PENGARUH MODEL *PROJECT BASED LEARNING* BERBANTUAN E-MODUL BERBASIS TRI HITA KARANA TERHADAP KEMAMPUAN BERPIKIR KRITIS DAN SIKAP SOSIAL PADA MATAKULIAH ANALISIS DESAIN SISTEM INFORMASI (ADSI) DITINJAU DARI *SELF EFFICACY*

Oleh

Aniek Suryanti Kusuma, NIM 2139011015

ABSTRAK

Rendahnya keterampilan berpikir kritis dan sikap sosial menghambat kemampuan mahasiswa untuk menganalisis dan memecahkan masalah secara efektif, yang merupakan hal utama dari mata kuliah Analisis Desain Sistem Informasi sehingga diperlukan solusi dalam penentuan model dan media ajar yang cocok digunakan untuk mengatasi masalah tersebut. Tujuan penelitian ini adalah untuk menganalisis pengaruh model *project based learning* berbantuan e-modul berbasis Tri Hita Karana dan *direct instruction* berbantuan modul konvensional, *self efficacy* tinggi dan *self efficacy* rendah, serta interaksi antara model dengan *self efficacy* terhadap pencapaian kemampuan berpikir kritis dan sikap sosial.

Penelitian ini merupakan penelitian eksperimen semu dengan rancangan *pretest-posttest nonequivalent control group*. Populasi penelitian ini adalah sebanyak 12 kelas mahasiswa INSTIKI semester 3 yang mengambil mata kuliah ADSI. Enam kelas dipilih sebagai sampel dengan teknik *group random sampling*. Data *self efficacy* dikumpulkan dengan kuesioner, data kemampuan berpikir kritis dengan tes esai, dan data sikap sosial dikumpulkan dengan kuesioner. Data dianalisis secara deskriptif dan *multivariate analysis of covariance* dengan taraf signifikansi 5%.

Kesimpulan penelitian ini adalah model *project based learning* berbantuan e-modul berbasis THK dan *direct instruction* dengan menggunakan modul konvensional memberikan pengaruh yang berbeda secara signifikan terhadap pencapaian kemampuan berpikir kritis dan sikap sosial. Artinya bahwa mahasiswa yang difasilitasi dengan model *project based learning* berbantuan e-modul berbasis THK lebih unggul daripada mahasiswa yang difasilitasi dengan *direct instruction* menggunakan modul konvensional untuk pencapaian kemampuan berpikir kritis dan sikap sosial. Kesimpulan kedua adalah *self efficacy* tinggi dan *self efficacy* rendah memberikan pengaruh yang berbeda secara signifikan terhadap pencapaian kemampuan berpikir kritis dan sikap sosial. Artinya bahwa mahasiswa yang memiliki *self efficacy* tinggi mencapai tingkat kemampuan berpikir kritis dan sikap sosial yang lebih unggul dibandingkan dengan mahasiswa yang memiliki *self efficacy* rendah. Kesimpulan terakhir adalah Interaksi antara model pembelajaran (*project based learning* berbantuan e-modul berbasis THK dan *direct instruction* berbantuan modul konvensional) dengan *self efficacy* (tinggi dan rendah) memberikan dampak yang berbeda secara signifikan terhadap pencapaian kemampuan berpikir kritis dan sikap sosial. Artinya bahwa untuk pencapaian kemampuan berpikir kritis dan sikap sosial, pengelompokan *self efficacy* tinggi dan *self efficacy* rendah memberi pengaruh yang bervariasi pada model pembelajaran (*project based learning* berbantuan e-modul berbasis THK dan *direct instruction* berbantuan modul konvensional) yang digunakan.

Kata kunci: **e-modul, kemampuan berpikir kritis, model *project based learning*, *self efficacy*, sikap sosial, Tri Hita Karana.**

EFFECT OF PROJECT BASED ASSISTED LEARNING MODELS E-MODULE BASED ON TRI HITA KARANA ON CRITICAL THINKING ABILITY AND ATTITUDE SOCIAL IN ANALISIS DESAIN SISTEM INFORMASI (ADSI) COURSES IN TERMS OF SELF EFFICACY

By
Aniek Suryanti Kusuma, NIM 2139011015

ABSTRACT

Low critical thinking skills and social attitudes hinder students' ability to analyze and solve problems effectively, which is the main thing in the Information Systems Design Analysis course, so solutions are needed in determining models and teaching media that are suitable for use to overcome these problems. The aim of this research were to analyze the influence of the project based learning model assisted by e-modules based on Tri Hita Karana and direct instruction assisted by conventional modules, high self efficacy and low self-efficacy, as well as the interaction between the model and self efficacy on the achievement of critical thinking skills and social attitudes.

This research was a quasi-experimental research with a pretest-posttest nonequivalent control group design. The population of this study were twelve classes of 3rd semester INSTIKI students who took the ADSI course. Six classes were selected as samples using group random sampling technique. Self efficacy data was collected using a questionnaire, critical thinking ability data using an essay test, and social attitude data was collected using a questionnaire. Data were analyzed descriptively and by multivariate analysis of covariance with a significance level of 5%.

The conclusion of this research was the project based learning model assisted by THK-based e-modules and direct instruction using conventional modules provide significantly different influences on the achievement of critical thinking skills and social attitudes. This means that students who are facilitated with a project based learning model assisted by THK-based e-modules are superior to students who are facilitated with direct instruction using conventional modules for achieving critical thinking skills and social attitudes. The second conclusion was high self efficacy and low self efficacy have significantly different influences on the achievement of critical thinking skills and social attitudes. This means that students who have high self efficacy achieve a superior level of critical thinking skills and social attitudes compared to students who have low self-efficacy. The final conclusion was the interaction between learning models (project based learning assisted by THK-based e-modules and direct instruction assisted by conventional modules) with self efficacy (high and low) has a significantly different impact on the achievement of critical thinking skills and social attitudes. This means that to achieve critical thinking skills and social attitudes, the grouping of high self efficacy and low self efficacy has a varying influence on the learning model (project based learning assisted by THK-based e-modules and direct instruction assisted by conventional modules) used.

Keywords: **e-module, critical thinking skills, project based learning model, self efficacy, social attitudes, Tri Hita Karana**