

DAFTAR PUSTAKA

- Abd-El-Khalick, F., Bell, R. L., dan Lederman, N. G. (1998). The nature of science and instructional practice: making the unnatural natural. *Science Education*, 82, hlm. 417-436.
- Abd-El-Khalick, F. (2002). Rutherford's enlarged: a content-embedded activity to teach about the nature of science. *Physics Education*, 37(1), hlm. 64-68.
- Abd-El-Khalick, F. (2012). Teaching with and about nature of science, and science teacher knowledge domains. *Science Education*.
- Adisendjaja, Y. H, Rustaman, N., Redjeki, S., dan Satori D. (2015). Pemahaman mahasiswa pendidikan biologi tentang hakikat sains. *Prosiding Seminat Alfa IV 2015* (hlm. 60-67). Yogyakarta: Jurusan Pendidikan IPA FMIPA UNY.
- Arikunto, S. (2012). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Bell, R. L. (2009). *Teaching the Nature of Science: Three Critical Questions*. National Geographic.
- Bybee, R. W., Powell, J. C., dan Ellis, J. D. (1991). Integrating the history and nature of science and technology in science and social studies curriculum. *Science Education*, 75(1), hlm. 143-155.
- Driver, R., Leach, J., Millar, R. & Scott, P. (1996). *Young people's images of science*. Buckingham, UK: Open University Press.
- Forato, T. C. M., Martins, R. A., dan Pietrocola, M. (2012). History and nature of science in high school: building up parameters to guide educational materials and strategies. *Science & Education*, 21(5), hlm. 657-682.
- Gardner, E. J. (1972). *History of Biology, Third Edition*. New Delhi: Wiley Eastern Limited.
- Hazen, R. M. dan Trefil, J. (1992). *Science Matters: Achieving Scientific Literacy*. New York: Random House.
- Holbrook, J. dan Rannikmae, M. (2009). The Meaning of Scientific Literacy. *International Journal of Environmental & Science Education*. 4(3), hlm. 275-288.
- Indriyani, N. A. (2013). *Analisis Buku Teks Biologi SMA di Kota Bandung berdasarkan Hakikat Sains*. (Skripsi). Departemen Pendidikan Biologi, Universitas Pendidikan Indonesia, Bandung.

- Khishfe, R. (2012). Relationship between nature of science understandings and argumentation skills: a role for counterargument and contextual factors. *Journal of Research in Science Teaching*, 49(4), hlm. 489-514.
- Khishfe, R. dan Abd-El-Khalick, F. (2002). Influence of explicit and reflective versus implicit inquiry-oriented instruction on sixth graders' views of nature of science. *Journal of Research in Science Teaching*, 39(7), hlm. 551-578.
- Khishfe, R. dan Lederman, N. (2006). Teaching nature of science within a controversial topic: integrated versus nonintegrated. *Journal of Research in Science Teaching*, 43(4), hlm. 395-418.
- Kim, S. Y., dan Irving, K. E. (2010). History of science as an instructional context: student learning in genetics and nature of science. *Science & Education*, 19, hlm. 187-215.
- Lederman, N. G. (1992). Students' and teachers' conceptions of the nature of science: a review of the research. *Journal of Research in Science Teaching*, 29(4), hlm. 331-359.
- Lederman, N. G. (2007). Nature of science: past, present, and future. *Handbook of research in science education*, hlm. 831-879.
- Lederman, N. G., Abd-El-khalick, F., Bell, R.L., dan Schwartz, R. S. (2002). Views of nature of science questionnaire: toward valid and meaningful assessment of learners' conceptions of nature of science. *Journal of Research in Science Teaching*, 39(6), hlm. 497-521.
- Lin, C. -Y., Cheng, J. -H., dan Chang, W. -H. (2010). Making science vivid: using a historical episodes map. *International Journal of Science Education*, 32(18), hlm. 2521-2531.
- McComas, W. F. (1998). The principal elements of the nature of science: dispelling the myths. *The Nature of Science in Science Education*, hlm. 53-70.
- Menteri Pendidikan dan Kebudayaan Indonesia. (2013). *Salinan Permendikbud No. 65 Tahun 2013*. Permendikbud: tidak diterbitkan.
- Menteri Pendidikan dan Kebudayaan Indonesia. (2013). *Salinan Permendikbud No. 69 Tahun 2013*. Permendikbud: tidak diterbitkan.
- Ozgelen, S., Yilmaz-Tuzun, Ozgul, dan Haniscin, D. L. (2012). Exploring the development of preservice science teachers' views on the nature of science in inquiry-based laboratory instruction. *Research in Science Education*.43(4), hlm. 1551-15

- Reece, J. B., Urry, L. A., Cain, M. L., Wasserman, S. A., Minorsky, P. V., dan Jackson, R. B. (2011). *Biology 9^{ed}*. San Fransisco: Benjamin Cummings.
- Roach, L. E. dan Wandersee, J. H. (1995). Putting people back into science: using historical vignettes. *School Science and Mathematics*, 95(7), hlm. 365-370.
- Rudge, D. W. dan Howe, E. M. (2009). An explicit and reflective approach to the use of history to promote understanding of the nature of science. *Science & Education*, 18(5), hlm. 561-580.
- Rutherford, J. F. dan Ahlgren, A. (1990). *Science for All Americans. Scientific Literacy*. New York Oxford: Oxford University Press, Inc.
- Sukardi. (2008). *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya*. Jakarta: PT Bumi Aksara.
- Yacoubian, H. A. dan BouJaourde, S. (2010). The effect of reflective discussions following inquiry-based laboratory activities on students' views of nature of science. *Journal of Research in Science Teaching*. 47(10), hlm. 1229-1252.