

CHAPTER I INTRODUCTION

1.1 Background

Learning facilities play important role in effective and efficient learning process. Good facilities help unit of education reach the goals have been fixed. It is stated in Undang-undang Negara Republik Indonesia number 20 in 2003 which state that Learning Facilities/resources are something that used in educational process (Sisdiknas:2003). One of the most important facilities in learning process is textbook. Textbook helps teacher transverse not only knowledge but also value to the student. By using books, teacher is easier to transverse and student also easier to absorb information and value. Even student can study themselves by textbook when there is no teacher in their class. Because of some concepts of material can be understand by reading textbook. As stated in Permendiknas No. 11 Tahun 2005 verse 1;

Buku teks pelajaran adalah buku acuan wajib untuk digunakan di sekolah yang memuat materi pembelajaran dalam rangka peningkatan keimanan dan ketakwaan, budi pekerti dan kepribadian, kemampuan penguasaan ilmu pengetahuan dan teknologi, kepekaan dan kemampuan estetis, potensi fisik dan kesehatan yang disusun berdasarkan standar nasional pendidikan.

So, It can say that book is the bridge of teacher and student. It is suitable with what stated in previous research of (Dyana W:2009), Paulo Freire said that book is the transverse media of information between teacher and student (Freire:2007).

The provision effort of textbook by Indonesian government is very contrast during years. Supriadi (2000) in (Effendi, Anwar:2009) state that from the year 1969-1988 Indonesia published 500 millions of books, and in 2000, Indonesia published about 85,1 millions books. It has positive effect that the level of student that own textbook make impact to the student achievement. As World Bank report in 1995, show that in Philippines, the increasing of ratio textbook

own from 1:10 to 1:2, significantly increase student achievement. (Effendi, Anwar:2009)

As Taylor found in (Swanepoel, S:2010), about the use of textbook in some countries in the world showed in table below.

Table 1.1 : List of studies that measure the use of textbook

Country	Research on Textbook Use
USA	<ol style="list-style-type: none"> 1. 96% of grade 9-12 science class use published textbook. 2. 59% of a national sampling of science teachers indicated that textbooks had a major influence on their teaching
France	Teachers use textbooks almost all the time (Pepin and Haggerty, 2003)
Germany	<ol style="list-style-type: none"> 1. 70% of teachers used mostly textbooks 2. 20% of teachers used textbook often 3. 8% of teachers seldomly used textbook 4. 2% of teachers never used textbooks (Sitte, 1999)
Austria	Textbooks are the most used teaching aid. Textbooks were used in 87,4 % of the cases where teaching aids were used (Sitte, 1999)

It is along with my experience during PPL in SMA N 2 Kisaran. The use of textbook in the class especially for Physics subject is an important part. Because the existence of another learning sources is still not enough to cover the textbook used in teaching and learning process. It is known by the access of student to the world wide web is still limited, the existence of Physics textbook in library can not support what student needs, and many others. So, textbook becomes almost the only one source of Physics main information and knowledge, also for the student achievement.

In order to provide Textbook that can support effective and efficient learning process, government along with minister of education has published standards that must be filled by the Textbooks publisher. It is stated clearly in

Badan Standar Nasional Pendidikan (BSNP) about points for standardize textbooks used in school in verse 3 of . Permendiknas No. 11 Tahun 2005

Buku teks pelajaran untuk setiap mata pelajaran yang digunakan pada satuan pendidikan dasar dan menengah dipilih dari buku-buku teks pelajaran yang telah ditetapkan oleh Menteri berdasarkan rekomendasi penilaian kelayakan dari Badan Standar Nasional Pendidikan (BSNP).

Furthermore, Minister of education has stated some aspects that must be fulfilled by textbook used in high school, they are content, linguistics, providing style, and profile of the textbook.

The existence of textbook for high school student is very important for student. As we know that student in Indonesia use textbook as primary learning source. The effectiveness of student access to textbook is determined by some factors, one of them is student perception to the textbook used.

Perception is all understanding, believes, and individual feeling about individual, situation, and moments as the result of individual learning that become the main factor of individual response (Prabowo, S.R:2012). Perception yield behavior, attitude, belief, and etc.

Student perception is important, whereas perception of student determine the act that they will do in the next time. Student perception of teacher result his expectation, attitude, and description to the teacher. Student perception about library result their willingness to visit the library. Student perception about textbook, result the willingness of study, explore the book further, and the continuity of learning process.

The student perception of Physics textbook becomes important because in our national education system, student is not as an learning object anymore, but student is the learning subject. The process of teaching and learning actually have to stimulate student to be a long life learner. Not only in formal, but also in non-formal one.

Some prior research also has shown that student perception affects to the student learning achievement. Nurlanty in (Nurlanty, Wulan:2007) show that there is significant relationship between student perception and student learning

achievement. Prabowo in (Prabowo, S.R:2012) is also shown that student perception relate significantly to the student achievement with value of 7,73%. Febriani in (Febriani, Riska:2012) state that student perception contribute 59,14% to the student learning achievement. Epriyani in (Epriyani, Chyntia:2007) is also state that student perception contribute 23% to the student learning achievement. Based on the data above, we may conclude that student perception have relationship with student learning achievement.

