

SUMMARY

The thesis encompasses the study of conceptions of scientific literacy, the Science, Technology and Society Movement, and the Indonesian Educational system, to develop a conceptual framework for the primary school science curriculum suitable for Indonesia. The rationale for the promotion of scientific literacy, the conceptions of scientific literacy, and the characteristics of scientifically literate people are discussed. The Science, Technology and Society (STS) approach, as a movement in science education which seeks to develop scientifically literate students, is analysed. The current Indonesian education system, science education in Indonesian primary schools, and policies for the future development of science education in Indonesia are discussed. A conceptual framework for an Indonesian primary school science curriculum which consists of three major components: knowledge, skills, attitudes and values, is developed. The general living conditions of Indonesian children are also briefly discussed. A primary science topic for Indonesian primary schools is developed based on the framework produced in the previous chapter is presented as an example, also one of the key Indonesian documents is revised on a basis for the framework.

