

Pengembangan Bahan Ajar Sub Bab Antioksidan Berbasis Kajian Pola Konsumsi Masyarakat Pesisir Indramayu

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Author Order	of
Accreditation	
Abstract	<p>Salah satu sub bab pada mata kuliah gizi dan kesehatan pada Jurusan Biologi UNNES adalah antioksidan. Pembelajaran antioksidan dalam pelaksanaannya belum disertai bahan ajar berdasarkan kehidupan nyata. Bahan ajar berbasis riset merupakan bahan ajar yang disusun berdasarkan hasil penelitian dalam kehidupan nyata. Penelitian ini bertujuan untuk mengkaji pola konsumsi masyarakat pesisir Indramayu, mengetahui sumber makanan antioksidan yang dikonsumsi, menganalisis kevalidan bahan ajar berbasis pola konsumsi, dan mengetahui keefektifan bahan ajar yang dikembangkan berdasarkan hasil belajar mahasiswa. Hasil penelitian menunjukkan bahwa pola konsumsi makanan pokok yaitu beras, pola konsumsi hewani cukup tinggi terutama hasil laut dan tambak ikan, pola konsumsi buah-buahan masih rendah dengan frekuensi 0 dalam sehari sebanyak 75%, dan pola konsumsi sayuran cukup baik dengan frekuensi >3 kali dalam sehari sebanyak 43%; sumber makanan mengandung antioksidan yang dikonsumsi masyarakat pesisir Indramayu yaitu buah dukuh sebanyak 240 buah dalam sehari dengan kandungan antioksidan berupa vitamin A sebesar 13,0 IU/100g (USDA), dan terung sebanyak 20 buah dalam sehari dengan kandungan antioksidan berupa vitamin C sebesar 2,2 mg/100g, vitamin B sebesar 0,41 mg/100g, dan vitamin A sebesar 23 IU/100g; bahan ajar yang dikembangkan dinyatakan valid dengan rerata skor 3,9; dan bahan ajar dikatakan efektif berdasarkan perhitungan N-gain dengan kategori sedang. &nbsp; One of sub chapters on nutrition and health courses in Biology Department of UNNES is antioxidant. However, in learning process, the material about antioxidant is not accompanied by a real-life teaching materials. Research-based instructional material is teaching materials that created based on the results of research in real life. This research was aimed to examine the consumption patterns of Indramayu coastal society, know the antioxidant food sources that are consumed, analyze the validity of teaching materials based on consumption patterns, and determine the effectiveness of developed teaching materials based on student results. The results showed that consumption pattern of staple foods such as rice, consumption pattern of animal is high enough especially seafood and fish from ponds, the consumption pattern of fruits is low with a frequency of 0 in the day as much as 75%, and the consumption pattern of vegetables is quite good with a frequency of > 3 times in a day as much as 43%; source foods containing antioxidants consumed by Indramayu coastal society is dukuh fruit as much as 240 pieces in a day with the content of antioxidants such as vitamin A at 13.0 IU / 100g (USDA), and eggplant as many as 20 pieces in a day with the content of antioxidants such as vitamin C by 2, 2 mg / 100g, 0,41 mg/100g vitamin B, and vitamin A by 23 IU / 100g; then, developed teaching material is stated valid with a mean score of 3.9; and effective as a teaching material based on the calculation of the N-gain in the medium category.</p>
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Author	IDAH HAMIDAH, S.S., M.Hum