

ABSTRAK

Arista, Kadek Dwi. 2022. Pengaruh Pembelajaran Berbasis Fenomena Berbantuan *E-Learning* Terhadap Kemampuan Berpikir Kritis Dan Motivasi Belajar Siswa. Tesis, Pendidikan IPA, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: pembelajaran berbasis fenomena, kemampuan berpikir kritis, motivasi belajar

Penelitian ini bertujuan untuk menganalisis perbedaan kemampuan berpikir kritis dan motivasi belajar siswa antara siswa yang belajar dengan pembelajaran berbasis fenomena berbantuan *E-Learning* dan siswa yang belajar dengan pembelajaran langsung berbantuan *E-Learning*. Penelitian ini adalah *quasi eksperiment* yang digunakan rancangan *one way non-equivalent pretest-posttest control group design*. Populasi yang digunakan adalah siswa kelas XI MIPA SMA N 1 Singaraja tahun ajaran 2020/2021. Terdiri dari 9 kelas, dengan total siswa sebanyak 303 orang. Pemilihan sampel dalam penelitian ini menggunakan *random assignment sampling*. Terdapat 4 kelas yang dipilih sebagai sampel. Empat kelas sampel yang muncul diundi kembali untuk menetapkan kelas eksperimen dan kelas kontrol. Jumlah sampel pada penelitian ini sebanyak 137 orang yang meliputi 67 orang di kelas eksperimen pertama dan 70 orang di kelas kontrol. Data dianalisis secara deskriptif dan analisis MANCOVA satu jalur dengan menggunakan uji lanjut Beda Nyata Tekecil (LSD). Hasil penelitian: (1) terdapat perbedaan kemampuan berpikir kritis dan motivasi belajar siswa antara siswa yang belajar dengan pembelajaran berbasis fenomena berbantuan *E-Learning* dan siswa yang belajar dengan pembelajaran langsung berbantuan *E-Learning* ($F=3445,53;p<0,05$), (2) terdapat perbedaan kemampuan berpikir kritis antara siswa yang belajar dengan pembelajaran berbasis fenomena berbantuan *E-Learning* dan siswa yang belajar dengan pembelajaran langsung berbantuan *E-Learning* ($F=4792,82;p<0,05$), (3) terdapat perbedaan motivasi belajar siswa antara siswa yang belajar dengan pembelajaran berbasis fenomena berbantuan *E-Learning* dan siswa yang belajar dengan pembelajaran langsung berbantuan *E-Learning* ($F=4,07;p<0,05$). Kelompok siswa yang belajar dengan pembelajaran berbasis fenomena berbantuan *E-Learning* menunjukkan kemampuan berpikir kritis dan motivasi belajar lebih baik dibandingkan kelompok siswa dengan pembelajaran langsung berbantuan *E-Learning*.

ABSTRACT

Arista, Kadek Dwi. 2022. The Effect of Phenomenon-Based Learning Assisted by E-Learning on Critical Thinking Ability and Student Motivation. Thesis, Science Education, Post Graduate, Ganesha University of Education.

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Keywords: phenomenon-based learning, critical thinking skills, motivation

This study aimed to analyze the differences between critical thinking skills and students' learning motivation between students who learned by using phenomenon-based learning assisted by E-Learning and students who learned by direct learning assisted by E-Learning. This study was a quasi-experimental design that uses a one-way non-equivalent pretest-posttest control group design. The population used was class XI MIPA SMA N 1 Singaraja in the academic year 2020/2021. Consisted of 9 classes, with a total of 303 students. The sample selection in this study used random assignment sampling. There were 4 classes selected as samples. The four sample classes that emerged were drawn again to determine the experimental class and the control class. The number of samples in this study was 137 people which included 67 people in the first experimental class and 70 people in the control class. Data were analyzed descriptively and one-way MANCOVA analysis using the Least Significant Difference (LSD) further test. The results of the research: (1) there were differences between students' critical thinking skills and learning motivation between students who learned with E-Learning-assisted phenomenon-based learning and students who learned with E-Learning-assisted direct learning ($F=3445.53$; $p<0.05$), (2) there were differences between critical thinking skills between students who learned with E-Learning-assisted phenomenon-based learning and students who learned with E-Learning-assisted direct learning ($F=4792.82$; $p<0.05$), (3) there were differences between students' learning motivation between students who learnt with E-Learning-assisted phenomenon-based learning and students who learned with E-Learning-assisted direct learning ($F=4.07$; $p<0.05$). The group of students who learned with phenomenon-based learning assisted by E-Learning showed critical thinking skills and motivation to learn better than the group of students with direct learning assisted by E-Learning.