

**PROBLEM-BASED BLENDED LEARNING DAN SELF EFFICACY DALAM  
PENCAPAIAN LITERASI DIGITAL DAN KETERAMPILAN BERPIKIR  
KRITIS SISWA PADA MATA PELAJARAN FISIKA**

**MADE PRIMA RESTAMI**

**ABSTRAK**

Penelitian ini dilakukan sebagai respons terhadap rendahnya literasi digital dan keterampilan berpikir kritis siswa kelas X mata pelajaran Fisika di SMA Negeri 3 Singaraja, yang disebabkan oleh model pembelajaran tradisional yang hanya berfokus pada berpikir tingkat rendah. Untuk mengatasi masalah ini, diterapkan Model Pembelajaran *Problem Based Blended Learning* (PBBL). Menggunakan pendekatan kuantitatif dengan metode kuasi-eksperimen berdesain *pretest-posttest control group*, tujuan utama studi ini adalah menguji pengaruh kombinasi Model PBBL dan *self-efficacy* siswa terhadap peningkatan literasi digital dan keterampilan berpikir kritis. Data dianalisis menggunakan *Multivariate Analysis of Covariance* (MANCOVA) setelah memastikan terpenuhinya berbagai uji asumsi yang dipersyaratkan seperti normalitas, homogenitas varians dan matriks kovarians, linieritas, dan kolinearitas. Hasil utama penelitian menunjukkan bahwa Model PBBL secara signifikan lebih efektif dibandingkan dengan metode *direct instruction* dalam meningkatkan kedua kemampuan tersebut. Selain itu, ditemukan adanya perbedaan signifikan dalam peningkatan literasi digital dan berpikir kritis antara siswa dengan *self-efficacy* tinggi dan rendah. Lebih lanjut, terdapat interaksi yang signifikan antara model pembelajaran yang diterapkan dan tingkat *self-efficacy* siswa terhadap peningkatan hasil belajar. Secara keseluruhan, Model PBBL terbukti sangat efektif dalam meningkatkan literasi digital dan keterampilan berpikir kritis, khususnya bagi pebelajar dengan tingkat *self-efficacy* yang tinggi.

Kata Kunci: *Problem Based Blended Learning*, *self-efficacy*, *Direct Instruction*, literasi digital dan keterampilan berpikir kritis.

***PROBLEM-BASED BLENDED LEARNING AND SELF EFFICACY IN  
ACHIEVING DIGITAL LITERACY AND STUDENTS' CRITICAL THINKING  
SKILLS IN PHYSICS***

**MADE PRIMA RESTAMI**

***ABSTRACT***

*This research was conducted in response to the low levels of digital literacy and critical thinking skills among tenth-grade students in Physics at SMA Negeri 3 Singaraja, which was attributed to traditional learning models that primarily focus on low-order thinking. To address this issue, the Problem Based Blended Learning (PBBL) Model was implemented. Using a quantitative approach with a quasi-experimental method employing a pretest-posttest control group design, the main objective of this study was to examine the effect of the combination of the PBBL Model and student self-efficacy on the improvement of digital literacy and critical thinking skills. The data were analyzed using Multivariate Analysis of Covariance (MANCOVA) after ensuring compliance with various required assumption tests, such as normality, homogeneity of variance and covariance matrices, linearity, and collinearity. The main findings of the study indicate that the PBBL Model was significantly more effective than the direct instruction method in enhancing both abilities. Furthermore, a significant difference was found in the improvement of digital literacy and critical thinking between students with high and low self-efficacy. Additionally, there was a significant interaction between the implemented learning model and the students' level of self-efficacy regarding the improvement of learning outcomes. Overall, the PBBL Model proved to be highly effective in improving both digital literacy and critical thinking skills, particularly for learners with high levels of self-efficacy.*

*Keywords: Problem Based Blended Learning, self-efficacy, Direct Instruction, digital literacy and critical thinking skills.*