), critical thinking disposition (Gunawan et al., 2019), and inquiry skills (Taasoobshirazi et al., 2006).

The impact of the use of interactive multimedia in learning activities was that students could explore new concepts that were closer to their daily experiences and were able to explain science concepts well (Turiman, 2012). The convenience is seen from the change from the way of abstract thinking to the concrete way of thinking. So, it can indirectly increase students' interest in learning science process skills and the learning process becomes more effective.

The learning material prepared in accordance with the multimedia model supported by 7E positively influenced academic achievement and the information learned was more impressive (Sarac and Tarhan, 2017). On the other hand, the results of the study show that using the Socio-Scientific Issues approach can improve students'

ability to improve their decisions on environmental problems and the results show four patterns of student decisions (Zo'bi, 2014). Learning in the 21st century should be linked to community life so students learn something like in real life. Integrating science subject on technology, such as using gadget, helps students to gain their skills both in science and technology (Asrizal et al., 2018). Thus, students can be prepared for future life.

Gen-Z's Response to SSI-Gadget

Gen-Z's response is the student's opinion on the quality of gadget-based interactive multimedia, which is viewed from the aspects of appearance, content, material, images / animation / video, operations, links, audio (narration), scientific literacy tests, and menu instructions contained within gadget-based interactive multimedia. The overall student response can be seen in Table 3.

Based on Table 3 it can be seen that the percentage of students' average responses to the quality of gadget-based interactive multimedia from the two schools of testing was > 80%, which means that students give positives respond to learning activities using the developed gadget-based interactive multimedia.

Table 3 Student Response to gadget-based interactive multimedia quality

No.	School Name	Percentage (%)			
		1 st meeting	2 nd meeting	Exercises	Response
1	School I	88	88	79	87
2	School II	95	95	88	95

In addition to the questionnaire, the researcher also gave an open questionnaire to students to ask students' impressions of learning activities using the developed gadget-based interactive multimedia. The learning activities that have taken place were very interesting and exciting ("*...The learning activity is different than usual because involving mobile phone or gadget as a media, so it became more interesting and is not monotonous*"). They also said that teacher's explanation during the learning activity was clear and easy to understand. It was also not boring.

This gadget-based interactive multimedia helps students to understand the concept of substance pressure and its application in daily life. This application also helps students to solve the problem while sharpening their scientific literacy by providing students with some videos ("*... the gadget based interactive multimedia is really good for learning because some videos help us to understand more about the concept...*"). Furthermore, it helps students to do self-study and apply concept that they learn into their daily life.

'Check Level' feature also got positive respond. Students can measure their scientific literacy level easily and get the result just after

they finish their test ("*... the result of posttest in application makes me know the test result.*"). This feature support learning assessment, especially assess students' scientific literacy which is the goal of learning process. This is relevant to some studies that said that mobile device, in this study gadget-based device, can support a wide range of assessment practices, such as self-assessment (Chen, 2010; Lai & Hwang, 2015), high-stakes summative assessment (Arthur et al., 2014), formative assessment (Hwang & Chang, 2011), performance assessment, or game-based assessments (Wang, 2015). Most of the result reported that positive student attitudes and perceptions about mobile-based assessment (Nikou and Economides, 2018).

Student can easily learn whenever and wherever they want without teacher's guidance. Length of time is one of important factor that influence students' achievement. This factor probably increases students' motivation because students can access the material that they need to study during their 'dead time', such as when they wait for something or during their break time (Ushioda, 2013). It illustrates that interactive multimedia helps students to learn more. This is

in accordance with benefit of learning media using gadget which is can be used anytime (Lesmono et al., 2018).

However, students can't be satisfied by only gadget-based interactive multimedia. They said they need more feature that can give more music, video, and interactive activity, such as discussion room or chatting room. They want to interact with other students. These suggestions showed that gadget-based interactive multimedia expected multitasking activity while they operate gadget. In addition, students also want to play games while learning. Games not only makes learning more fun, but also can achieve learning goals as long as the game leads students to learn and to think more (Wardani et al., 2017).

It is also suggested that some feature to help students learn more about science vocabulary related to the topic is needed. This feature can be provided by word lists and/or cards methods to increase word repetitions. Furthermore, word lists or cards methods can be applied into game activities (Wu, 2015).

CONCLUSION

Based on the results of data analysis, it can be concluded that SSI gadget-based interactive multimedia is able to improve Gen-Z's scientific literacy. However, Gen-Z is not easily serviced / not easily satisfied using the developed gadget-based interactive multimedia. This can be seen from the suggestions and comments given which indicate that they want a multitasking media, excellent graphic quality and illustrations, and so on. That is because Gen-Z grow up in the online world and spend thousands of hours in cyberspace by playing online games, sending messages and socializing using social media, using blogs, and so on with high-quality content. Future research can be done by utilizing SSI to improve literacy by using programs that are more interactive and multitasking so that the interactive multimedia developed can meet expectations of Gen-Z.

