Hubungan Sikap Ilmiah dan Keterampilan Proses Sains Siswa Kelas V Di SD Islam Sekecamatan Ungaran Barat

Dhiyan Nur Laily[1], Ela Suryani[2]
[1,2] Universitas Ngudi Waluyo, Indonesia
[1]dhiyanurlaily@gmail.com

Abstrak

Penelitian ini bertujuan untuk mengetahui ada tidaknya hubungan antara sikap ilmiah dan keterampilan proses sains siswa kelas V di SD Islam se-Kecamatan Ungaran Barat. Penelitian menggunakan pendekatan kuantitatif dengan metode korelasional, yang dirancang untuk menguji hubungan antara dua variabel dalam suatu fenomena pendidikan. Data dikumpulkan melalui instrumen angket sikap ilmiah dan tes keterampilan proses sains yang telah memenuhi kriteria validitas dan reliabilitas. Analisis data dilakukan menggunakan uji korelasi Pearson Product Moment. Hasil analisis menunjukkan nilai koefisien korelasi sebesar 0,245 dengan nilai signifikansi 0,006 (< 0,05). Temuan ini menunjukkan adanya hubungan positif dan signifikan antara sikap ilmiah dan keterampilan proses sains, sehingga hipotesis alternatif (Ha) diterima. Berdasarkan pedoman interpretasi koefisien korelasi, nilai 0,245 berada pada kategori hubungan lemah. Dengan demikian, dapat disimpulkan bahwa sikap ilmiah memiliki hubungan positif terhadap keterampilan proses sains siswa, meskipun tingkat hubungannya tergolong rendah.
Kata Kunci: hubungan, sikap ilmiah, keterampilan proses sains

.

Abstract

This study aims to determine whether there is a relationship between scientific attitude and science process skills of fifth-grade students in Islamic elementary schools in the West Ungaran District. The study uses a quantitative approach with a correlational method, designed to test the relationship between two variables in an educational phenomenon. Data were collected through scientific attitude questionnaires and science process skills tests that had met validity and reliability criteria. Data analysis was carried out using the Pearson Product Moment correlation test. The analysis results show a correlation coefficient of 0.245 with a significance value of 0.006 (< 0.05). These findings indicate a positive and significant relationship between scientific attitude and science process skills, thus the alternative hypothesis (Ha) is accepted. Based on the guidelines for interpreting correlation coefficients, the value of 0.245 falls into the weak relationship category. Thus, it can be concluded that scientific attitude has a positive relationship with students' science process skills, although the level of the relationship is considered low.
Keywords: *correlation, scientific attitude, science process skills*