

ABSTRAK

Meisy Rianti (1202060047): Perbandingan Model *Problem Based Learning* Dengan *Discovery Learning* Berbantu E-LKPD Terhadap Keterampilan Argumentasi Ilmiah Materi Sistem Reproduksi.

Keterampilan argumentasi ilmiah merupakan komponen krusial dalam pendidikan sains termasuk biologi di abad ke-21. Keterampilan argumentasi ilmiah yang dimiliki siswa masih tergolong rendah. Penelitian ini bertujuan untuk menganalisis perbandingan antara model *Problem Based Learning* dengan *Discovery Learning* berbantu E-LKPD terhadap keterampilan argumentasi ilmiah pada materi sistem reproduksi. Jenis penelitian quasi eksperimen menggunakan *non-equivalent control group design*. Instrumen penelitian yang digunakan ialah lembar observasi, soal *pretest-posttest*, dan angket. Populasi penelitian ialah seluruh siswa kelas XI MIPA SMA Pasundan 1 Bandung. Teknik pengambilan sampel yang digunakan ialah *purposive sampling*. Sampel penelitian terdiri dari kelas XI MIPA 3 sebagai kelas eksperimen 1 dan XI MIPA 5 sebagai kelas eksperimen 2. Data hasil nilai rata-rata *pretest* kelas eksperimen 1 yaitu sebesar 39 dengan kategori kurang baik dan *posttest* sebesar 72 dengan kategori baik, sedangkan pada kelas eksperimen 2 memperoleh nilai *pretest* sebesar 34 dengan kategori sangat kurang baik dan *posttest* sebesar 63 dengan kategori cukup baik. Uji hipotesis menggunakan uji t (*Independent Samples*). Hasil penelitian menunjukkan $t_{hitung} (6,61) > t_{tabel} (2,00)$, sehingga dapat disimpulkan bahwa keterampilan argumentasi ilmiah siswa menggunakan model *Problem Based Learning* lebih baik dari *Discovery Learning* berbantu E-LKPD pada materi sistem reproduksi.

Kata Kunci: Argumentasi Ilmiah, *Discovery Learning*, *Problem Based Learning*

ABSTRACT

Meisy Rianti (1202060047): *Comparison of Problem Based Learning Model with Discovery Learning Assisted by E-LKPD on Scientific Argumentation Skills on The Reproductive System.*

*Scientific argumentation skills are a crucial component of science education including biology in the 21st century. The scientific argumentation skills of students are still relatively low. This study aims to analyze the comparison between the Problem Based Learning model with Discovery Learning assisted by E-LKPD on scientific argumentation skills on reproductive system material. This type of quasi-experimental research uses a non-equivalent control group design. The research instruments used were observation sheets, pretest-posttest questions, and questionnaires. The research population was all students of class XI MIPA SMA Pasundan 1 Bandung. The sampling technique used was purposive sampling. The research sample consisted of XI MIPA 3 class as experimental class 1 and XI MIPA 5 as experimental class 2. The data from the average value of pretest of experimental class 1 was 39 with a poor category and posttest of 72 with a good category, while in experimental class 2 obtained a pretest value of 34 with a very poor category and a posttest of 63 with a fairly good category. Hypothesis testing using *t* test (Independent Samples). The results showed $t_{count} (6.61) > t_{table} (2.00)$, so it can be concluded that scientific argumentation skills of students using Problem Based Learning model is better than Discovery Learning assisted by E-LKPD on the reproductive system.*

Keywords: *Argumentation Skills, Discovery Learning, Problem Based Learning*