

ABSTRAK

Rusnawati, Made Delina (2020), *Pengaruh Model Project Based E-Learning Terhadap Hasil Belajar Dan Kemampuan Berpikir Kritis Siswa SMK Negeri 1 Sawan*. Tesis, Teknologi Pembelajaran, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Hasil belajar dan keterampilan berpikir kritis merupakan kompetensi inti yang harus dicapai siswa pada mata pelajaran Simulasi Digital. Penelitian ini bertujuan untuk mendeskripsikan perbedaan hasil belajar dan keterampilan berpikir kritis secara bersama-sama antara siswa yang belajar menggunakan model *project-based e-learning* dan siswa yang belajar dengan *direct e-learning* pada mata pelajaran Simulasi Digital. Penelitian ini menggunakan metode *quasi experiment*. Desain penelitian yang digunakan adalah *pretest-posttest control group design*. Sampel penelitian terdiri dari 4 kelas atau 133 siswa. Menggunakan teknik *simple rondon sampling*. Penelitian ini menggunakan dua instrumen tes, yaitu tes hasil belajar menggunakan tes objektif dan tes keterampilan berpikir kritis menggunakan tes uraian. Data dianalisis secara deskriptif dan analisis *Multivariate Analysis of Covariate* (Mancova) dengan pengujian hipotesis menggunakan taraf signifikansi 0.05. Hasil penelitian menunjukkan bahwa, pertama, terdapat perbedaan hasil belajar dan keterampilan berpikir kritis secara bersama-sama antara siswa yang belajar dengan menggunakan model *project-based e-learning* dan siswa yang belajar dengan *direct e-learning*. Kedua, Tidak terdapat perbedaan hasil belajar antara siswa yang belajar menggunakan model *project-based e-learning* dan siswa yang belajar dengan *direct e-learning*. Ketiga, Terdapat perbedaan keterampilan berpikir kritis antara siswa yang belajar menggunakan model *project-based e-learning* dan siswa yang belajar dengan *direct e-learning*.

Kata kunci: Hasil Belajar, Keterampilan Berpikir Kritis, E-Learning Berbasis Proyek, Direct E-Learning, Simulasi Digital.

ABSTRACT

Rusnawati, Made Delina (2020), *The Effect of Project Based E-Learning Models toward Learning Outcomes and Critical Thinking Skills of Vocational High School Students* Thesis, Learning Technologies, Postgraduate Program, Ganesha University of Education.

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Learning outcomes and critical thinking skills are main competencies that students must achieve in Digital Simulation subjects. This study aimed to describe the differences in learning outcomes and critical thinking skills simultaneously between students who learned by using project-based e-learning model and students who learned by using direct e-learning in Digital Simulation subjects. This research used quasi experiment method. The research design used was a pretest-posttest control group design. The research sample consisted of 4 classes or 133 students by using a simple random sampling technique. This study used two test instruments namely, the learning outcomes test in the form of objective tests and the critical thinking skills test in the form of essay test. Data were analyzed descriptively and Multivariate Analysis of Covariate (Mancova) with hypothesis testing using a significance level of 0.05. The findings showed that first, there were differences in learning outcomes and critical thinking skills simultaneously between students who learned by using a project-based e-learning model and students who learned by direct e-learning model. Second, there was no difference in learning outcomes between students who learned by using the project-based e-learning model and students who learn by direct e-learning model. Third, there were differences in critical thinking skills between students who learned by using the project-based e-learning model and students who learned by using direct e-learning model.

Keywords: *learning outcomes, critical thinking skills, project-based e-learning, direct e-learning, digital simulation.*