

**PENGARUH MODEL *GUIDED INQUIRY BASED E-LEARNING*  
TERHADAP KEMAMPUAN BERPIKIR KRITIS SISWA KELAS X MIPA  
DI SMA NEGERI 1 TABANAN**

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**ABSTRAK**

Penelitian ini bertujuan untuk mendeskripsikan perbedaan kemampuan berpikir kritis antara peserta didik yang belajar dengan menggunakan model *guided inquiry based e-learning* dan model *direct based e-learning* di kelas X MIPA SMA Negeri 1 Tabanan. Jenis penelitian yang digunakan adalah eksperimen kuasi (*quasi-experiment*). Desain penelitian yang digunakan adalah *one-way pretest-posttest non-equivalent control group design* yang melibatkan dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol. Populasi penelitian ini adalah seluruh kelas X MIPA SMA Negeri 1 Tabanan yang berjumlah 8 kelas dengan total anggota 289 orang. Sampel penelitian diambil dengan teknik *random assignment* dan terpilih X MIPA 4 sebagai kelas eksperimen dengan model *guided inquiry based e-learning* dan kelas X MIPA 3 sebagai kelas kontrol dengan model *direct based e-learning*. Data kemampuan berpikir kritis dikumpulkan dengan tes kemampuan berpikir kritis pada materi usaha energi dan momentum impuls yang terdiri dari 18 butir soal *essay*. Data dianalisis dengan menggunakan analisis deskriptif dan analisis kovarian (ANAKOVA) berbantuan *SPSS*. Pengujian hipotesis dilakukan pada taraf signifikansi 5%. Hasil penelitian menunjukkan bahwa terdapat perbedaan kemampuan berpikir kritis siswa antara yang belajar menggunakan model *guided inquiry based e-learning* dengan siswa yang belajar menggunakan model *direct based e-learning* pada siswa kelas X MIPA SMA Negeri 1 Tabanan ( $F^* = 411,453$  dengan angka signifikansi 0,001). Nilai rata-rata kemampuan berpikir kritis siswa yang belajar dengan model *guided inquiry based e-learning* relatif lebih tinggi ( $M = 80,79$ ;  $SD = 7,78$ ) dibandingkan dengan kelas kontrol yang belajar dengan model *direct based e-learning* ( $M = 58,68$ ;  $SD = 8,60$ ). Hasil penelitian ini menunjukkan bahwa terdapat pengaruh signifikan model pembelajaran *guided inquiry based e-learning* terhadap kemampuan berpikir kritis siswa. Implikasinya, bahwa pembelajaran fisika akan menyediakan proses yang lebih baik untuk siswa dalam membangun kemampuan berpikir kritis jika menggunakan model *guided inquiry based e-learning*.

**Kata kunci:** *guided inquiry based e-learning*, *direct based e-learning*, pembelajaran fisika, kemampuan berpikir kritis

**THE EFFECT OF THE GUIDED INQUIRY BASED E-LEARNING  
MODEL ON CRITICAL THINKING ABILITY OF STUDENTS OF CLASS  
X MIPA AT SMA NEGERI 1 TABANAN**

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**ABSTRACT**

This study aims to describe the differences of critical thinking skills between students who study using guided inquiry based e-learning models and direct based e-learning models grade X MIPA in SMA Negeri 1 Tabanan. The type of this research is a quasi-experiment. The research design used was a one-way pretest-posttest non-equivalent control group design involving two groups, namely experimental and control group. The population of this research is grade X MIPA in SMA Negeri 1 Tabanan consists of 8 classes with 289 total students. The research sample was taken by random assignment technique and selected X MIPA 4 as the experimental class with guided inquiry based e-learning model and X MIPA 3 as the control class with direct based e-learning model. Data on students' critical thinking skills were collected by a critical thinking ability test on the material of work and energy & impulse momentum consisting of 18 essay. Data were analyzed using descriptive analysis and analysis of covariance (ANACOVA) assisted by SPSS. Hypothesis testing was carried out at a significance level of 5%. The results showed that there were differences in students' critical thinking skills between those who studied with guided inquiry based e-learning model and students who studied with direct based e-learning model ( $F^* = 411.453$  with a significance value of 0.001). The average value of critical thinking skills of students who studied with guided inquiry based e-learning was relatively higher ( $M = 80.79$ ;  $SD = 7.78$ ) compared to the control class who studied with direct based e-learning model ( $M = 58.68$ ;  $SD = 8.60$ ). Results of this study indicate that there is a significant influence of the guided inquiry based e-learning learning model on students' critical thinking skills. The implication is that physics learning will provide a better process for students in building critical thinking skills when using the guided inquiry based e-learning model.

**Keywords:** guided inquiry based e-learning, direct based e-learning, physics learning, critical thinking skills