The standardized Physics textbook should yield a good or strong perception by student. The impact is student achievement increase. How student perception to the Physics textbook used in senior high school? Has it fulfill what student needs as the subject learner? And how does it contribute to student achievement in the end of semester? That is questions that will be answered by this research. So, it can be one suggestion for Physics teacher to evaluate the facility of learning that can make learning physics more fun, as needed and can motivate students to be more active during learning activities take place. In addition, the learning facility is also able to attract students to study physics and it has reached the standard of textbook by minister of education. So it can improve the abilities, interests, and facilitate students in understanding the physics of matter and could ultimately increase physical activity and learning outcomes as needed.

1.2 Problem Identification

Based on the background of the problems described above, it can be identified issues relevant to this study are:

1. Physics textbook is still not optimized for student Physics learning activities.
2. Student perception of Physics textbook quality is affected to the student achievement.
3. Ineffectiveness of learning without textbook.

1.3 Research Scope

This study will be conducted to see the relationship between Physics textbook quality with student achievement of senior high school student in Medan at grade XI academic year 2012/2013, especially in the Physics's book of grade XI.

1.4 Problem Statement

To give the direction of this research, the problem statements in this research are as follows:

1. How does the student year XI in SMA S Al-Ulum Terpadu Medan, SMA S Al-Azhar Medan, SMA S As-Syafi'iyah Medan, and, SMA S Plus Muhammadiyah Medan perception to the Physics textbook used?
2. How does the student year XI in SMA S Al-Ulum Terpadu Medan, SMA S Al-Azhar Medan, SMA S As-Syafi'iyah Medan, and, SMA S Plus Muhammadiyah Medan Physics achievement in odd semester?
3. Are there relationships between the student year XI perception of Physics textbook used in SMA S Al-Ulum Terpadu Medan, SMA S Al-Azhar Medan, SMA S As-Syafi'iyah Medan, and, SMA S Plus Muhammadiyah Medan as senior high school in Medan with student achievement in the end of odd semester?

1.5 Problem Limitation

1. This research is focus on the describing of Physics textbook used by student year XI in SMA S Al-Ulum Terpadu Medan, SMA S Al-Azhar Medan, SMA S As-Syafi'iyah Medan, and, SMA S Plus Muhammadiyah Medan and its relationship with student Physics learning achievement in the end of odd semester.
2. This research is conducted with student learning facilities (in this case, the Physics textbook) which student use as a source of knowledge in the learning process in the classroom and student Physics learning achievement in the end of odd semester.

3. This research will be done in SMA S Al-Ulum Terpadu Medan, SMA S Al-Azhar Medan, SMA S As-Syafi'iyah Medan, and, SMA S Plus Muhammadiyah Medan as high school level in Medan academic year 2012/2013.
4. The study will be done to know the student perception of the Physics textbook they used and the student Physics learning achievement in the end of odd semester.
5. The research will be conducted with student and physics teacher at year XI of high school level in Medan academic year 2012/2013.

1.6 Research Objectives

The objectives of this research are:

1. To know the perception to the Physics textbook used by student year XI in SMA S Al-Ulum Terpadu Medan, SMA S Al-Azhar Medan, SMA S As-Syafi'iyah Medan, and, SMA S Muhammadiyah Plus Medan as the SSN high school in Medan.
2. To know the Physics achievement of student year XI in SMA S Al-Ulum Terpadu Medan, SMA S Al-Azhar Medan, SMA S As-Syafi'iyah Medan, and, SMA S Muhammadiyah Plus Medan as the high school in Medan.
3. To know the relationship between students year XI perception of Physics textbook used in SMA S Al-Ulum Terpadu Medan, SMA S Al-Azhar Medan, SMA S As-Syafi'iyah Medan, and, SMA S Muhammadiyah Plus Medan as senior high school in Medan with student Physics learning achievement in the end of odd semester.

1.7 Research Benefits

The benefits that hoped from this research are:

1. Get the description of Physics textbook that used in senior high school in Medan.

2. Get the relationship between students perceptions of Physics textbook used in senior high school in Medan with student achievement in the end of semester.
3. Get recommendations for educational units to develop their learning facilities to achieve the national aims of education in their teaching and learning process.

1.8 Operational Definition

The operational definitions of this research are:

1. Perception is student interpretation to the Physics textbook that can be measured by analysis of student responses to the some textbook aspects including, the activities for student, the language type used, the arrangement of textbook content, the skills fulfilled by student, the layout and design of textbook, and the consideration of practical side also with the overall interpretation that yield one valuable meaning of physics textbook.
2. Achievement is student score of physics test given in the form of multiple choices that is analyzed and categorized become three level, those are low, medium, and high.