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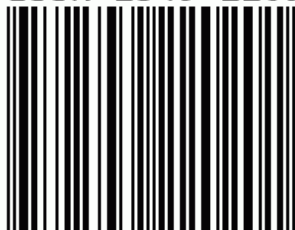
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Editors accept contributions of articles that have never been published in other media. Incoming manuscripts are evaluated and edited for uniformity of format, terminology, and other procedures.

Circulation Data:

Reader: Secondary school science teachers, teacher educators or Institute of Higher Education lectures, and researchers.

Frequency of issue: 2 times per year

Publication Guidelines:

Manuscript length is up to 15 total pages, including text, references, figures, tables and appendices. Tables/figures should fit on no more than one page each.

Review Information:

Type of review: Double blind review

No. of external reviewers: One

No. of in-house reviewers: One

Time to review: 2-4 weeks

Reviewers' comments are returned to the author

Manuscript Topics:

JPPIPA (Jurnal Penelitian Pendidikan IPA) publishes articles from empirical studies (experiment papers) and literature review papers. Scope of JPPIPA (Jurnal Penelitian Pendidikan IPA) is articles in the field of natural science education including: (1) innovation of natural science learning; (2) assessment and evaluation in natural science learning; (3) media of natural science learning; (4) conceptions and misconceptions in natural science learning; (5) natural science learning philosophy and curriculum; (6) psychology in natural science education; and (7) Philosophy and theory of nature sciences, physics, biology, biophysics, chemistry, and Earth sciences.

Manuscript Guidelines:

Submit your manuscript through the Open Journal System of JPPIPA (Jurnal Penelitian Pendidikan IPA): <https://journal.unesa.ac.id/index.php/jppipa/index>. You will need to register at the site and follow the instructions.

Manuscript Preparation:

All manuscripts must be prepared according to the 7th Edition of the Publication Manual of the American Psychological Association. Submissions that are not APA style, or exceed the length limitation, or lack any of the following components in the manuscript template will be returned for correction and not reviewed. To maintain



anonymity, DO NOT include a cover page with author information. In the manuscript, author(s) citing their own work should cite as follows: In text: Author (2007) found.... On reference list: Author (2007). Journal Title. (Do not include title of article or volume and page #). Follow APA guidelines for table and figure format and titles. Each table or figure should be on a separate page at the end of the manuscript, with a note within the manuscript where the graphic should be placed.

Review Procedures:

All manuscripts are subject to a review process. Manuscripts should not have been previously published nor be under consideration for publication in any other journal. The Editor will use five categories to notify the author of the decision of the reviewer process: Accept Submissions, Request Revisions, Resubmit for Review, and Decline Submissions. If the decision is to Request Revisions, the author(s) are encouraged to complete revisions within 30 days. The revised manuscript will be sent out for review to the same external reviewers as possible. The manuscript will first be evaluated for fit with the journal guidelines, alignment with APA, and topic alignment with priorities of the journal. The Editor will reject manuscripts that do not adhere to these criteria without review.

Review Criteria:

The following criteria will be used by reviewers in evaluating the appropriateness of manuscripts for publication in the JPPIPA (Jurnal Penelitian Pendidikan IPA):

- Relevant, timely, and significant;
- Addresses science education issues;
- Explicit, clear, logical, concise;
- Reflect current theoretical/literature/practice-based perspectives;
- Problem/Research Questions;
- Theoretical Framework/Literature Review;
- Design/Instrumentation/Procedure;
- Data Analysis/Results;
- Discussion/Conclusions;
- Written presentation/style; and
- Adds new knowledge.



Foreword

We are pleased to present JPPIPA (Jurnal Penelitian Pendidikan IPA), Volume 11, Number 1, June 2025. This issue brings together a collection of studies that highlight current developments in science education, with a particular focus on innovative learning approaches, instructional media, technology integration, and the development of students' higher-order thinking and scientific understanding across different educational levels.

Several articles in this issue examine the design and implementation of learning media and teaching materials to support more effective science learning. These include studies on Smart Box media with a Problem-Based Learning model, e-book teaching materials for elementary science learning, Android-based educational games on Earth and the Solar System, augmented reality for tsunami mitigation education, and STEM-integrated ethnoscience e-modules in biotechnology. The issue also presents research on the validity and practicality of STEM-PBL-based thermochemistry teaching materials for chemistry education students, demonstrating ongoing efforts to develop engaging and contextually relevant learning resources.

Another important theme in this issue is the improvement of students' learning outcomes and higher-order thinking skills through evidence-based instructional strategies. The articles explore differentiated learning in the human respiratory system, project-based learning using mini solar panels to foster critical thinking, and the relationship between the use of PhET simulations and students' conceptual understanding. Complementing these classroom-based studies, this issue also includes a literature review and correlational meta-analysis investigating the association between learning motivation and problem-solving ability, providing a broader perspective on factors that contribute to successful science learning.

We sincerely thank all authors for their valuable contributions and the reviewers for their dedication in maintaining the quality of this publication through a rigorous peer-review process. We hope that the studies presented in this issue will inspire further research, encourage innovation in science education, and provide meaningful insights for educators, researchers, and policymakers in addressing current and future educational challenges.

Editorial Team

JPPIPA (Jurnal Penelitian Pendidikan IPA)



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