ABSTRAK

Pembelajaran IPA cenderung masih dianggap sebagai pengetahuan yang harus dihafalkan oleh peserta didik. Hal ini menyebabkan peserta didik kurang berpartisipasi secara aktif dalam proses pembelajaran. Oleh karena itu perlu adanya upaya perbaikan proses pembelajaran yang mampu membantu peserta didik dalam meningkatkan keterampilan proses sains dalam pembelajaran IPA. Salah satu model pembelajaran yang digunakan yaitu model pembelajaran *project based learning*.. Tujuan penelitian ini adalah untuk menganalisis efektivitas model pembelajaran Project Based Learning terhadap keterampilan proses sains peserta didik kelas V SDN Kebonagung materi IPA. Jenis penelitian yang digunakan adalah penelitian deskriptif kualitatif. Subjek penelitian pada penelitian ini adalah peserta didik kelas V sekolah dasar. Berdasarkan penelitian yang dilakukan diperoleh hasil analisis bahwa diperoleh nilai rata-rata ketuntasan kalsikal sebesar 86,52%> 75% yang artinya ketuntasan klasikal keterampilan proses sains terpenuhi atau tuntas. Nilai uji effect size sebesar 98% > 80% sehingga dapat dikatakan bahwa penelitian behasil. Pembelajaran model project based learning efektif terhadap keterampilan proses sains kelas V materi IPA. Namun indikator yang dihitung dalam penelitian ini hanya diambil empat dari sepuluh indikator yaitu indikator mengamati, menafsirkan, menerapkan, dan merancang percobaan. Sehingga berhasil dalam hal ini hanya untuk empat indikator tersebut.

Kata kunci : IPA, Keterampilan Proses Sains, *Project Based Learning* (PjBL)

ABSTRACT

Science learning tends to be regarded as knowledge that students must memorize. This causes students to participate less actively in the learning process. Therefore it is necessary to make efforts to improve the learning process that is able to help students improve their science process skills in learning science. One of the learning models used is the project based learning learning model. The purpose of this study was to analyze the effectiveness of the Project Based Learning learning model on the science process skills of fifth grade students at SDN Kebonagung on natural sciences. The type of research used is descriptive qualitative research. The research subjects in this study were fifth grade elementary school students. Based on the research conducted, the results of the analysis show that the average value of calcical mastery is 86.52%> 75%, which means that the classical mastery of science process skills is fulfilled or complete. The effect size test value is 98% > 80% so that it can be said that the research was successful. Project based learning model learning is effective on science process skills for class V science material. However, the indicators calculated in this study were only four out of ten indicators, namely the indicators of observing, interpreting, applying, and designing experiments. So it works in this case only for these four indicators.

Keywords: Science, Science Process Skills, Project Based Learning (PjBL)