

ABSTRAK

ANALISIS KETRAMPILAN PROSES SAINS (KPS) SISWA KELAS V SD KANISIUS CONDONGCATUR

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Pendidikan di Indonesia dituntut untuk mengutamakan proses pembelajaran yang bermakna. Pembelajaran bermakna jika siswa memahami pembelajaran dengan menghubungkan materi dengan kehidupan sehari-hari yang dilakukan dengan metode tertentu. Keterampilan berpikir kritis dapat ditingkatkan melalui pembelajaran sains yang menekankan pada proses. Permasalahan penelitian ini adalah; 1) Bagaimana penerapan indikator keterampilan proses sains di SD Kanisius Condongcatur, 2) Apakah LKPD dengan indikator keterampilan proses sains dapat meningkatkan keterampilan proses sains siswa kelas V SD Kanisius Condongcatur. Tujuan penelitian ini adalah; 1) Mengetahui penerapan indikator keterampilan proses sains di SD Kanisius Condongcatur, 2) Mengetahui LKPD dengan indikator keterampilan proses sains dapat meningkatkan keterampilan proses sains siswa kelas V SD Kanisius Condongcatur. Jenis penelitian yang digunakan adalah deskriptif kualitatif. Penelitian dilakukan di SD Kanisius Condongcatur pada 13 siswa kelas V SD. Hasil penelitian validasi LKPD dengan indikator KPS oleh dosen dengan skor 48,9 masuk dalam kategori sangat baik, dan validasi LKPD dengan indikator KPS oleh guru wali kelas V SD dengan skor 33,35 masuk dalam kategori baik. Hasil nilai yang diperoleh masing-masing siswa; (1) LKPD dengan nilai 80 ada 2 siswa, (2) LKPD dengan nilai 76 ada 2 siswa, (3) LKPD dengan nilai 73 ada 3 siswa, (4) LKPD dengan nilai 70 ada 1 siswa, (5) LKPD dengan nilai 63 ada 2 siswa, dan (6) LKPD dengan nilai 60 ada 3 siswa. Nilai rata-rata siswa kelas V SD Kanisius Condongcatur adalah 70,75 masuk dalam kategori baik. Hasil nilai masing-masing indikator keterampilan proses sains siswa kelas V SD Kanisius Condongcatur; a) mengamati dengan nilai 71, b) mengelompokan dengan nilai 43, c) menafsirkan dengan nilai 75, d) menanyakan dengan nilai 61, e) merumuskan hipotesis dengan nilai 71, f) merencanakan percobaan dengan nilai 56, g) menggunakan alat dan bahan dengan nilai 58, h) menerapkan konsep dengan nilai 97, dan i) berkomunikasi dengan nilai 94. Nilai rata-rata keberhasilan indikator keterampilan proses sains siswa kelas V SD Kanisius Condongcatur adalah 48,15 masuk dalam kategori sangat baik. Berdasarkan pembahasan diatas dapat disimpulkan bahwa SD Kanisius Condongcatur telah menerapkan indikator keterampilan proses sains dalam proses pembelajaran dengan baik. Hal tersebut dibuktikan dari hasil analisis LKPD indikator KPS dengan nilai rata-rata siswa kelas V SD Kanisius Condongcatur 70,75 masuk dalam kategori baik, dan dapat meningkatkan keterampilan proses sains siswa kelas V SD Kanisius Condongcatur.

Kata Kunci : Analisis, Keterampilan Proses Sains (KPS), Siswa Kelas V, SD Kanisius Condongcatur

ABSTRACT

**ANALYSIS OF SCIENCE PROCESS SKILLS (KPS) CLASS V STUDENTS
OF ELEMENTARY SCHOOL KANISIUS CONDONGCATUR**

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Education in Indonesia is required to prioritize a meaningful learning process. Learning is meaningful if students understand the learning by connecting the material with everyday life carried out with certain methods. Critical thinking skills can be improved through science learning that emphasizes the process. The problems of this research are; 1) How is the application of science process skill indicators in SD Kanisius Condongcat, 2) Can LKPD with science process skill indicators improve the science process skills of fifth grade students of SD Kanisius Condongcat. The objectives of this research are; 1) To determine the application of science process skill indicators in SD Kanisius Condongcat, 2) To determine whether LKPD with science process skill indicators can improve the science process skills of fifth grade students of SD Kanisius Condongcat. The type of research used is descriptive qualitative. The study was conducted at SD Kanisius Condongcat on 13 fifth grade students. The results of the validation of LKPD with KPS indicators by lecturers with a score of 48.9 are included in the very good category, and the validation of LKPD with KPS indicators by the fifth grade homeroom teacher with a score of 33.35 are included in the good category. The results of the scores obtained by each student; (1) LKPD with a score of 80 were 2 students, (2) LKPD with a score of 76 were 2 students, (3) LKPD with a score of 73 were 3 students, (4) LKPD with a score of 70 was 1 student, (5) LKPD with a score of 63 were 2 students, and (6) LKPD with a score of 60 were 3 students. The average score of fifth grade students of Kanisius Condongcat Elementary School was 70.75, which is in the good category. The results of the scores of each indicator of science process skills of fifth grade students of Kanisius Condongcat Elementary School; a) observing with a score of 71, b) grouping with a score of 43, c) interpreting with a score of 75, d) asking questions with a score of 61, e) formulating hypotheses with a score of 71, f) planning experiments with a score of 56, g) using tools and materials with a score of 58, h) applying concepts with a score of 97, and i) communicating with a score of 94. The average success score for the science process skills indicators for fifth-grade students at Kanisius Condongcat Elementary School was 48.15, falling within the very good category. Based on the discussion above, it can be concluded that Kanisius Condongcat Elementary School has implemented science process skills indicators effectively in the learning process. This is evidenced by the results of the Student Worksheet (LKPD) analysis of the Science Process Skills (KPS) indicator, with an average score of 70.75 for fifth-grade students, falling within the good category and improving the science process skills of fifth-grade students.

Key words: Analysis, Science Process Skills (KPS), Fifth-grade Students, Kanisius Condongcat Elementary School.