

ABSTRAK

Yonanda Mellyarosa Tarigan. Pengembangan Buku Ajar Hematologi Berbasis Literasi Sains Sebagai Sumber Belajar Mahasiswa Biologi. Tesis. Program pascasarjana Universitas Negeri Medan. 2021.

Penelitian ini bertujuan untuk: (1) Mengetahui pengembangan buku ajar hematologi berbasis literasi sains; (2) Mengetahui tingkat kelayakan buku ajar hematologi berbasis literasi sains menurut ahli materi; (3) Mengetahui tingkat kelayakan buku ajar hematologi berbasis literasi sains menurut ahli desain; (4) Mengetahui tanggapan buku ajar hematologi berbasis literasi sains menurut dosen matakuliah; (5) Mengetahui tanggapan buku ajar hematologi berbasis literasi sains menurut mahasiswa dan (6) Mengetahui efektivitas buku ajar hematologi yang telah memenuhi literasi sains terhadap hasil belajar mahasiswa.

Penelitian ini menggunakan teknik analisis data deskriptif. Pengembangan buku ajar ini dilaksanakan dengan menggunakan model pengembangan Thiagarajan yaitu 4-D (*Four-D Models*). Instrumen penelitian berupa lembar penilaian validator ahli materi, ahli desain dan tanggapan dosen matakuliah serta tanggapan mahasiswa. Hasil penilaian kelayakan isi buku dari ahli materi termasuk dalam kategori “Sangat Baik” dengan skor 92. Hasil penilaian kelayakan penyajian buku dari ahli desain termasuk dalam kategori “Sangat Baik” dengan skor 95. Hasil tanggapan dosen matakuliah dan mahasiswa terhadap buku ajar hematologi mendapatkan skor 95 dan 95 dengan kategori “Sangat Baik”. Hasil uji efektivitas buku ajar hematologi berbasis literasi sains termasuk dalam kategori efektif dengan persentase N-gain sebesar 81,25.

Kata kunci : Buku ajar, hematologi, literasi sains, matakuliah



ABSTRACT

Yonanda Mellyarosa Tarigan. Development of Science Literacy Based Hematology Textbooks as Learning Resources for Biology Students. Thesis. Medan State University postgraduate program. 2021.

This study aims to: (1) determine the development of science literacy-based hematology textbooks; (2) Knowing the level of feasibility of science literacy-based hematology textbooks according to material experts; (3) Knowing the level of feasibility of science literacy-based hematology textbooks according to design experts; (4) Knowing the responses of the science literacy-based hematology textbooks according to the course lecturers; (5) Knowing the response of hematology textbooks based on scientific literacy according to students and (6) Knowing the effectiveness of hematology textbooks that have met scientific literacy on student learning outcomes.

This study uses descriptive data analysis techniques. The development of this textbook is carried out using the Thiagarajan development model, namely 4-D (Four-D Models). The research instrument was in the form of a material expert validator assessment sheet, design expert and course lecturer responses as well as student responses. The results of the feasibility assessment of the content of the book from the material expert are included in the "Very Good" category with a score of 92. The results of the feasibility assessment of the presentation of the book from the design expert are included in the "Very Good" category with a score of 95. The results of the responses of course lecturers and students to the hematology textbook get a score 95 and 95 with the category "Very Good". The results of the test of the effectiveness of science literacy-based hematology textbooks are included in the effective category with an N-gain percentage of 81,25.

Keywords: Textbooks, hematology, scientific literacy, subjects

