

PENGARUH MODEL PEMBELAJARAN *GUIDED INQUIRY E-LEARNING* DAN PROKRASTINASI AKADEMIK TERHADAP KEMAMPUAN BERPIKIR KRITIS SISWA KELAS X MIPA SMA NEGERI 1 KUTA UTARA

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ABSTRAK

Penelitian ini bertujuan mendeskripsikan perbedaan kemampuan berpikir kritis antara siswa yang belajar dengan model *Guided Inquiry E-Learning* dan model *Direct E-Learning*, antara siswa yang memiliki prokrastinasi akademik tinggi dan prokrastinasi akademik rendah, dan mendeskripsikan pengaruh interaktif antara model pembelajaran dan prokrastinasi akademik terhadap kemampuan berpikir kritis siswa. Penelitian ini merupakan penelitian *quasi-experiment* dengan desain *pre-test post-test non-equivalent control group design*. Populasi penelitian adalah kelas X MIPA 1 sampai X MIPA 9 SMAN 1 Kuta Utara. Sampel penelitian terdiri dari 4 kelas (160 orang). Data kemampuan berpikir kritis dan prokrastinasi akademik siswa secara berturut-turut diumpulkan dengan tes kemampuan berpikir kritis dan angket prokrastinasi akademik. Analisis data menggunakan analisis deskriptif dan ANAKOVA dua jalur. Hasil penelitian ini menunjukkan (1) terdapat perbedaan kemampuan berpikir kritis antara siswa yang belajar dengan *Guided Inquiry E-Learning* dan yang belajar dengan model *Direct E-Learning* ($F_{MP} = 18712,163$; $p < 0,05$). Kemampuan berpikir kritis siswa yang belajar dengan *Guided Inquiry E-Learning* ($M = 44,39$; $SD = 7,54$) lebih tinggi dibandingkan dengan yang belajar dengan model *Direct E-Learning* ($M = 27,35$; $SD = 7,71$). (2) terdapat perbedaan kemampuan berpikir kritis antara siswa yang memiliki prokrastinasi akademik tinggi dan yang rendah ($F_{PA} = 16,039$; $p < 0,05$). Siswa yang memiliki prokrastinasi akademik rendah menunjukkan kemampuan berpikir kritis ($M = 42,90$; $SD = 8,94$) yang lebih tinggi dibandingkan dengan yang memiliki prokrastinasi akademik tinggi ($M = 28,83$; $SD = 9,13$). (3) Tidak terdapat pengaruh interaktif antara model pembelajaran dan prokrastinasi akademik terhadap kemampuan berpikir kritis siswa ($F_{interaksi} = 0,379$; $p < 0,540$). Implikasi bahwa model *Guided Inquiry E-Learning* dan *Direct E-Learning* akomodatif terhadap semua level prokrastinasi akademik dalam pencapaian berpikir kritis.

Kata Kunci: model *Guided Inquiry E-Learning*, model *Direct E-Learning*, prokrastinasi akademik, kemampuan berpikir kritis.

**THE EFFECT OF GUIDED INQUIRY E-LEARNING AND ACADEMIC
PROCRASTINATION TOWARD CRITICAL THINKING ABILITY
STUDENTS OF CLASS X MIPA SMAN 1 KUTA UTARA**

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ABSTRACT

This study aimed to describe the differences of the critical thinking ability of students those who used guided inquiry e-learning model and direct e-learning model. It described the differences in the critical thinking ability between students with high academic procrastination and those who had low academic procrastination. It also described the interactive effects of learning models and academic procrastination on students' critical thinking ability. The study population was class X MIPA 1 to X MIPA 9 SMAN 1 Kuta Utara. The samples consisted of 160 high school students divided into 4 classes. Data on critical thinking ability and academic procrastination obtained from the results of the critical thinking ability test and academic procrastination questionnaire. The data were analyzed using descriptive and two-way covariance analysis method. The results of this study showed (1) there were significant differences in the critical thinking ability between students who taught by guided inquiry e-learning and direct e-learning ($F_{MP} = 18712,163$; $p < 0,05$). The critical thinking ability of student who used Guided Inquiry E-Learning ($M = 44,39$; $SD = 7,54$) are higher than those who used Direct E-Learning ($M = 27,35$; $SD = 7,71$). (2) there were significant differences in the critical thinking ability between students with high and low academic procrastination ($F_{PA} = 16,039$; $p < 0,05$). Students who have low academic procrastination show higher critical thinking ability ($M = 42,90$; $SD = 8,94$) compared to those who have high academic procrastination ($M = 28,83$; $SD = 9,13$). However, no difference was found in the interactive effects of the learning model and academic procrastination on students' critical thinking ability ($F_{interaksi} = 0,379$; $p < 0,540$). The implication of Guided Inquiry E-Learning and Direct E-Learning are accommodating to all levels of academic procrastination in achieving critical thinking ability.

Keywords: guided inquiry e-learning, direct e-learning, academic procrastination, critical thinking ability.