

Universitas Ngudi Waluyo
Program Studi S1 Pendidikan Guru Sekolah Dasar
Fakultas Komputer dan Pendidikan
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Gita Febby Amalina
131221031

HUBUNGAN MINAT BELAJAR DAN KETERAMPILAN PROSES SAINS SISWA KELAS IV DI GUGUS MELATI KECAMATAN SUMOWONO

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara minat belajar dan Keterampilan Proses Sains (KPS) siswa kelas IV sekolah dasar. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional melibatkan siswa kelas IV berjumlah 89 di Gugus Melati Kecamatan Sumowono. Data minat belajar dikumpulkan menggunakan angket skala Guttman, sedangkan keterampilan proses sains diukur melalui tes objektif validitas dan reliabilitas yang telah memenuhi kevalidan pada soal uji coba. Penyajian hasil data menggunakan statistik deskriptif, sementara uji hipotesis menggunakan uji korelasi pearson *product moment* setelah data memenuhi uji prasyarat normalitas dan linearitas. Guna mengukur hubungan antar variabel, penelitian ini menunjukkan hasil yang kontras, yaitu minat belajar siswa mencapai pada kualifikasi sangat tinggi, sedangkan Keterampilan Proses Sains (KPS) berada pada kualifikasi sedang. Adanya hasil yang signifikan antara variabel minat belajar siswa dan Keterampilan Proses Sains (KPS) siswa kelas IV sehingga hasil dinyatakan terdapat hubungan positif antar variabel. Data tersebut membuktikan tingginya minat belajar siswa berhubungan dengan keterampilan proses sains pada siswa. Temuan dari hasil penelitian membawa dampak positif pada pembelajaran IPA di sekolah dasar bahwa pengembangan minat belajar siswa menjadi perhatian yang utama.

Kata kunci: Minat belajar, Keterampilan proses sains

Universitas Ngudi Waluyo
Study Program of Primary School Teachers Education
Faculty of Computer and Education
Final Project, February 2026
Gita Febby Amalina
131221031

***THE CORRELATION BETWEEN LEARNING INTEREST AND SCIENCE
PROCESS SKILLS OF FOURTH GRADE STUDENTS IN THE MELATI
CLUSTER, SUMOWONO DISTRICT***

ABSTRACT

This study aims to determine the relationship between learning interest and Science Process Skills (SPS) of fourth-grade elementary school students. The study used a quantitative approach with a correlational design involving 89 fourth-grade students in Melati Cluster, Sumowono District. Data on learning interest was collected using a Guttman scale questionnaire, while science process skills were measured through objective tests with validity and reliability that had been validated in trial tests. The data results were presented using descriptive statistics, while hypothesis testing used the Pearson product moment correlation test after the data met the prerequisites of normality and linearity. To measure the relationship between variables, this study showed contrasting results, namely that student learning interest reached a very high level, while science process skills (SPS) were at a moderate level. There were significant results between the variables of student learning interest and science process skills (SPS) of fourth-grade students, so the results showed a positive relationship between the variables. The data proves that high student learning interest is related to science process skills in students. The findings from the research have a positive impact on science learning in elementary schools, namely that the development of student learning interest should be a primary concern.

Keywords: *Learning interest, Science process skills*