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Paper title: The Effectiveness of Socio-Scientific Issues in Gadget to Increase Generation Z's Scientific Literacy

Parts of review	Guidelines	Yes	Partly	No	Reviewer's note for improvement	Author's responds (highlight of revision)
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	• Does the title clearly and sufficiently reflect its contents?	√				
Abstract	• Does the abstract contain informative, including Background, Methods, Results and Conclusion?	√				
Back-ground	• Is the background informative and sufficient (include the background problem and objectives)?		√		The research question not yet stated	
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Methods	• Does the rationale of the study clearly explained using relevant literature?	√				
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	• Are the data collection tools suitable for the methodology of the study? (only for empirical studies)	√				
Results & Discussion	• Are the tables, graphs and pictures understandable, well presented and numbered consecutively?	√				
	• Do the data analysis and the interpretation appropriate to the problem and answer the objectives?		√		The inferential calculation is not available in the article. N gain is not inferential. Experiment should utilize inferential data (such as t test, ANOVA, etc. However comparing post test with pretest by using t test is not allowed, therefore researcher can use t single mean by comparing with the standard)	

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The Effectiveness of Gadget-Based Interactive Multimedia in Improving Generation Z's Scientific Literacy

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Abstract Scientific literacy is very important to generation Z (Gen-Z), while the Gen-z's scientific literacy in Indonesia needs to be improved. The use of gadgets by Gen-Z almost all the time in their daily lives enables research to improve scientific literacy by using gadgets. This study aims to determine the effectiveness of gadget-based interactive multimedia to improve Gen-Z scientific literacy and describe the Gen-Z response to interactive multimedia. This research is a pre-experiment study with one group pretest and posttest design. Interactive multimedia was designed to applied on gadget, consists of Socioscientific Issues which is relevant to pressure concepts. This research involved two junior high schools in East Java, Indonesia. Scientific literacy test instrument was designed based on scientific literacy aspects of PISA 2015. The inferential test results showed that posttest score is significantly greater than the pretest in the two schools. Results show that the mean score of students' scientific literacy at School I increased from 39.6 to 74.0 and N-gain score is 0.57 which is in medium category. In addition, the average scientific literacy score of students in School II also increased from 31.5 to 59.9 and N-gain score is 0.41 which is in the medium category. The inferential test results also showed that there were no significant N-gain differences in the two schools. It can be concluded that interactive multimedia developed effective to improve students' scientific literacy. However, Gen-Z students cannot be satisfied with the multimedia. Students suggest several multimedia enhancements in terms of visual, audio, and music, so that they can enjoy the multimedia all the time by using the device.

Keywords: scientific literacy, Generation Z, gadget-based interactive multimedia, socioscientific issues

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INTRODUCTION

The 21st century is a time in which humans live in a world that seems borderless. The flow of globalization, internationalization, and the development of information and communication technology happens so rapidly (PIPP, 2006). There are four domains needed to be able to live in the 21st century, namely digital literacy, inventive thinking, effective communication, and high productivity (NCREL and Meitri Group, 2003).

Scientific literacy is included in digital literacy domain (NCREL and Meitri Group, 2003). Knowledge and understanding of the concepts and processes of science are needed by everyone in order to make decisions, participate in social life and cultural diversity, and increase economic productivity. Scientific literacy is very important in modern society life which encountered issues related to science and technology (Pacific Policy Research Center, 2010). Thus, this literacy is needed for students nowadays.

Science education in Indonesia is in progressing. Since 2006 to 2018, scientific literacy score of Indonesian students was fluctuated from time to time (OECD, 2019), it is still below average level. This shows that scientific literacy of

Indonesia students need to be improved with some efforts during learning process in school. Furthermore, this improvement can be achieved by applying creative ways that attract students' interest, so students become interested in reading, thinking, conducting investigations, and making decisions related to the issues given, for example giving an issues related to culture and daily life (Dewi et al., 2019. Ratini, et al, 2018, Alim et al., 2019).

Meanwhile, junior high school students, known as generation Z (Gen-Z), have a tendency cannot be separated from their gadget. An amount of 171.17 million active users utilize gadget to search for apps, games, and other digital content. More of that, almost every student of Primary to Senior High School Student already have gadget and operates it for daily activities. The result of survey conducted by Indonesia Internet Service Provider Association (2018) showed that 91% of people aged 15-19 year old use internet. In addition, the average time they spent to use internet daily via any device is 8 hours 36 minutes (APJII, 2018).

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Those data suggested that junior high school students in Indonesia are addicted to gadget. Unfortunately, this addiction brings negative impact for students. They will be busy with their gadget, so they will not repeat their lessons or do their assignment. However, their addiction to gadget can give students some advantages if they also use gadget to do something more productive, such as for learning some skills, for expand the material they have learned at school, etc.

Based on preliminary research conducted in two junior high schools in East Java by interviewing teachers, it showed that they utilize the internet sometimes to access or look for some information related to learning. Teachers give students assignment or homework and students try to finish their assignment or homework with the help of the internet. Teachers never use a certain application or software as a media of learning. However, they are interested on using application or software to accomplish learning objectives.

