

CHAPTER I INTRODUCTION

1.1 Background

Textbook is one of learning media which used by teacher in teaching and learning process to achieve competence. "At all levels of schooling textbooks are often used as the primary organizer of the subject matter that students are expected to master and provide detailed explanations of topics to be taught" (Chiappetta, 2007). Textbooks greatly influence how knowledge is delivered and communicated. With the development of the society, a majority of teachers use textbooks to guide their instruction (St. John, 2001). Research shows that it is common to use textbooks in teaching biology (Kuechle, 1995). According to Abdulkarim (2007), the appropriateness of the textbooks contents is very important because the book is a tool for presenting material. Textbooks are the dominant instructional media in the class.

There are two main reasons why textbook are widely use. First of all, for teachers, developing material by their own is a very difficult and demanding job. There are a lot of considerations to be taken into account throughout the development. The second reason is that teaching itself is quite time-consuming. So, teachers may do not have enough time to develop new materials (Sheldon, 1988, cited in Sorohiti, 2005).

Albach and Kelly (1998) in Ramnarain and Padayachee (2015) said that in science class, the textbook assist to interpret the intentions of curriculum to the class implementation by indicating the objective of science learning, such as understanding the nature of science and science content, developing inquiry skills, understanding the interrelationship of science, technology, the environment and society. It is usual use textbook in teaching biology (Kuechle, 1995). So, textbook is one of crucial factors to determine the biology student learning outcomes.

According BSNP, quality textbooks must have four elements there are feasibility of content, presentation, language, and the graphic. The content feasibility of textbooks is aimed to ensure the book content supports the

achievement of Competency Standards and the Basic Competency of subject matter. It can be seen from the completeness of the materials, the breadth of the material, as well as the depth of the material contained in the textbook (Mulyani, 2013)

Indonesia high school textbook quality is very diverse (Muljono, 2007). It because there are so many publisher in Indonesia, like Erlangga, Grafindo, Bailmu, Tiga Serangkai, Yudhistira, PT Wangsa Jatra Lestari, etc. Government has an effort to provide a qualified textbook. One of them is the textbooks assessment conducted by the Center Book of Education Department to school textbook. Although, there are many textbooks that have not been assessed and require an assessment in order to fulfill the standards set based on Government Regulation No. 19 of 2005 and Minister Regulation No. 22 and 23 of 2006 (Muljono, 2007). This makes some of Indonesia textbook do not have guaranteed quality.

Currently textbooks are widely used by students and teachers as one of the learning resources to achieve competence. Given the importance of the function of textbooks in the learning process, there must be a match between the material in the book and the competencies in the curriculum used. But in reality there is a material concept in a book that is presented in detail, while in textbooks from different publishers, the same material concepts are presented in a briefly and less detailed. As we know that in the preparation of a textbook based on the current curriculum, we should not find it. Therefore, the contents of the book must be in accordance with the curriculum.

Survey results of the use of senior high school biology textbooks Curriculum 2013 grade XI in Tebing Tinggi, there are 15 senior high school in Tebing Tinggi but not yet all of senior high school using biology textbooks curriculum 2013. As much 62,5% have used various of biology textbooks curriculum 2013 that consist of 37,5% using Grafindo Media Pratama published books written by Yusa and Manickam BSM and 25% using Erlangga published books by Imaningtyas and Yosa Istiadi. As much 37,2% stiiil using biology textbooks KTSP 2006.

The results of survey conducted in high school of Tebing Tinggi showed that the biology textbooks used were very varied. Each school uses a biology book as a textbook used. But biology teachers have several different handbooks and have more than one book. There are some reason biology teacher have more one book, because each textbook have different content like that in completeness aspect, breadth aspect and depth aspect. But not all teachers review the textbooks before choosing it for use. Even though to avoid various mistakes, analysis is needed first.

The selection of topic based on research conducted by Anggaraini, Paidi and Triharjana said that “The structure of the function of animal networks is complex material because it is divided into sub-material with a broad scope. The location of the difficulties in learning the structure and function of animal tissue experienced by the XI IPA class of SMA 1 Muntilan academic year 2015/2016, namely on the sub-material structure and function of muscle tissue and the structure and function of nervous tissue” (Anggraini, 2016). So important to analyze of the content feasibility in animal tissue topic.

Based on background above this research important to held to know about biology textbook in senior high school with title “Analysis of The Content Feasibility in animal tissue of High School Biology Textbook With Basic Competence Curriculum 2013 Grade XI In Tebing Tinggi Academic Year 2018/2019” and is expected to enhance the knowledge of students, especially in the matter animal tissue.

1.2 Problem Identification

Based on the background, the problem identified :

1. There are difference textbooks that used in senior high school of Tebing Tinggi
2. There are difference in feasibility content between textbooks that used in high school.
3. There are difference in the depth and breadth of the content of material between the textbooks used in senior high school.
4. Animal Tissue is a complex topic that consists of some subtopic.

1.3 Problem Scope

This research just discuss about the high school biology textbook that published from Grafindo Media Pertama and Erlangga Publisher. The analysis conducted compare completeness, breadth, and depth in each textbook for Animal Tissue using Badan Standart Nasional Pendidikan (BSNP) assesment to evaluate the textbooks.

1.4 Research Question

Based on the background, the problems that will be solved in this study :

1. How is level of the completeness of material Animal Tissue in biology textbooks published by Grafindo and Erlangga publisher with Basic Competency in Curriculum 2013?
2. How is level of the breadth of material animal tissue in biology textbooks published by Grafindo and Erlangga publisher with Basic Competency in Curriculum 2013?
3. How is level of the depth of the material animal tissue in biology textbooks published by Grafindo and Erlangga publisher with the Basic Competency in Curriculum 2013?

1.5 Research Objectives

The purpose of this study to determine the level of feasibility of :

1. The completeness of material animal tissue in biology textbooks published Grafindo and Erlangga publisher with Basic Competency
2. The breadth of material animal tissue in biology textbooks published by Grafindo and Erlangga publisher with Basic Competency
3. The depth of material animal tissue in biology textbooks published by Grafindo and Erlangga publisher with Basic Competency

1.6 Research Benefit

The benefits of this research are :

1. For the author as input for consideration to be more thorough in writing and compiling the contents of the biology textbook on the next printout.
2. For the teacher as an input to first review the book that will be used in teaching. So that if you find a mistake in the book, you can straighten with the correct concept so that there is no misunderstanding with students.
3. For students, students will more easily understand the material because suitable with curriculum 2013.
4. For researchers themselves as an addition to the experience of writing a biology textbook that is good and true.

1.7 Operational Definition

Some of the terms used in this study include :

1. The content feasibility consists of completeness, breadth and depth.
 - a. The completeness of material is aspect presented all content contained in the competency standards and the basic competency
 - b. The breadth is aspect reflect description of content material that support achievement of basic competence.
 - c. The depth is aspect present material in detail and discuss the problem specifically that comprise introduction, definition, example, procedure and accordance with syllabus.
2. Textbooks contain material support in learning process.
3. Basic competence contain material should be achieved by students