

**PENGARUH MODEL *PROJECT BASED BLENDED LEARNING*
BERBANTUAN E-MODUL TERHADAP KEMAMPUAN BERPIKIR
KREATIF DAN SIKAP SOSIAL MAHASISWA PADA MATAKULIAH
INTERAKSI MANUSIA DAN KOMPUTER DENGAN MODERATOR
LITERASI DIGITAL**

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ABSTRAK

Perkembangan teknologi digital di perguruan tinggi menuntut inovasi pembelajaran yang mampu mengembangkan kompetensi abad ke-21, terutama kemampuan berpikir kreatif dan sikap sosial mahasiswa, yang turut dipengaruhi oleh tingkat literasi digital. Namun, temuan awal menunjukkan bahwa mahasiswa pada program studi berbasis teknologi masih memiliki kemampuan berpikir kreatif rendah dan sikap sosial yang belum optimal akibat pembelajaran yang pasif dan minim inovasi teknologi, khususnya pada mata kuliah Interaksi Manusia dan Komputer. Penelitian ini bertujuan menguji pengaruh model *Project Based Blended Learning* berbantuan *e-modul* terhadap kemampuan berpikir kreatif dan sikap sosial mahasiswa dengan literasi digital sebagai variabel moderator. Penelitian menggunakan desain eksperimen *non-equivalent pretest–posttest control group* dengan pola faktorial 2×2 . Sampel berjumlah 104 mahasiswa dipilih melalui *cluster random sampling* dari populasi 183 mahasiswa. Data dikumpulkan menggunakan *situational judgement test* untuk mengukur kemampuan berpikir kreatif dan sikap sosial, serta kuesioner literasi digital skala *Likert*. Analisis data dilakukan secara deskriptif dan inferensial menggunakan MANCOVA pada taraf signifikansi 5%. Hasil penelitian menunjukkan bahwa model pembelajaran yang diterapkan secara signifikan lebih efektif meningkatkan kemampuan berpikir kreatif dibandingkan pembelajaran konvensional, dengan pengaruh yang dipengaruhi oleh tingkat literasi digital mahasiswa. Literasi digital tinggi berkorelasi dengan capaian kreatif yang lebih baik, serta terdapat interaksi signifikan antara model pembelajaran dan literasi digital terhadap kemampuan berpikir kreatif. Sebaliknya, model pembelajaran dan interaksinya dengan literasi digital tidak menunjukkan pengaruh signifikan terhadap sikap sosial. Temuan ini menegaskan bahwa efektivitas pembelajaran berbasis teknologi sangat bergantung pada kesiapan literasi digital mahasiswa.

Kata kunci: *Project Based Blended Learning*, *E-Modul*, Literasi Digital, Kemampuan Berpikir Kreatif, Sikap Sosial.

**THE EFFECT OF E-MODULE ASSISTED PROJECT BASED BLENDED
LEARNING ON STUDENTS' CREATIVE THINKING AND SOCIAL
ATTITUDES IN HUMAN-COMPUTER INTERACTION COURSE:
DIGITAL LITERACY AS MODERATOR**

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ABSTRACT

The rapid development of digital technology in higher education demands instructional innovations that foster 21st-century competencies, particularly students' creative thinking skills and social attitudes, which are also influenced by their level of digital literacy. Preliminary findings, however, indicate that students in technology-based study programs still demonstrate low creative thinking ability and suboptimal social attitudes due to passive learning practices, limited interaction, and insufficient technology-integrated instructional innovation, particularly in the Human-Computer Interaction course. This study aimed to examine the effect of a Project-Based Blended Learning model supported by e-modules on students' creative thinking skills and social attitudes, with digital literacy serving as a moderating variable. The research employed a quasi-experimental non-equivalent pretest-posttest control group design with a 2×2 factorial pattern. A total of 104 students were selected through cluster random sampling from a population of 183 Information Systems students at ITB STIKOM Bali. Data were collected using situational judgement tests to measure creative thinking skills and social attitudes, as well as a five-point Likert-scale questionnaire to assess digital literacy. Data analysis was conducted using descriptive statistics and inferential analysis through MANCOVA at a 5% significance level. The findings reveal that the implemented learning model was significantly more effective in improving students' creative thinking skills compared to conventional instruction, with the effect influenced by students' level of digital literacy. Students with higher digital literacy consistently demonstrated better creative performance, and a significant interaction was found between the learning model and digital literacy in relation to creative thinking outcomes. In contrast, neither the learning model nor its interaction with digital literacy showed a significant effect on students' social attitudes. Overall, the results highlight that the effectiveness of technology-based learning is strongly dependent on students' digital literacy readiness.

Keywords: *Project Based Blended Learning, E-Module, Digital Literacy, Creative Thinking Skills, Social Attitude.*