

ABSTRAK

PENGARUH *SELF-DIRECTED LEARNING* TERHADAP HASIL BELAJAR KOGNITIF GEOGRAFI SISWA KELAS XI SMA NEGERI 10 BANDAR LAMPUNG TAHUN AJARAN 2025/2026

Oleh

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Penelitian ini dilatarbelakangi oleh rendahnya capaian kemampuan kognitif siswa, khususnya pada mata pelajaran geografi, sehingga diperlukan penerapan model pembelajaran yang mampu mendorong kemandirian belajar dan meningkatkan pemahaman siswa. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *self-directed learning* terhadap hasil belajar kognitif geografi siswa kelas XI SMA Negeri 10 Bandar Lampung tahun ajaran 2025/2026.

Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi experimental* dan desain *one group pretest-posttest*. Pemilihan sampel dilakukan menggunakan teknik *purposive sampling*, dengan sampel penelitian yaitu kelas XI M.4. Instrumen penelitian berupa soal *pretest* dan *posttest* untuk mengukur hasil belajar kognitif siswa serta kuesioner *self-directed learning* untuk mengukur kemandirian belajar. Teknik analisis data yang digunakan dalam pengujian hipotesis meliputi uji *paired sample t-test* dan uji regresi linier sederhana.

Hasil penelitian menunjukkan bahwa (1) terdapat perbedaan rata-rata nilai *pretest* dan *posttest* pada kelas eksperimen, dengan rata-rata nilai *pretest* sebesar 51,44 dan nilai *posttest* sebesar 85,89; serta (2) model pembelajaran *self-directed learning* berpengaruh secara signifikan terhadap hasil belajar kognitif geografi siswa kelas XI SMA Negeri 10 Bandar Lampung.

Kata Kunci: *self-directed learning*, hasil belajar kognitif, geografi.

ABSTRACT

THE INFLUENCE OF SELF-DIRECTED LEARNING ON THE COGNITIVE LEARNING OUTCOMES IN GEOGRAPHY OF GRADE XI STUDENTS AT SMA NEGERI 10 BANDAR LAMPUNG IN THE ACADEMY YEAR 2025/2026

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This study was motivated by the low cognitive achievement of students, especially in geography, which necessitates the application of a learning model that can encourage independent learning and improve student understanding. This study aims to determine the effect of the self-directed learning model on the cognitive learning outcomes of 11th grade students at SMA Negeri 10 Bandar Lampung in the 2025/2026 academic year. This study used a quantitative approach with a quasi experimental method and a one-group pretest-posttest design. The sample was selected using purposive sampling, with the research sample being class XI M.4. The research instruments consisted of pretest and posttest questions to measure students' cognitive learning outcomes and a self-directed learning questionnaire to measure learning independence. The data analysis techniques used in testing the hypothesis included the paired sample t-test and simple linear regression test. The results showed that (1) there was a difference in the average pretest and posttest scores in the experimental class, with an average pretest score of 51.44 and a posttest score of 85.89; and (2) the self-directed learning model had a significant effect on the cognitive learning outcomes of 11th grade students at SMA Negeri 10 Bandar Lampung.

Keywords: Self-directed learning, cognitive learning outcomes, geography.