

ABSTRACT

LIAH BADRIAH. Thesis. 2014. *The Differences Between Result Study and Critical Thinking Ability of Biology Students Employing Deductive and Inductive Learning Approaches Based On The Ecosystem Concept*. Population and Environment Education Post Graduate Program Siliwangi University Tasikmalaya.

This study aimed at investigating the differences between result study and critical thinking ability of biology students employing deductive and inductive learning approaches based on the ecosystem concept.

This study uses comparative research method, particularly posttest control group design. Besides, the population of this study the entire second semester students of Biology Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University. Moreover, the sample of this study is two classes taken randomly by utilizing cluster random sampling, namely class 2A consist of 33 students and 2B consist of 34 students. In addition, technique of collecting the data was conducted by giving the posttest to the students in order to obtain the data about students' final learning outcomes and applying rubric for the sake of identifying the students' critical thinking abilities. Likewise, T-Test (the test using to compare the differences of two scores average) with $(\alpha) = 5\%$ as the significant level was used.

Referring to the data analysis and hypothesis testing, the results showed that (1) There was a significant learning outcome of Biology students employing deductive and inductive learning approaches. (2) there was a significant level of biology students' creative thinking ability applying deductive and inductive learning. As a result, deductive learning approach plausibly yielded better learning outcomes and Inductive learning approach obviously influenced the students' critical thinking abilities.

Key Words : Inductive learning approach, deductive learning approach, result study and critical thinking ability.

LIAH BADRIAH. Thesis. 2014. **Perbedaan Hasil Belajar Dan Kemampuan Berpikir Kritis Mahasiswa Biologi Yang Proses Pembelajarannya Menggunakan Pendekatan Deduktif Dan Induktif Pada Konsep Ekosistem** Program Studi Pendidikan Kependudukan dan Lingkungan Hidup. Pasca Sarjana. Universitas Siliwangi.

Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar dan kemampuan berpikir kritis mahasiswa biologi yang proses pembelajarannya menggunakan pendekatan deduktif dan induktif pada konsep ekosistem.

Metode penelitian ini adalah metode komparatif yang menggunakan rancangan *posttest control group design* dengan populasi seluruh mahasiswa semester II program studi pendidikan Biologi FKIP UNSIL dengan sampel sebanyak 2 kelas yang diambil secara *cluster random sampling* yaitu kelas 2A sebanyak 33 orang dan kelas 2B sebanyak 34 orang. Teknik pengumpulan data dilakukan dengan memberikan *posttest* untuk memperoleh data kemampuan akhir hasil belajar dan rubrik untuk mengetahui kemampuan berpikir kritis mahasiswa, teknik analisis data yang digunakan adalah uji perbedaan dua rata-rata (uji-t) dengan taraf signifikan (α) = 5%.

Berdasarkan analisis data dan pengujian hipotesis menunjukkan bahwa: (1) ada perbedaan yang signifikan hasil belajar mahasiswa biologi yang proses pembelajarannya menggunakan pendekatan deduktif dengan induktif (2) ada perbedaan yang signifikan kemampuan berpikir kritis mahasiswa biologi yang proses pembelajarannya menggunakan pendekatan deduktif dan induktif. Berdasarkan hasil penelitian diperoleh kesimpulan bahwa pendekatan deduktif lebih baik terhadap hasil belajar dan Pendekatan induktif lebih baik terhadap kemampuan berpikir kritis mahasiswa.

Kata Kunci : pendekatan induktif, pendekatan deduktif, hasil belajar dan kemampuan berpikir kritis