

## ABSTRAK

**Rencanaguna, I Putu** (2023), Pengaruh *Problem Based Blended Learning* terhadap Kemampuan Berpikir Kritis dan Sikap Kemandirian Belajar Informatika Siswa Kelas VII SMP Negeri 1 Negara. Tesis, Teknologi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I: Prof. Dr. Ketut Agustini, S.Si., M.Si. dan Pembimbing II: Dr. I Gde Wawan Sudatha, S.Pd, S.T., M.Pd.

Kata kunci: *PBBL*, Kemampuan berpikir kritis, Sikap kemandirian belajar

Pentingnya kemampuan berpikir kritis dan sikap kemandirian belajar pada siswa supaya siswa belajar mandiri tidak menggantungkan diri dengan orang lain, perlu dikembangkan pada kelas VII SMP Negeri 1 Negara. Penelitian ini bertujuan: 1) untuk mendeskripsikan perbedaan kemampuan berpikir kritis dan sikap kemandirian belajar informatika antara siswa yang belajar dengan model *problem based blended learning* dengan model *direct instruction*, 2) untuk mendeskripsikan perbedaan kemampuan berpikir kritis belajar nformatika antara siswa yang belajar dengan model *problem based blended learning* dengan model *direct instruction*, 3) untuk mendeskripsikan perbedaan sikap kemandirian belajar informatika antara siswa yang belajar dengan model *problem based blended learning* dengan model *direct instruction*. Penelitian ini merupakan penelitian *quasi experiment* dengan desain *nonequivalent post-test only control group*. Populasi dalam penelitian ini berasal dari sebelas kelas VII SMP Negeri 1 Negara, yang berjumlah 368 orang. Sampel penelitian berasal dari dua kelas dengan total 64 orang yang diambil dengan teknik *group desain random sampling* dan dibagi menjadi dua kelompok, yaitu kelompok eksperimen dan kelompok control. Data kemampuan berpikir kritis siswa dikumpulkan menggunakan metode tes berupa soal pilihan ganda dan data sikap kemandirian belajar dikumpulkan menggunakan non tes berupa kuesioner. Data dianalisis dengan statistik deskriptif dan Manova. Hasil penelitian menunjukkan bahwa: 1) terdapat perbedaan kemampuan berpikir kritis dan sikap kemandirian belajar informatika antara siswa yang belajar dengan model *problem based blended learning* dengan model *direct instruction* pada nilai sig. 0,000. 2) terdapat perbedaan kemampuan berpikir kritis informatika antara siswa yang belajar dengan model *problem based blended learning* dengan model *direct instruction* pada nilai sig. 0,000. 3) terdapat perbedaan sikap kemandirian belajar informatika antara siswa yang belajar dengan model *problem based blended learning* dengan model *direct instruction* pada nilai sig. 0,000. Berdasarkan temuan tersebut, dapat disimpulkan bahwa model *problem based blended learning* secara signifikan berpengaruh terhadap kemampuan berpikir kritis dan sikap kemandirian belajar informatika siswa.

## ABSTRACT

**Rencanaguna, I Putu** (2023), The Effect of Problem Based Blended Learning on Critical Thinking Ability and Attitudes of Informatics Learning Independence for Grade VII Students of State Junior High School 1 Negara. Thesis, Educational Technology, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and examined by Supervisor I: Prof. Dr. Ketut Agustini, S.Si., M.Si. and Supervisor II: Dr. I Gde Wawan Sudatha, S.Pd, ST, M.Pd.

Keywords: PBBL, Critical thinking ability, independent learning attitude

The importance of critical thinking skills and independent learning attitudes for students so that students learn independently do not depend on others, needs to be developed in class VII State Junior High School 1 Negara. This study aims: 1) to describe the differences in critical thinking skills and attitude of independence in informatics learning among students who study with the problem-based blended learning model with the direct instruction model, 2) for describe differences in critical thinking skills informatics learning between students who study with the problem-based blended learning model with the direct instruction model, 3) for describe the differences attitude of independence in informatics learning among students who learn with the problem-based blended learning model with the direct instruction model. This research is a quasi-experimental study with a nonequivalent post-test only control group design. The population in this study came from eleven class VII SMP Negeri 1 Negara, which totaled 368 people. The research sample came from two classes with a total of 64 people who were taken using the group design random sampling technique and divided into two groups, namely the experimental group and the control group. Data on students' critical thinking skills were collected using the test method in the form of multiple choice questions and attitude data learning independence collected using a non-test in the form of a questionnaire. Data were analyzed with descriptive statistics and Manova. The results of the study show that: 1) there are differences in critical thinking skills and attitude of independence in informatics learning among students who study with the problem-based blended learning model with the direct instruction model at sig. 0.000. 2) there are differences in critical thinking skills iinformatics between students who learn with the problem-based blended learning model with the direct instruction model at sig. 0.000. 3) there is difference attitude of independence in informatics learning among students who study with the problem-based blended learning model with the direct instruction modelat sig. 0.000. Based on these findings, it can be concluded that the model problem based blended learning significantly affect ability critical thinking and attitude of independent learning informatics student.