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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.

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Foreword

We are pleased to present JPPIPA (Jurnal Penelitian Pendidikan IPA), Volume 10, Number 2, December 2025. This issue features a diverse set of studies that reflect ongoing efforts to improve the quality of science teaching and learning through meaningful instructional design, thoughtful use of technology, and attention to students' cognitive and motivational development.

A strong emphasis in this issue is placed on the development and evaluation of learning media. Several articles explore innovative approaches, including comics-based media for teaching motion and force, interactive PowerPoint supported by augmented reality for learning about the Solar System, and physics e-modules designed to promote higher-order thinking skills and self-regulated learning. Alongside these developments, the integration of emerging technologies is addressed through research on the use of artificial intelligence in magnetic electricity courses and STEM Project-Based Learning modules covering work, energy, and simple machines.

This issue also presents studies that focus on students' engagement, collaboration, and awareness of real-world issues. Research on science learning motivation among junior high school students and the application of the Numbered Heads Together model in elementary classrooms offers practical insights into student-centered learning strategies. In addition, a case study examining high school students' understanding of mangroves and their role in climate change mitigation highlights the importance of connecting science learning with local environmental contexts.

We would like to thank all authors for their contributions and the reviewers for their careful and constructive feedback. We hope that the articles in this issue will be useful to educators, researchers, and policymakers who are committed to strengthening science education across different levels and contexts.

Editorial Team

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