

ABSTRAK

Penelitian yang berjudul “**Pengaruh Pembelajaran Berbasis Hakikat Sains Terhadap Persepsi Siswa Tentang Hakikat Sains dan Kemampuan Berpikir Kritis Siswa**” bertujuan untuk melihat pengaruh proses pembelajaran berbasis hakikat sains terhadap persepsi siswa tentang hakikat sains dan kemampuan berpikir kritis siswa serta diharapkan dapat meningkatkan kualitas persepsi siswa tentang hakikat sains dan kemampuan berpikir kritis siswa. Metode penelitian yang diterapkan adalah Quasy Eksperimental. Data hasil penelitian ini dijangin melalui instrumen berupa kuesioner hakikat sains, tes tertulis, uji kinerja. Melalui uji hipotesis persepsi siswa tentang hakikat sains dan kemampuan berpikir kritis siswa pada kelas kontrol dan kelas eksperimen hasilnya berbeda signifikan. Peningkatan persepsi siswa tentang hakikat sains berada pada kategori “Cukup” dan kemampuan berpikir kritis berada pada kategori “Kurang”. Hal ini menunjukkan bahwa pembelajaran berbasis hakikat sains efektif meningkatkan persepsi siswa tentang hakikat sains dan kemampuan berpikir kritis pada konsep sistem klasifikasi makhluk hidup.

Kata kunci : Pembelajaran berbasis hakikat sains, persepsi siswa tentang hakikat sains, kemampuan berpikir kritis.

ABSTRACT

The study, entitled "**The Effects Of Nature Of Science (NOS) Based Learning Toward Student Perceptions Of The Nature Of Science And Critical Thinking Students**" is to see the impact of the nature of science-based learning process of the students' perception of the nature of science and critical thinking skills of students. It is expected to improve the quality of students' perceptions about the nature of science and critical thinking skills of students. The research methodology was applied in this study is Quasy Experimental. The result in this study were obtained using instruments such as the nature of science questionnaire, written test, and performance test. The hypothesis testing of students' perceptions about nature of science and critical thinking skills of control class and experimental class is significantly different. The increasing of students' perceptions of the nature of science in the category of "Enough" and critical thinking skills in the category is "low". This suggests that the nature of science-based learning effectively improve the students' perception of the nature of science and critical thinking skills in system concept classification of living things.

Keywords : Nature of Science (NOS) Based Learning, Student Perceptions Of The Nature Of Science, Critical Thinking.