These conditions can be utilized and provide a large space for teachers to use gadget as a tool to support science learning. Utilization of devices appropriately tends to generate student learning (Clayton and Murphy, 2016). Gadget becomes a tool that makes students productive as long as directed by proper usage rules (Anshari et al., 2017). This is in accordance with 21st century information, media, and technology skills. This skills demand students to be able to access, understand, and analyze media and media messages to find information and using technology (Pacific Policy Research Center, 2010).

Interactive multimedia is one of media that can runs using gadget in the form of digital application. Digital applications contribute significantly to the implementation of didactic principles and achievement of educational goals (Shi, 2013). Learning and teaching process supported by multimedia attracts students and the creation of correct conceptions (Chen, 2012). Multimedia and virtual reality makes the world more visible in ways that others have never known before (Bilek, 2010; Aberšek, 2013). Students prefer to learn something that facilitated by animation than facilitated by other representation (Naqvi et al., 2013). Theoretically, animation is more effective to portray movement or dynamic process. Thus, animator becomes attractive option for educators. Research of Taufik, et al. (2016), Ismail, et al. (2016), and Moore et al. (2014) confirm these statements.

Socioscientific Issues (SSI) learning based on issues in society related to science that students will investigate, has been studied can improve students' understanding, argumentation skills, empathy, and reasoning effectively about science in various life contexts (Wulandari et al., 2017), decision making (Siribunnam et al, 2014), proposed argument (Bilican, 2018), as well as environmental literacy (Kinslow, 2019). However, SSI learning to increase scientific literacy is still limited.

Some research were done in developing science learning media to enhance students' achievement, most of these studies showed

positive outcome (Chee et al., 2017; Wu et al., 2017). However, research about gadget based interactive multimedia on pressure concepts, especially to increase students' scientific literacy, is still limited. Even though there are many SSIs are related to the concept of pressure, for example tourists who died while diving in the Gili Meno Waters of Lombok (Fadil, 2020), tourists can't wear high heels at ancient sites in Greece (Romano, 2017), and smoke from Indonesia's forest fires to neighboring countries due to wind (Sebayang, 2019). The SSIs can be used as a context for further investigation and decision making by students.

Interactive multimedia can be used as a platform to provide information, direction for investigations, challenges for students to make decisions. By making interactive multimedia as an application program on gadgets, students can learn anywhere and anytime, something that Gen Z-likes. However, this will be answered through this research. Furthermore, there is limited information about students' feedback on a learning media, especially their desire from those media. Based on this reason, the author has designed gadget-based interactive multimedia as a tool to enhance Gen-Z scientific literacy.

Thus, it is necessary to conduct a research about the effectiveness of gadget-based interactive multimedia to improve students' scientific literacy and describe their response about interactive multimedia as generation Z. The features of multimedia contain of SSI relating to material pressure and its application in daily life, the relevant concepts to issues that are used as the topic, experiments to strengthen students' knowledge regarding concepts, the test used to measure students's scientific literacy, and it is equipped with a page link that can be used to determine the level of students' scientific literacy.

Based on the description, the problems were: (1) How was the effectiveness of gadget-based interactive multimedia to increase scientific literacy of Gen-Z students? (2) What was the response of Gen-Z students to the gadget-based interactive multimedia?

This research aims to determine the effectiveness of gadget-based interactive multimedia to improve students' scientific literacy and to describe students' response about multimedia. By utilizing gadget to use interactive multimedia and involving socio-scientific issues during learning process, it is expected to improve students' scientific literacy and to get students' response about the multimedia.

METHODS

This research is a pre-experimental study as a continuation of the designing phase and development of interactive multimedia in gadgets based on SSI, called gadget-based interactive multimedia (Widodo et al., 2018). The research design used was one group pretest and posttest design (Fraenkel et al., 2011) to determine the

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effectiveness of the gadget-based interactive multimedia in increasing students' scientific literacy. The gadget-based interactive multimedia is declared effective if there is a significant increase in scientific literacy of students after learning with the multimedia. The pre-experimental activity was replicated in 2 schools in East Java Indonesia, involving 30 students in School I and 25 students in School II.

The gadget-based interactive multimedia developed contains SSI that is relevant to the concepts of pressure. Thus, students can find out the applications and benefits of the concept of pressure they learn to respond to problems around them. These issues contain problems that require investigation and require students to be able to make decisions based on their knowledge.

The programs used in making apk consist of i-Spring, is software that can convert .PPT files into .swf. The Software Development Kit (Air SDK) is used to build Android applications, such as editing HTML and source code. Andaired, is software that can convert flash games into .apk. The IM-SSI-Gadget that has been developed has been declared feasible by 3 science education experts in terms of content, construction, and language (Widodo, et al., 2018).

Data on student literacy skills are obtained through scientific literacy tests related to pressure concepts. The scientific literacy test instrument was developed from the aspects of PISA 2015 scientific literacy. The scientific literacy test used consisted of 15 multiple choice questions consisting of six questions with low cognitive demand (Lo), 4 questions with moderate cognitive demand (M), and 5 questions with High cognitive demand (Hi).

