

Yasinia, Amira Riski. 2025. *Analisis Keterampilan Proses Sains Siswa Kelas IV SDN Kemayoran 1 Bangkalan*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunojoyo Madura.
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ABSTRAK

Abstrak: Penelitian ini dilatarbelakangi oleh pelaksanaan pembelajaran berbasis proyek oleh guru tanpa pedoman atau indikator jelas untuk menilai keterampilan proses sains (KPS). Akibatnya, guru kesulitan mengidentifikasi jenis KPS yang muncul selama proyek, sementara nilai awal KPS siswa tergolong rendah. Tujuan penelitian adalah mengetahui KPS siswa kelas IV SDN Kemayoran 1 Bangkalan. Penelitian ini menggunakan pendekatan kualitatif deskriptif, yang bertujuan menggambarkan karakteristik objek dalam skala terbatas dan waktu singkat, sehingga hasil tidak dapat digeneralisasi. Teknik pengumpulan data berupa triangulasi observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian, serta penarikan kesimpulan atau verifikasi. Hasil penelitian menunjukkan bahwa keterampilan proses sains terdapat perbedaan capaian juga terlihat berdasarkan tingkat kemampuan siswa, dimana siswa dengan kemampuan tinggi dan sedang sama-sama menunjukkan kelemahan pada indikator mengajukan pertanyaan dan mengamati, sedangkan siswa dengan kemampuan rendah mengalami kesulitan pada indikator mengajukan pertanyaan, merumuskan hipotesis, mengamati, dan menginterpretasi data. Temuan ini menunjukkan bahwa keterampilan proses sains siswa telah berkembang dengan baik melalui kegiatan proyek, namun masih diperlukan penguatan khusus pada beberapa indikator, terutama dalam membentuk pertanyaan ilmiah dan mengembangkan kemampuan observasi secara cermat.

Kata kunci: Analisis, KPS

Yasinia, Amira Riski. 2025. *Analysis of Science Process Skills of Fourth Grade Students of SDN Kemayoran 1 Bangkalan*. Thesis. Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Trunojoyo University Madura.
Supervisor : Ika Dian Rahmawati

ABSTRACT

Abstract: *This study was motivated by the implementation of project-based learning by teachers without clear guidelines or indicators to assess science process skills (SPS). As a result, teachers had difficulty identifying the types of SPS that emerged during the project, while students' initial SPS scores were relatively low. The purpose of the study was to determine the SPS of grade IV students at SDN Kemayoran 1 Bangkalan. This study used a descriptive qualitative approach, which aims to describe the characteristics of objects on a limited scale and in a short time, so that the results cannot be generalized. Data collection techniques were in the form of observation triangulation, interviews, and documentation. Data analysis was carried out through data reduction, presentation, and drawing conclusions or verification. The results showed that students' science process differences in achievement are also seen based on the level of student ability, where students with high and medium abilities both show weaknesses in the indicators of asking questions and observing, while students with low abilities have difficulty in the indicators of asking questions, formulating hypotheses, observing, and interpreting data. This finding indicates that students' science process skills have developed well through project activities, but special strengthening is still needed in several indicators, especially in forming scientific questions and developing careful observation skills.*

Keywords: *Analysis, KPS*