

ABSTRAK

SARI KHAIRATI. Analisis Miskonsepsi Pokok Bahasan Jaringan Tumbuhan pada Buku Biologi SMA Kelas XI di Kabupaten Langkat. Program Pascasarjana Universitas Negeri Medan 2011.

Miskonsepsi pada buku-buku pelajaran biologi merupakan salah satu faktor yang memengaruhi prestasi belajar biologi siswa. Penelitian yang bertujuan untuk mengidentifikasi miskonsepsi pada buku-buku biologi SMA kelas XI dilakukan di Kabupaten Langkat pada pokok bahasan jaringan tumbuhan. Hasil analisis sembilan buku biologi SMA kelas XI menunjukkan persentase miskonsepsi yaitu *misidentifications* (42,19%), *overgeneralizations* (23,44%), *under generalizations* (14,06%), *obsolete concepts and terms* (14,06%), dan *oversimplifications* (6,25%). Persentase miskonsepsi pada setiap sub pokok bahasan jaringan tumbuhan adalah jaringan pengangkut (43,76%), jaringan epidermis (17,18%), istilah dikotil (14,09%), jaringan meristem (12,49%), organ tumbuhan (7,79%), jaringan penyokong (4,70%). Terdapat satu buku biologi yang paling banyak mengalami miskonsepsi yaitu 11 miskonsepsi dan dua buku biologi yang paling sedikit mengalami miskonsepsi yaitu 4 miskonsepsi. Penelitian ini mengimplikasikan adanya variasi miskonsepsi pada buku-buku biologi SMA yang perlu diantisipasi, agar tidak menimbulkan miskonsepsi pada guru dan siswa pada pokok bahasan jaringan tumbuhan.

Kata kunci: miskonsepsi, jaringan tumbuhan, buku biologi SMA

ABSTRACT

SARI KHAIRATI. Misconception Analysis of Plant Tissue Topic in Biology Textbook of Grade Eleventh in Langkat District, North Sumatera Province, Indonesia. Postgraduate of Medan State University 2011.

Misconception in biology textbooks is one of factors that influence student's achievement in learning biology. This study aimed to identify the misconception in biology textbooks in eleventh grade was conducted in Langkat district on Plant tissue topic. The analysis result of nine biology textbooks showed percentage of misconceptions consisted of *misidentifications* (42.19%), *overgeneralizations* (23.44%), *under generalizations* (14.06%), *obsolete concepts and terms* (14.06%), and *oversimplifications* (6.25%). The percentage of misconceptions in each subtopic plant tissue included to transportation tissue (43.76 %), epidermis tissue (17.18%), dicotyledonous term (14.09%), meristematic tissue (12.49%), plant organ (7.79%), and strengthen tissue (4.70%). One biology textbooks that the most misconceptions is 11 misconceptions and two biology textbooks that the least misconceptions are 4 misconceptions. This study implies to the occurrence of favorable misconception in biology textbook of secondary school that is worth of considering to anticipating the misconception between teachers and students in plant tissue topic.

Key words: Misconception, plant tissue, secondary biology textbooks

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