The instrument was declared valid on content and construction by 3 experts and reliable with Cronbach's Alpha reliability of 0.555 in the significant category. The data were analyzed descriptively using cognitive demand level categories (Inzanah et al., 2014). The effectiveness of multimedia is seen from the increase in scientific literacy of students. The increase in scientific literacy of students was tested by inferential mean difference test. In addition, a normalized gains (N-gain) descriptive analysis (Hake, 1998) is also carried out, as well as the N-gain mean difference inferentially test between the two schools using SPSS 19.0.

RESULTS AND DISCUSSION

Socio-Scientific Issues in Gadgets-Based Interactive Multimedia and its Learning Process

Android platform gadget is needed to operate the interactive multimedia which is developed. Figure 1 shows the appearance of interactive multimedia.

The gadget based interactive multimedia is packaged in the form of an application file (.apk) that can be installed into an Android-platform gadget. The features contained in the interactive multimedia include: the initial display (contains the *Home*, *Experiments*, *Exercises*, and *About* menu), *Home* (contains the aims, concept map, and

material menu), and *check the level of scientific literacy* pages. In addition, it also comes with a *Home*, *Returns*, and *Checks Your Level of Scientific Literacy* icon.



Figure 1 The appearance of gadget-based interactive multimedia

The gadget based interactive multimedia is packaged in text, image, and audio-visual-motion formats, contains SSI issues related to pressure concepts and its application in everyday life. These issues raise the problem used to investigate and learn the pressure concepts as well as its application in everyday life. Thus, students can find out the applications and benefits of the concept of pressure they learned to respond to issues around them, for example prohibiting the use of high heels when visiting a number of ancient monuments in Greece related to solid pressure material, the death of foreign tourists in Komodo Island is related to hydrostatic pressure concept, and the Indonesian submarine is surrounded by a NATO joint fleet in the Mediterranean Sea related to Archimedes' Law.

The gadget based interactive multimedia facilitates training and scientific literacy test. The scientific literacy test contains issues and allow students to use their knowledge to solve problems or make decisions related to the issues. The test consists of 15 multiple-choice items compiled and combined using new features in the PISA 2015 framework that incorporate the previous PISA frameworks, namely by using cognitive demand levels in scientific literacy assessment. Figure 1 shows the appearance of the interactive multimedia.

Learning activities carried out three times, outside of the pretest and posttest. Previously, students were given the opportunity to install gadget-based interactive multimedia into their gadget. At the first meeting, students discussed SSI about the prohibition of using high heel in ancient Greek monuments, investigated the pressure on solid substances, and discussed the reasons for the prohibition. At the second meeting, students discussed SSI about the death of a tourist while diving on Komodo Island, investigating the pressure on liquid, and discussing the relation of the event to the pressure on liquid and its effect on gas in the blood. As an extension, students discuss submarines in the "meeting"

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of Indonesian and NATO submarines related to Archimedes' Law. At the third meeting, Students discussed SSI about smoke from forest fires that could reach neighboring Indonesia, related to changes in air pressure. Students investigate more detailed information on weather patterns at the time, related to the dry or rainy season in Indonesia. Students are also encouraged to read and learn gadget-based interactive

multimedia anytime and anywhere, according to their habits.

Gen-z's Scientific Literacy

The percentage of students' scientific literacy (Gen-Z's scientific literacy) for each cognitive demand is presented in Table 1.

Table 1. Percentage of Students' Scientific Literacy for Each Cognitive Demand

School Name	Percentage (%)								
	L1	L2	N-Gain	M1	M2	N-Gain	H1	H2	N-Gain
School I	55.3	88.0	0.73	23.3	86.7	0.83	21.7	37.5	0.20
School II	44.0	65.6	0.50	23.3	54.0	0.40	28.0	60.0	0.44

The results of the scientific literacy test are represented in the form of scoring and leveling. The analysis carried out included pre-test and post-test data analysis which then calculated N-gain scores to determine the increase in scores between before and after learning activities. Data processed from the pre-test and post-test aims to determine the scientific literacy skills of students before and after learning activities.

Table 1 provide information regarding the percentage of students' scientific literacy from 2 pilot schools in solving questions in each cognitive scientific literacy requested, which includes low cognitive demand, namely L1 (pre-test) and L2 (post-test), moderate cognitive demand, namely M1 (pre-test) and M2 (post-test), and high cognitive demand, namely H1 (pre-test)

and H2 (post-test).Based on the table, it is known that the scientific literacy of students from 2 pilot schools has increased during learning process in medium category.

Students' scientific literacy of low and medium cognitive demand at School I increased and its N-Gain is 0.73 and 0.83 respectively, at high category. Scientific literacy on high cognitive demand also increased and its N-gain is approximately 0.20 at low category. Meanwhile, N-gain score of students' scientific literacy of low, medium, and high cognitive demand were increase by 0.50, 0.40, and 0.44 at School II, at medium category.

The data on the results of overall students' scientific literacy tests from the two schools can be seen in the following tables.

