

Development of Intertextual Based Learning To Enhance Students' Understanding On Hormone Concepts

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Abstract: Intertextual learning is a strategy that links the conceptual relationship between the representation of the macroscopic, microscopic, and symbolic. Learning biochemistry in the abstract makes biochemistry as a courses that are considered difficult by students. Therefore in this study conducted intertextual development of learning strategies on the topic of hormones to enhance student ability to understand the concept of hormone by linking learning with real-life experiences that students encounter in daily life. In the present study applied the method *nonrandomized quasi-experiments posttest control group design* . Research subjects consisted of 72 students in the experiment class and 65 students in control class. The results showed that both of the average of student's understanding and student's ability on transferring their knowledge into macroscopic, microscopic, and symbolic in the experiment class (66.91%) higher than in the control class (51.45%). It can be can conclude that the application of intertextual learning strategy has facilitate student's understanding on the concept of hormones on the third level of chemical representation.

Keywords: learning hormone, intertekstual, understanding the concept.