

ABSTRAK

IMPLEMENTASI *e*-LKPD BERBASIS INKUIRI UNTUK MELATIHKAN KETERAMPILAN BERPIKIR KRITIS DAN *SELF-EFFICACY* PADA MATERI INTERFERENSI CAHAYA

Oleh

PUSPITA TRI WIJAYA

Penelitian ini bertujuan untuk mengetahui pengaruh implementasi *e*-LKPD berbasis inkuiri terhadap keterampilan berpikir kritis dan *self-efficacy* peserta didik pada materi interferensi cahaya. Penelitian ini dilaksanakan di MAN 1 Tulang Bawang Barat dengan menggunakan dua kelas eksperimen, yaitu kelas XI.1 dan XI.2 yang memiliki kemampuan awal berbeda, namun masih dalam kategori yang setara. Desain penelitian yang digunakan adalah *pre-eksperimental* dengan bentuk *one group pretest-posttest*. Instrumen penelitian mencakup soal uraian keterampilan berpikir kritis, dan angket *self-efficacy*. *e*-LKPD yang digunakan dikembangkan berdasarkan model pembelajaran inkuiri dengan tahapan *engaged*, *evidence*, *explanations*, *evaluate*, dan *communicates*. Hasil analisis menunjukkan bahwa terjadi peningkatan keterampilan berpikir kritis dan *self-efficacy* setelah implementasi *e*-LKPD. Rata-rata nilai *N-gain* keterampilan berpikir kritis pada kelas XI.1 sebesar 0,56 (kategori sedang) dan kelas XI.2 sebesar 0,71 (kategori tinggi). Hasil *uji paired sample t-test* menunjukkan nilai signifikansi sebesar 0,000 pada kedua kelas, yang berarti terdapat perbedaan signifikan antara hasil pretest dan posttest. Hal ini menunjukkan bahwa implementasi *e*-LKPD berbasis inkuiri efektif dalam melatih keterampilan berpikir kritis dan *self-efficacy* peserta didik, meskipun terdapat perbedaan kemampuan awal antar kelas.

Kata kunci : LKPD, Keterampilan Berpikir Kritis, *Self-Efficacy*, Inkuiri

ABSTRACT

IMPLEMENTATION OF INQUIRY-BASED E-LKPD TO TRAIN CRITICAL THINKING SKILLS AND SELF-EFFICACY ON LIGHT INTERFERENCE MATERIALS

By

PUSPITA TRI WIJAYA

This study aims to determine the effect of the implementation of inquiry-based e-LKPD on critical thinking skills and self-efficacy of students on light interference material. This research was conducted at MAN 1 Tulang Bawang Barat using two experimental classes, namely class XI.1 and XI.2 which have different initial abilities, but are still in the same category. The research design used was pre-experimental with the form of one group pretest-posttest. The research instruments included critical thinking skills questionnaire and self-efficacy questionnaire. The e-LKPD used was developed based on the inquiry learning model with the stages of engage, evidence, explanations, evaluate, and communicates. The analysis showed that there was an increase in critical thinking skills and self-efficacy after the implementation of e-LKPD. The average N-gain value of critical thinking skills in class XI.1 was 0.56 (medium category) and class XI.2 was 0.71 (high category). The paired sample t-test results show a significance value of 0.000 in both classes, which means there is a significant difference between the pretest and posttest results. This shows that the implementation of inquiry-based e-LKPD is effective in practicing critical thinking skills and self-efficacy of students, even though there are differences in initial abilities between classes.

Keywords: LKPD, Critical Thinking Skills, Self-Efficacy, Inquiry