Table 2. Results of the Scientific Literacy Test of Students

No.	School Name	Score		N-gain Score	Criteria
		Pre-test	Post-test		
1	School I	39.6	74.0	0.57	Medium
2	School II	31.5	59.9	0.41	Medium

Table 2 provides information regarding overall scientific literacy scores that were obtained before and after participating in learning activities using the developed SSI Gadget. The average score of scientific literacy of students in School I is from 39.6 to 74.0 with N-gain of 0.57 in the medium category. While the average score of scientific literacy of students in School II is from 31.5 to 59.9 with N-gain of 0.41 in the medium category.

The results of the analysis show that the higher the cognitive demand, the smaller the N-gain. In other words, it is more difficult to improve students' high-level cognitive skills. These results are consistent with Crompton et al. study (2019) which found that from the subjects integrating mobile devices, literacy studies had the highest percentage of students working in low cognitive levels (45%).

In addition, difference test of pretest and posttest scientific literacy skills were performed

with the Wilcoxon Signed Ranks Test. The nonparametric inferential test was chosen because the data did not meet the normality and homogeneity assumption test. Based on the results of the difference tests with SPSS 19.0, it was found that for School I: the value of $Z = -4.787$, $p = 0.000$ which indicates the posttest scores was significantly higher than the pretest. Meanwhile, for School II, the value of $Z = -4.383$, $p = 0,000$ which showed the posttest scores is significantly greater than the pretest. Thus, it appears that the post-test scores of students from the two pilot schools are significantly greater than the pretest. These results indicate that Socio-Scientific Issues in gadgets-based interactive multimedia and its learning process are effective for increasing scientific literacy of Gen-Z students.

These results indicate, the learning process that discusses SSI, investigates, and practices

making decisions, which is driven by gadget-based interactive multimedia can improve students' scientific literacy. With gadget-based interactive multimedia, it turns out learning activities tend to be student-centered, students investigate and learn to make decisions using real context. These results are in line with studies Ardianto and Rubini (2016) about using investigating methods to improve students' scientific literacy, Bustami et al. (2018) about the use of context and Cahyarini (2106) research that SSI allows students to enhanced critical thinking skills.

To study the consistency of treatment results at two schools, and N-gain difference test was conducted between two schools with the Mann-Whitney U Test. The result was the value of $Z = -0,657$ ($p = 0.511$) which shows no significant difference in the two schools.

The results of the analysis show the achievement of N-gain of the students of the two schools is not significantly different. This shows that the gadget-based interactive multimedia developed resulted in an increase in scientific literacy that was relatively consistent in both schools. These results indicate the power of interactive multimedia to improve scientific literacy, in addition to positive responses from students, helped students to make connections between content and context (Mylott et al., 2016), critical thinking disposition (Gunawan et al., 2019), and meaningful understanding and retention of the conceptual structure of the domain, the concepts, and their relations (Maréet al., 2013).

The impact of the use of interactive multimedia in learning activities was that students could explore new concepts that were closer to their daily experiences and were able to explain science concepts well (Turiman, 2012). The convenience is seen from the change from the way

of abstract thinking to the concrete way of thinking. So, it can indirectly increase students' interest in learning science process skills and the learning process becomes more effective.

The learning material prepared in accordance with the multimedia model supported by 7E positively influenced academic achievement and the information learned was more impressive (Sarac and Tarhan, 2017). On the other hand, the results of the study show that using the Socio-Scientific Issues approach can improve students' ability to improve their decisions on environmental problems and the results show four patterns of student decisions (Zo'bi, 2014). Learning in the 21st century should be linked to community life so students learn something like in real life. Integrating science subject on technology, such as using gadget, helps students to gain their skills both in science and technology (Asrizal et al., 2018). Thus, students can be prepared for future life.

Gen-Z's Response to SSI-Gadget

Gen-Z's response is the student's opinion on the quality of gadget-based interactive multimedia, which is viewed from the aspects of appearance, content, material, images / animation / video, operations, links, audio (narration), scientific literacy tests, and menu instructions contained within gadget-based interactive multimedia. The overall student response can be seen in Table 3.

Based on Table 3 it can be seen that the percentage of students' average responses to the quality of gadget-based interactive multimedia from the two schools of testing was > 80%, which means that students give positives respond to learning activities using the developed gadget-based interactive multimedia.

Table 3 Student Response to gadget-based interactivemultimedia quality

No.	School Name	Percentage(%)			
		1 st meeting	2 nd meeting	Exercises	Response
1	School I	88	88	79	87
2	School II	95	95	88	95

In addition to the questionnaire, the researcher also gave an open questionnaire to students to ask students' impressions of learning activities using the developed gadget-based interactivemultimedia. The learning activities that have taken place were very interesting and exciting ("...The learning activity is different than usual because involving mobile phone or gadget as a media, so it became more interesting and is not monotonous). They also said that teacher's explanation during the learning activity was clear and easy to understand. It was also not boring.

This gadget-based interactive multimedia helps students to understand the concept of substance pressure and its application in daily life.

This application also helps students to solve the problem while sharpening their scientific literacy by providing students with some videos ("... the gadget based interactive multimedia is really good for learning because some videos help us to understand more about the concept..."). Furthermore, it helps students to do self-study and apply concept that they learn into their daily life.

