

ABSTRAK

Bramanda, Nyoman Maesha (2026), “Pengaruh Penerapan Model *Project Based Learning (PjBL)* Berbantuan E-LKPD Bermuatan Masalah Kontekstual Terhadap Keterampilan Proses Sains dan Prestasi Belajar IPA Peserta Didik Kelas 5 SD Negeri di Gugus Diponegoro Kecamatan Denpasar Barat”. Tesis, Penelitian dan Evaluasi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran *Project Based Learning (PjBL)* berbantuan E-LKPD bermuatan masalah kontekstual terhadap keterampilan proses sains dan prestasi belajar IPA peserta didik kelas 5 SD Negeri di Gugus Diponegoro Kecamatan Denpasar Barat. Penelitian ini menggunakan jenis eksperimen semu (*quasi experiment*) dengan desain *Non-equivalent Control Group Design*. Populasi dalam penelitian ini mencakup seluruh peserta didik kelas 5 SD Negeri di Gugus Diponegoro Kecamatan Denpasar Barat yang berjumlah 408 orang. Sebanyak 62 peserta didik ditetapkan sebagai sampel penelitian melalui teknik *random sampling* dengan memilih kelompok/kelas yang utuh (*intact group*). Data dikumpulkan menggunakan instrumen non-tes berupa lembar observasi untuk mengukur keterampilan proses sains dasar peserta didik, serta instrumen tes objektif berbentuk pilihan ganda untuk mengukur prestasi belajar IPA peserta didik pada ranah kognitif. Data dianalisis melalui analisis statistik multivariat (Manova) menggunakan bantuan program IBM SPSS Statistics. Hasil penelitian menunjukkan bahwa: Pertama, terdapat pengaruh penerapan model pembelajaran *Project Based Learning (PjBL)* berbantuan E-LKPD bermuatan masalah kontekstual terhadap keterampilan proses sains peserta didik kelas 5 SD Negeri di Gugus Diponegoro Kecamatan Denpasar Barat. Hal ini ditunjukkan oleh nilai rata-rata kelompok eksperimen sebesar 84,93 yang lebih tinggi dari kelompok kontrol sebesar 77,03. Kedua, terdapat pengaruh penerapan model pembelajaran *Project Based Learning (PjBL)* berbantuan E-LKPD bermuatan masalah kontekstual terhadap prestasi belajar IPA peserta didik kelas 5 SD Negeri di Gugus Diponegoro Kecamatan Denpasar Barat. Hal ini dibuktikan oleh perolehan nilai rata-rata kelompok eksperimen sebesar 77,80 sedangkan kelompok kontrol memperoleh nilai rata-rata sebesar 67,93. Ketiga, terdapat pengaruh penerapan model pembelajaran *Project Based Learning (PjBL)* berbantuan E-LKPD bermuatan masalah kontekstual secara simultan terhadap keterampilan proses sains dan prestasi belajar IPA peserta didik kelas 5 SD Negeri di Gugus Diponegoro Kecamatan Denpasar Barat.

Kata-kata Kunci: Model *Project Based Learning (PjBL)*, E-LKPD, masalah kontekstual, keterampilan proses sains, prestasi belajar IPA.

ABSTRACT

Bramanda, Nyoman Maesha (2026), *“The Effect of Project Based Learning (PjBL) Model Assisted by E-LKPD with Contextual Problems on Science Process Skills and Science Learning Achievements of 5th Grade Elementary School Students in Diponegoro Cluster, West Denpasar District”*. Thesis, Educational Research and Evaluation, Postgraduate Program, Ganesha University of Education.

This study aimed to determine the effect of implementing the Project Based Learning (PjBL) model assisted by E-LKPD containing contextual problems on science process skills and science learning achievement of 5th-grade public elementary school students in Diponegoro Cluster, West Denpasar District. This study applied a quasi-experimental design using a Non-equivalent Control Group Design. The population of this study included all 5th-grade students of public elementary schools in Diponegoro Cluster, West Denpasar District, totaling 408 students. A total of 62 students were selected as the research sample through a random sampling technique utilizing intact groups. Data were collected using non-test instruments in the form of observation sheets to measure students' basic science process skills, and objective test instruments in the form of multiple-choice questions to measure students' science learning achievement in the cognitive domain. Data were analyzed using multivariate analysis of variance (Manova) assisted by the IBM SPSS Statistics program. The results showed that: First, there was a significant effect of implementing the Project Based Learning (PjBL) model assisted by E-LKPD containing contextual problems on the science process skills of 5th-grade elementary school students in Diponegoro Cluster, West Denpasar District. This was indicated by the experimental group's mean score of 84.93, which was higher than the control group's mean score of 77.03. Second, there was a significant effect of implementing the Project Based Learning (PjBL) model assisted by E-LKPD containing contextual problems on the science learning achievement of 5th-grade elementary school students in Diponegoro Cluster, West Denpasar District. This was proven by the experimental group's mean score of 77.80, while the control group obtained a lower mean score of 67.93. Third, there was a simultaneous significant effect of implementing the Project Based Learning (PjBL) model assisted by E-LKPD containing contextual problems on both science process skills and science learning achievement of 5th-grade elementary school students in Diponegoro Cluster, West Denpasar District.

Keywords: *Project Based Learning (PjBL) model, E-LKPD, contextual problems, science process skills, science learning achievement.*