

**THE USE OF GUIDED NOTES TO ENHANCE STUDENTS'  
CONCEPT MASTERY AND INFORMATION LITERACY IN  
LEARNING BIOTECHNOLOGY**

**RESEARCH PAPER**

**Submitted as Requirement to Obtain Degree of *Sarjana Pendidikan* in  
International Program on Science Education (IPSE) Study Program**



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UNIVERSITAS PENDIDIKAN INDONESIA**

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**APPROVAL FORM OF RESEARCH PAPER**

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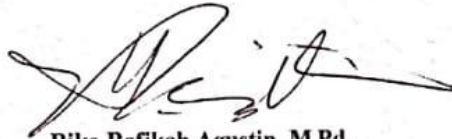
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## **DECLARATION SHEET**

I declare that every respect which is written in reserach paper entitled “THE USE OF GUIDED NOTE TO ENHANCE STUDENTS’ CONCEPT MANTERY AND INFORMATION LITERACY IN LEARNING BIOTECHNOLOGY has been composed personally by my self. Except, the states by reference or acknowledgement. I do not plagiarism that not appopriate with ethical science that applies in scholarly society. This declaration is created truthfully and conciously. I am ready to take risk or sanction if there is found copyright infrigement.

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CONCEPT MASTERY AND INFORMATION LITERACY IN  
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**ABSTRACT**

The goal of learning in the class is to improve students' achievement and increase students' concept mastery. However, to achieve the goal, there is some problem when students learning in the class. There are difficulties to remember all material and taking notes during learn. The function of taking notes is to help students remember the material. Taking notes also influenced by the way of students to find, evaluate, and use information. The skill is called information literacy skill. Therefore this research conduct to see the effect of using guided note on concept mastery and information literacy. Guided note use as media to rewrite the information that students have read on article or internet. The subject that chooses in this research is biotechnology. The method of this research is weak experiment and just use one class that consists of 23 students. Pre-test and post-test are used to measure concept mastery. The questionnaire used to measure information literacy. The result of the research is students' concept mastery increases and the information literacy of students is moderate impact. The average N-Gain of students' concept mastery is 0,94 categorize as high development. The result of information literacy, 83% of students categorize as proficient and 17% of students categorize as advance. The correlation of students' concept mastery is and information literacy is 0,197 and it is shown the positive correlation. For further research, it should be investigated with use of higher cognitive level in the pre-test-post-test question and assess students' information literacy trough scientific paper.

Keywords: Guided note, Students Concept Mastery, Information Literacy

**PENGUNAAN *GUIDED NOTES* UNTUK MENINGKATKAN  
PENGUSAAN KONSEP SISWA DAN LITERASI INFORMASI PADA  
PEMBELAJARAN BIOTEKNOLOGI**

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**ABSTRACT**

Tujuan dari pembelajaran di kelas adalah untuk mengembangkan prestasi siswa dan meningkatkan penguasaan konsep siswa. Tapi, untuk mencapai tujuan tersebut, terdapat masalah ketika siswa belajar di kelas. Yaitu kesulitan siswa dalam mengingat materi dan menulis catatan saat belajar. Fungsi dari mencatat catatan adalah untuk membantu siswa untuk mengingat materi pelajaran. Kegiatan mencatat juga dipengaruhi oleh cara siswa untuk menemukan, mengevaluasi dan menggunakan informasi. Hal tersebut dinamakan kemampuan literasi informasi. Oleh karena itu, research ini dilaksanakan untuk melihat efek dari penggunaan *guided note* terhadap penguasaan konsep siswa dan kemampuan literasi informasi. *Guided Note* akan menjadi media bagi siswa untuk menuliskan kembali informasi yang sudah di dapat dari artikel dan internet. Pelajaran yang dipilih untuk melakukan penelitian ini adalah biotechnology. Metode yang digunakan dalam penelitian ini adalah *weak experiment* dan hanya menggunakan satu kelas yang terdiri dari 23 siswa. Pre-test dan post-test digunakan untuk mengukur penguasaan konsep siswa. Sedangkan kuisioner digunakan untuk mengukur kemampuan literasi informasi siswa. Secara keseluruhan, hasil dari penelitian ini adalah terdapat peningkatan penguasaan konsep siswa setelah perlakuan belajar menggunakan *guided note* sedangkan kemampuan literasi informasi memberikan dampak yang berbeda-beda. Penguasaan konsep siswa dapat dilihat melalui N-gain yaitu 0,94 yang diategorikan mengalami perembangan yang tinggi. Untuk hasil literasi informasi sebanyak 83% siswa dapat diategorikan sebagai cakap, sedangkan 13% diategorikan sebagai ahli dalam kemampuan literasi informasi. Korelasi antara penguasaan konsep siswa dan literasi informasi adalah 0,197 yaitu korelasi yang positif. Untuk penelitian selanjutnya disarankan untuk menggunakan kognitive level yang lebih tinggi dalam soal pre-test dan pos-test. Serta menggunakan karya tulis ilmiah siswa untuk mengukur kemampuan literasi informasi.

Keywords: *Guided note*, Penguasaan Konsep Siswa, Literasi Informasi

## **PREFACE**

Alhamdulillahirobbilalamin. All praise be to Allah SWT, The One and Only God, because of His blessing this research titled “ The Effect of Guided Note to Enhance Students concept Mastery and Information Literacy in Learning Biotechnology” has been finished on time. Shalawat and Salam May always be lavished to prophet Muhammad SAW, his family, and all of muslim until the end.

This research paper is Submitted as Requirements to Obtain degree of *Sarjana Pendidikan* in International Program on Science Education. Then the aim of research is to give recommendation to another researcher that will use guided note. The author realize that this research is not perfect yet and have weakness. Therefore in the end of this research have some recommendation that can applied in the future research. Hopefully this research can give benefit for students, teacher and another researcher.

Bandung, August 2019

The Author

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