'Check Level' feature also got positive respond. Students can measure their scientific literacy level easily and get the result just after they finish their test ("... the result of posttest in application makes me know the test result."). This feature support learning assessment, especially assess students' scientific literacy which is the goal

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of learning process. This is relevant to some studies that said that mobile device, in this study gadget-based device, can support a wide range of assessment practices, such as self-assessment (Chen, 2010; Lai & Hwang, 2015), high-stakes summative assessment (Arthur et al., 2014), formative assessment (Hwang & Chang, 2011), performance assessment, or game-based assessments (Wang, 2015). Most of the result reported that positive student attitudes and perceptions about mobile-based assessment (Nikou and Economides, 2018).

Student can easily learn whenever and wherever they want without teacher's guidance. Length of time is one of important factor that influence students' achievement. This factor probably increases students' motivation because students can access the material that they need to study during their 'dead time', such as when they wait for something or during their break time (Ushioda, 2013). It illustrates that interactive multimedia helps students to learn more. This is in accordance with benefit of learning media using gadget which is can be used anytime (Lesmono et al., 2018).

However, students can't be satisfied by only gadget-based interactivemultimedia. They said they need more feature that can give more music, video, and interactive activity, such as discussion room or chatting room. They want to interact with other students. These suggestions showed that gadget-based interactivemultimedia expected multitasking activity while they operate gadget. In addition, students also want to play games while learning. Games not only makes learning more

fun, but also can achieve learning goals as long as the game leads students to learn and to think more (Wardani et al., 2017).

It is also suggested that some feature to help students learn more about science vocabulary related to the topic is needed. This feature can be provided by word lists and/or cards methods to increase word repetitions. Furthermore, word lists or cards methods can be applied into game activities (Wu, 2015).

CONCLUSION

Based on the results of data analysis, it can be concluded that gadget-based interactive multimedia that contain SSI on pressure concepts is effective in improving Gen-Z's scientific literacy. However, Gen-Z is not easily serviced or not easily satisfied using the developed gadget-based interactive multimedia. This can be seen from the suggestions and comments given which indicate that they want a multitasking media, excellent graphic quality and illustrations, and so on. That is because Gen-Z grow up in the online world and spend thousands of hours in cyberspace by playing online games, sending messages and socializing using social media, using blogs, and so on with high-quality content. Future research can be done by utilizing SSI to improve literacy by using programs that are more interactive and multitasking so that the interactive multimedia developed can meet expectations of Gen-Z.

