

ANALISIS PENGUASAAN HAKIKAT SAINS GURU BIOLOGI SMA DAN PENERAPANNYA DALAM PENGEMBANGAN LKS

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penguasaan hakikat sains dan penerapannya dalam LKS yang telah dikembangkan guru biologi SMA. Penelitian ini menggunakan metode penelitian deskriptif. Partisipan dari penelitian ini adalah guru-guru biologi dari SMA berbeda di Bandung yang mengikuti program pendampingan pengembangan kegiatan laboratorium berbasis inkuiri pada tahun 2012-2013 yang diadakan oleh Dosen Program Studi Pendidikan Biologi UPI. Data dikumpulkan melalui tes hakikat sains, kuesioner, lembar observasi dan wawancara. Hasil tes hakikat sains menunjukkan bahwa aspek kaidah-kaidah fakta ilmiah dan postulat sains mendapatkan hasil capaian yang sama (80%). Capaian yang terendah yaitu pada aspek tatanama ilmiah (45%). LKS yang dikembangkan guru termasuk pada jenis *discovery* (60%), *expository* (40%) dan belum ada yang termasuk jenis *inquiry*. LKS yang dikembangkan oleh guru telah mengandung aspek-aspek hakikat sains. Guru telah melakukan proses inkuiri dalam mengembangkan LKS, namun belum mentransformasikan proses atau langkah-langkah inkuiri tersebut ke dalam LKS yang dikembangkannya.

Kata kunci: *hakikat sains, LKS, discovery, expository, inquiry*

**THE ANALYSIS OF NOS MASTERY OF SENIOR HIGH SCHOOL
BIOLOGY TEACHERS AND THE IMPLEMENTATION
IN DEVELOPING WORKSHEET DESIGNED**

ABSTRACT

This research aimed to describe the mastery of NOS and the implementation in developing worksheet designed by senior high school biology teacher. This research was conducted using descriptive method. Research participants were biology teachers from different high school in Bandung who joined tutorial program for inquiry-based laboratory activities organized by the Biology Education Lecturer UPI 2012-2013. Data were collected through NOS test, questionnaire, observation and interview sheet. Based on the results of NOS test, the rules of scientific evidence and postulates of science aspects got the same achievement (80%). Lowest achievement results obtained in the aspect of scientific nomenclature (45%). The worksheets that have been developed by teachers were categorized to discovery (60%), expository (45%) and no one was inquiry style. The worksheets have been developed by teachers contained aspects of the nature of science. The teachers have made process of inquiry in developing worksheets, but they have not been transform the process or the steps of inquiry into worksheets that they have developed.

Keyword: *NOS (nature of science), worksheet, discovery, expository, inquiry*