# ANALISIS MISKONSEPSI PADA BUKU TEKS BIOLOGI SMA KELAS X BERBASIS KURIKULUM TINGKAT SATUAN PENDIDIKAN 2006 DAN KURIKULUM 2013 DI KOTA TEBING TINGGI

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ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi dan memeriksa miskonsepsi yang terdapat pada buku teks biologi, dan seberapa besar miskonsepsi yang terdapat pada buku teks biologi. Sampel berjumlah 2 buku dengan teknik penyuplikan secara purposif. Penelitian ini menggunakan instrumen penelitian berupa indikator miskonsepsi pada buku teks, kisi-kisi pengembangan konsep dan indikator kategori miskonsepsi buku teks. Hasil penelitian terhadap 2 buku biologi SMA kelas X berbasis KTSP 2006 dan K13 yang digunakan di sekolah Kota Tebing Tinggi tahun pelajaran 2014-2015 ditemukan 20 miskonsepsi, *Misidentifications* (MI) sebesar 20%, *Overgeneralizations* (OG) sebesar 10%, *Oversimplifications* (OS) sebesar 45%, *Undergeneralizations* (UG) sebesar 20% dan *Obsolote Concepts and Terms* (OCT) sebesar 5%. Pada Buku "X" ditemukan sebanyak 6 miskonsepsi, yakni *Misidentifications* (MI) 33,3%, *Oversimplifications* (OS) 50%, *Undergeneralizations* (UG) 16,7%. Buku "Y" ditemukan sebanyak 14 miskonsepsi, yakni *Misidentifications* (MI) 14,28%, *Overgeneralizations* (OG) 14,28%, *Oversimplifications* (OS) 42,85%, *Undergeneralizations* (UG) 21,42% dan *Obsolote Concepts and Terms* (OCT) 7,14%. Jadi yang paling banyak miskonsepsi dalam buku teks adalah buku "Y". Miskonsepsi tentang suatu konsep yang tidak tepat, salah dalam penjelasan konsep atau penjabaran yang terlalu menyederhanakan dan tidak sesuai dengan pengertian ilmiahnya.

Kata kunci : *Miskonsepsi, Buku teks, Biologi*
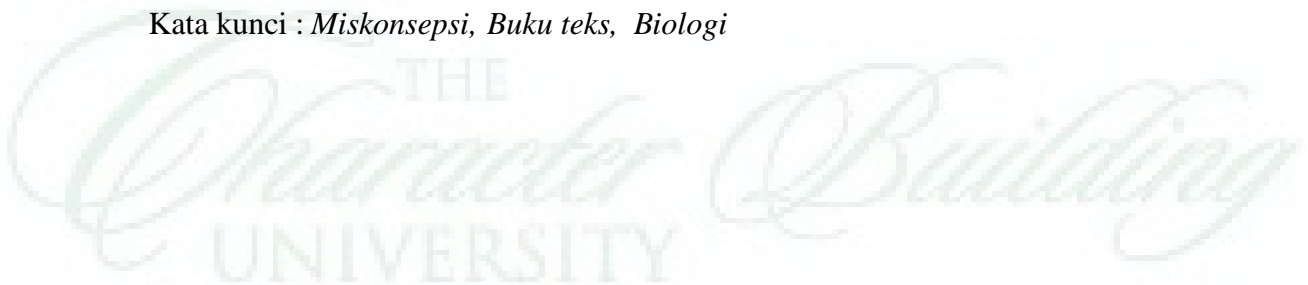
ANALYSIS OF MISCONCEPTIONS ON BIOLOGY TEXTBOOKS CLASS X SENIOR HIGH SCHOOL UNIT LEVEL OF EDUCATION CURRICULUM 2006 (KTSP 2006) BASED AND CURRICULUM 2013 (K13) BASED IN TEBING TINGGI

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ABSTRACT

This study aims to identify and examine misconceptions contained in biology textbooks, and how big misconception contained in biology textbooks. It uses two books as sample and is applied by trailer techniques purposively. This study uses research instruments such as indicators of misconceptions on textbooks, grilles development of concepts and indicators of category of misconceptions on textbooks. The study of two biology books class X senior high school with KTSP 2006-based and K13-based which were used by Tebing Tinggi schools in academic year 2014-2015 found 20 misconceptions, they were; *Misidentifications* (MI) 20%, *Overgeneralizations* (OG) 10%, *Oversimplifications* (OS) 45%, *Undergeneralizations* (UG) 20% and *Obsolote Concepts and Terms* (OCT) 5%. In the book "X" was found 6 misconceptions, namely *Misidentifications* (MI) 33.3%, *Oversimplifications* (OS) 50%, *Undergeneralizations* (UG) 16.7%. The book "Y" was found as many as 14 misconceptions, namely *Misidentifications* (MI) 14.28%, *Overgeneralizations* (OG) 14.28%, *Oversimplifications* (OS) 42.85%, *Undergeneralizations* (UG) 21.42% and *Obsolote Concepts and Terms* (OCT) 7.14%. Thus the most misconceptions in the textbook were found on the book "Y". Misconception is about a concept that is not right, wrong concept of explanation or oversimplified elaboration and does not correspond to scientific understanding.

Keywords: *Misconceptions, Textbooks, Biology*