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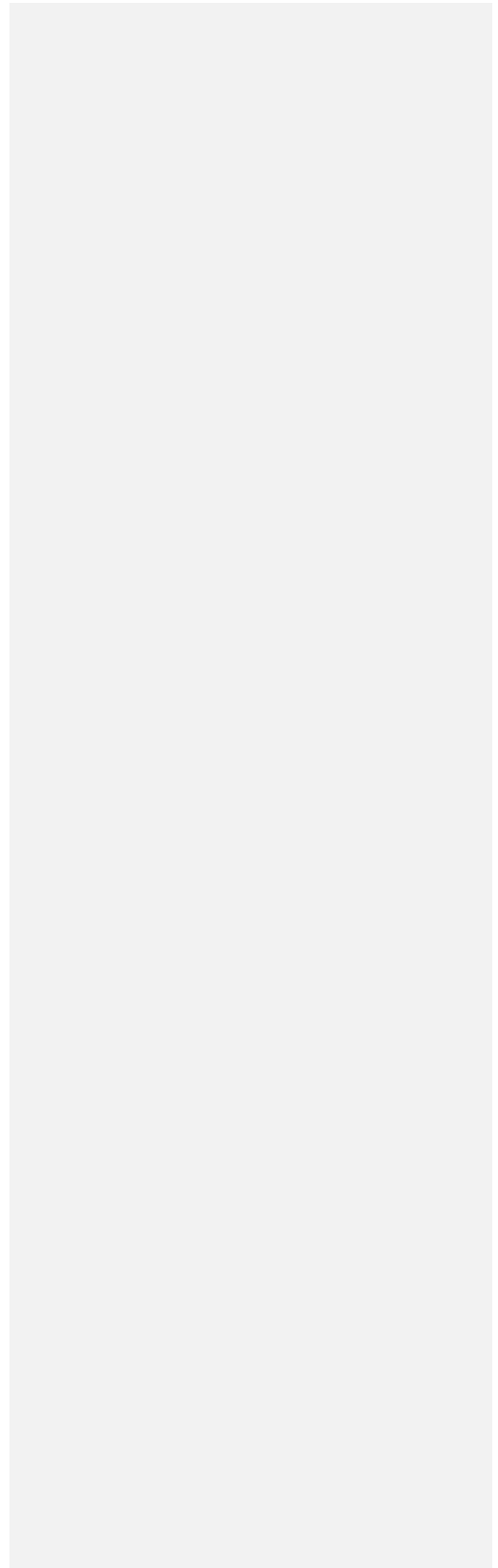
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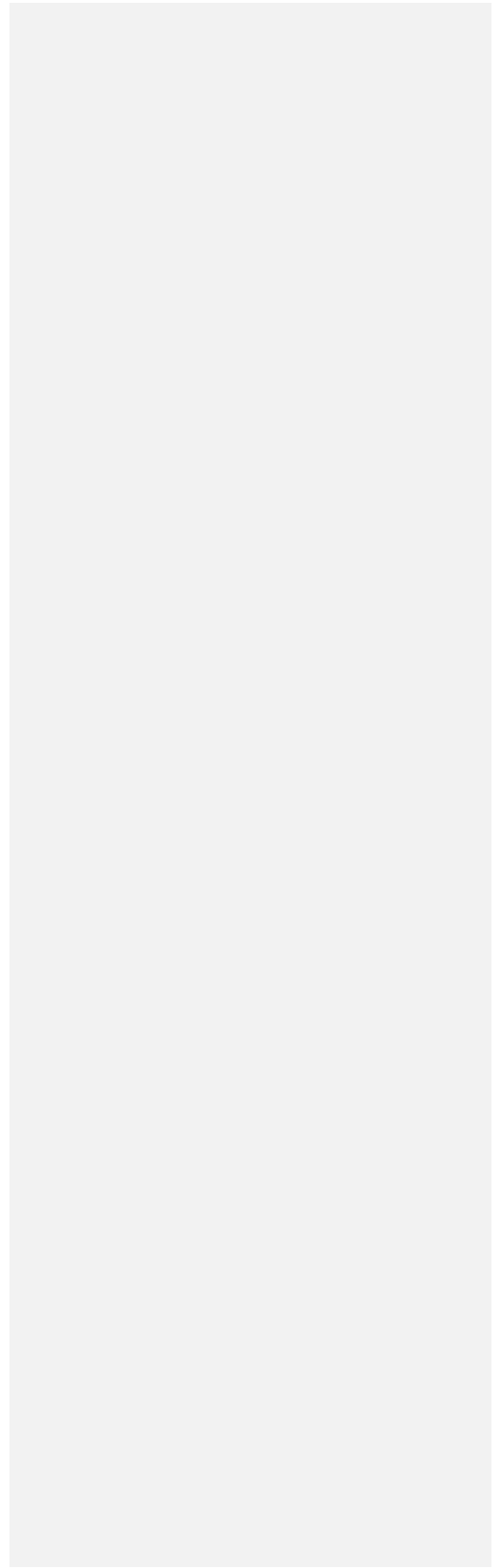
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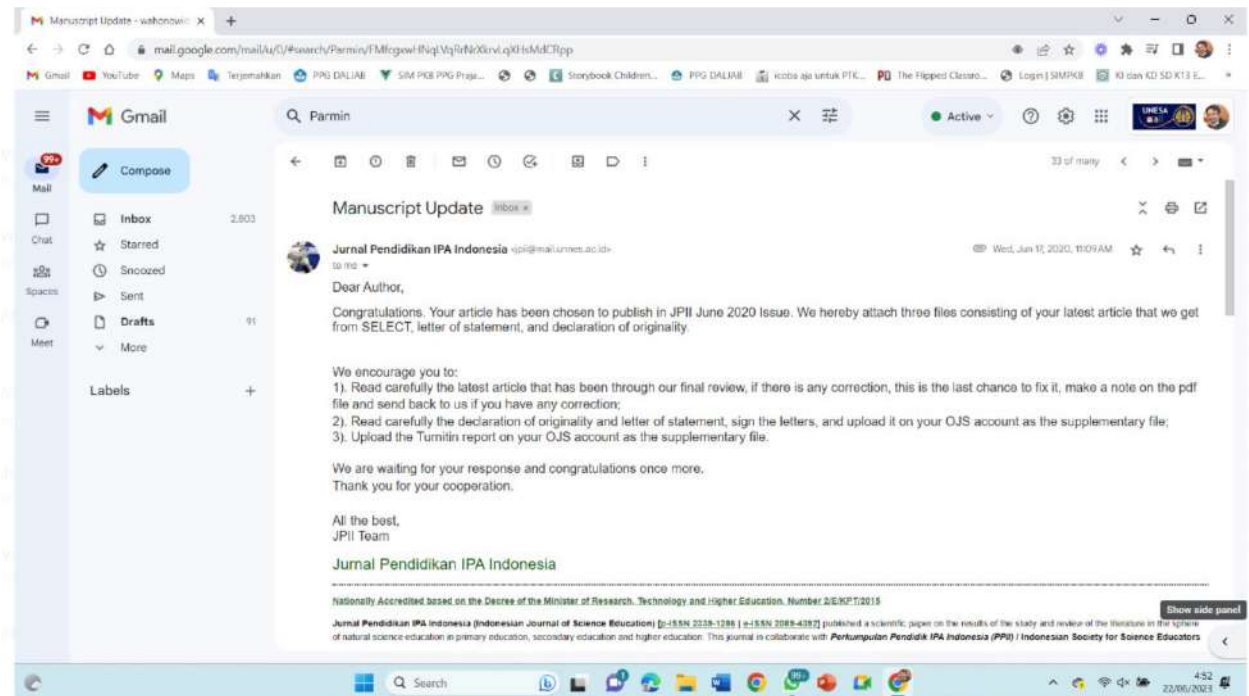
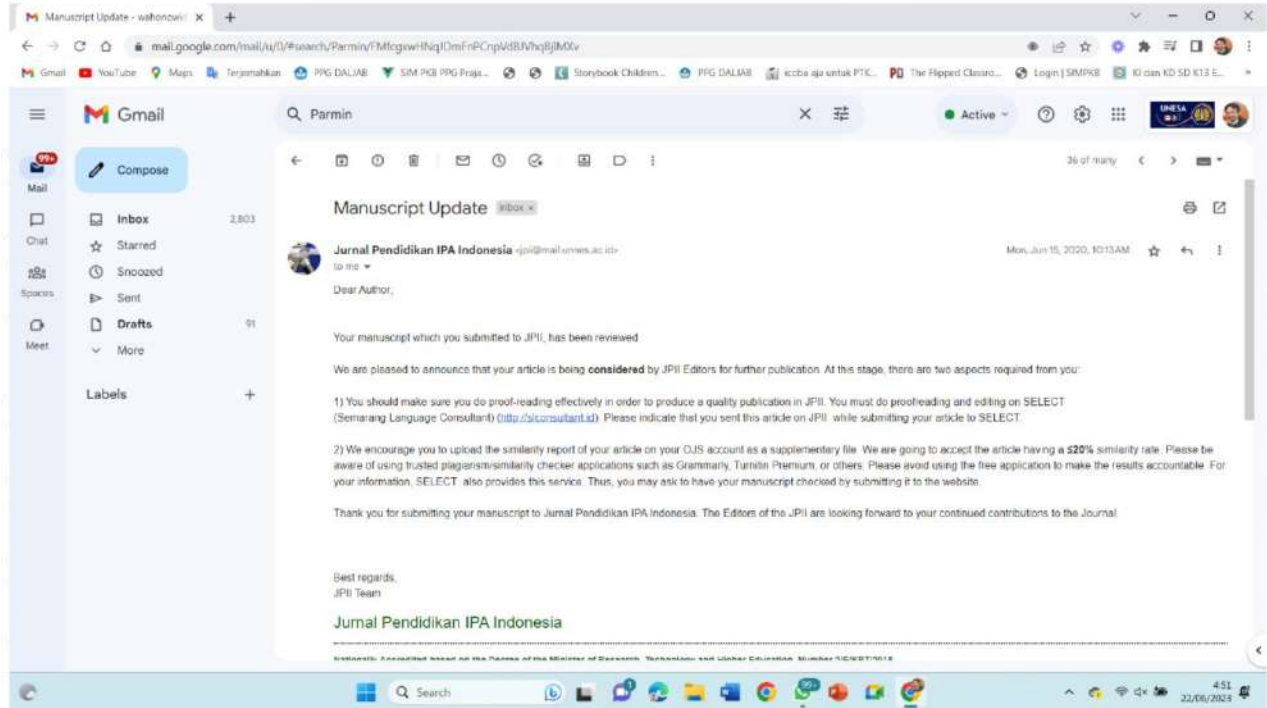
Parts of review	Guidelines	Yes	Partly	No	Reviewer's note for improvement	Author's responds (highlight of revision)
Title	• Does the subject matter fit within the scope of journal?	√				
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Abstract	• Does the abstract contain informative, including Background, Methods, Results and Conclusion?	√				
Back-ground	• Is the background informative and sufficient (include the background problem and objectives)?		√		The research question not yet stated	Has been Added as suggested
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Methods	• Does the rationale of the study clearly explained using relevant literature?	√				
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Results & Discussion	• Is the methodology of the research described clearly?(including study design, location, subjects, data collection, data analysis)	√				
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Results & Discussion	• Are the tables, graphs and pictures understandable, well presented and numbered consecutively?	√				
