

ABSTRAK

WIENDA AULIA SYAFIRA, 2025. Pengaruh Model *Problem Based Learning* (PBL) Berbantu Lembar Kerja Elektronik (E-Lkpd) *Wizzer.Me* Terhadap Hasil Belajar Kognitif Peserta Didik (Studi Eksperimen di Kelas XI-IPS SMAN 1 Manonjaya pada Pembelajaran Geografi Materi Keberagaman Budaya)

Penelitian ini dilatarbelakangi oleh pesatnya inovasi teknologi pendidikan yang mengharuskan adanya pembaruan dalam proses pembelajaran. Model pembelajaran *Problem Based Learning* (PBL) berbantu Lembar Kerja Elektronik Peserta Didik (E-LKPD) *Wizzer.me* merupakan salah satu model dan media pembelajaran yang dapat membantu mempermudah proses pembelajaran peserta didik. Pada penelitian ini, Lembar Kerja Peserta Didik Elektronik (E-LKPD) yang digunakan yaitu melalui *Website wizzer.me*. Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* (PBL) berbantu media Lembar Kerja Elektronik Peserta Didik (E-LKPD) *Wizzer.me* terhadap hasil belajar kognitif peserta didik pada mata pelajaran geografi materi keberagaman budaya Indonesia di kelas XI IPS SMAN 1 Manonjaya. Metode penelitian yang digunakan adalah Quasi eksperimen dengan desain penelitian *Pretest-Post Control Group Design*. Sampel penelitiannya yaitu kelas XI IPS 4 dan kelas XI IPS 5 SMA Negeri 1 Manonjaya. Teknik pengambilan sampel yang digunakan adalah *probability sampling*. Instrumen yang digunakan dalam pengumpulan data berupa *pretest dan posttest* dengan soal pilihan ganda sebanyak 35 butir. Teknik analisis data menggunakan uji normalitas, homogenitas, dan uji paired sampel *t-test*. Berdasarkan hasil penelitian terdapat perbedaan hasil belajar antara peserta didik yang menggunakan model pembelajaran *Problem Based Learning* (PBL) berbantu media Lembar Kerja Elektronik Peserta Didik (E-LKPD) *Wizzer.me* dengan peserta didik yang menggunakan model pembelajaran *Problem Based Learning* (PBL) dengan berbantu lembar kerja peserta didik konvensional. Hal itu dapat dilihat dari perolehan nilai rata-rata hasil *posttest* pada kelas eksperimen sebesar 83, dan kelas kontrol sebesar 77. Pada uji paired sampel *t-test* diperoleh nilai signifikansi sebesar 0,000. Maka menunjukkan H_0 ditolak H_a diterima artinya terdapat pengaruh dari model *Problem Based Learning* (PBL) berbantu media Lembar Kerja Elektronik Peserta Didik (E-LKPD) *Wizzer.me* terhadap hasil belajar kognitif peserta didik.

Kata Kunci: Model *Problem Based Learning* (PBL), E-LKPD *Wizzer.me*, Hasil Belajar Kognitif.

ABSTRACT

WIENDA AULIA SYAFIRA, 2025. *The Effect of Problem Based Learning (PBL) Model Assisted by Electronic Worksheets (E-LKPD) Wizzer.Me on Students' Cognitive Learning Outcomes (Experimental Study in Class XI-IPS SMAN 1 Manonjaya in Geography Learning on Cultural Diversity Material)*

This research is motivated by the rapid advancement of educational technology, which requires continuous updates in the learning process. The Problem Based Learning (PBL) model assisted by Electronic Student Worksheets (E-LKPD) via Wizer.me is one of the learning models and media that can help facilitate student learning. In this study, the E-LKPD was implemented through the Wizer.me website. The purpose of this research is to determine the effect of the Problem Based Learning (PBL) model assisted by Electronic Student Worksheets (E-LKPD) Wizer.me on students' cognitive learning outcomes in Geography, specifically the topic of Cultural Diversity of Indonesia, in class XI IPS at SMAN 1 Manon Jaya. The research method used was a quasi-experimental design with a Pretest-Posttest Control Group Design. The research sample consisted of class XI IPS 4 and XI IPS 5, selected using probability sampling techniques. The data collection instrument used was a multiple-choice test consisting of 35 items, administered as both a pretest and posttest. Data analysis techniques included tests of normality, homogeneity, and paired sample t-test. The results showed differences in cognitive learning outcomes between students who used the PBL model assisted by E-LKPD Wizer.me and those who used the PBL model with conventional worksheets. This was evidenced by the average posttest scores: the experimental class scored 83, while the control class scored 77. The paired sample t-test yielded a significance value of 0.000. Since the significance value is less than α (0.05), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This indicates that the use of the Problem Based Learning (PBL) model assisted by E-LKPD Wizer.me has a significant effect on students' cognitive learning outcomes.

Keywords: *Problem Based Learning (PBL) Model, Electronic Student Worksheet (E-LKPD) Wizzer.me, Cognitive Learning Outcomes.*