

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

1.1. Conclusions

Based on the results of the study, the conclusions as follows :

1. The percentages of biology education students' misconceptions respectively found: 68.81% students possess misconceptions
2. The misconceptions of sub topics on circulatory system that were found as follows : blood components, blood clotting mechanism, blood types, hearts, blood vessels, blood circulation process, lymphatic system, human circulatory system, invertebrates and vertebrates circulatory system on students exclude blood clotting mechanism and blood types. Misconceptions of sub topics on respiratory system that were found as follows : definition of breathing and respiration, respiratory organs, human respiration mechanism, gas exchange process, the disorders of human respiratory system. Invertebrates and vertebrates respiratory system.
3. The causes of misconceptions come from : students itself, learning methods, and learning sources such as modules, books, or copies of learning matters .

1.2. Implications

The research implies that misconception is very important to be revealed on student teachers especially for the concepts on biology matters. By knowing and analyzing the persistence of student teachers' misconception would give the extent of students' understanding of right scientific concepts on biology matters, both in the concept of the circulatory and the respiratory system, since misconceptions is a concept that is incompatible with the scientific sense or understanding accepted expert in a field of science. Therefore, the awareness of misconceptions that exist on the students' knowledge need to be improved on the wrong concept of biology matters at this time.

If misconceptions have entered into the cognitive structure of students, then such misconceptions will continue until it will affect the students in accepting a new concept. And most students will consistently develop wrong concepts, and inadvertently constantly interrupt the lesson. Errors in understanding this concept will appear in everyday experience and very difficult to be fixed. Misconceptions that found on students can hinder the process of acceptance and integration of new knowledge in accordance with the right scientific concept in the way of students thinking. Therefore, we need a strong and fundamental conceptions of the students by connecting the old concept with a new concept that led to the right concept to each sub-matter on the topic circulatory and the respiratory system in order to prevent the persistence misconceptions.

1.3. Suggestions

Based on the above conclusions, then as a form of follow-up in this study there are suggestions in an effort to obtain a student misconceptions, as follows:

1. The lecturers, especially biology lecturer before or begin the process of learning in the classroom, should first conduct an analysis test to determine students misconceptions on biology matters, according to the ways of students answer the right concepts through the administered questions. It aims to know whether the student's knowledge contains misconceptions that are still carried over when time in school or training period before the college students.
2. Suggest the next researcher to develop the results of this study in order to the research contributions can be useful as a source of information on the use of good learning with knowledge of the misconceptions in order to find on students misconception is crucial to know. Thus the sources of misconception are important to be acquired in following various aspects: the source of teaching materials such as books, and educators (teachers and lecturers).
3. Based on the results of this study, recommend to the next researcher to develop this research to overcome misconceptions in the level of undergraduate level especially for student teachers .