	• Do the data analysis and the interpretation appropriate to the problem and answer the objectives?		√		The inferential calculation is not available in the article. N gain is not inferential. Experiment should utilize inferential data (such as t test, ANOVA, etc. However comparing post test with pretest by using t test is not allowed, therefore researcher can use t single mean by comparing with the standard)	You can see in "Methods", page 250 (end) and 251 (begining): In addition, difference test of pretest and posttest scientific literacy skills were performed with the Wilcoxon Signed Ranks Test. The nonparametric inferential test was chosen because the data did not meet the

					normality and homogeneity assumption test. Based on the results of the difference tests, it was found that for School I: the value of $Z = -4.787$, $p = 0.000$ which indicates the posttest scores was significantly higher than the pretest. Meanwhile, for School II, the value of $Z = -4.383$, $p = 0.000$ which showed the posttest scores is significantly greater than the pretest. Thus, it appears that the post-test scores of students from the two pilot schools are significantly greater than the pretest. To study the consistency of treatment results at two schools, and N-gain difference test was conducted between two schools with the Mann-Whitney U Test. The result was the value of $Z = -0.657$ ($p = 0.511$) which shows no significant difference in the two schools.
	<ul style="list-style-type: none"> Does the "discussion" section of the manuscript adequately relate to the current and relevant literature? 	√			
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