

ABSTRAK

PENGARUH GAYA BELAJAR, *SELF-REGULATED LEARNING*, DAN MOTIVASI BERPRESTASI TERHADAP HASIL BELAJAR EKONOMI PADA SISWA SMAN 14 BANDAR LAMPUNG

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Penelitian ini dilatarbelakangi oleh Hasil Belajar Ekonomi siswa yang masih perlu ditingkatkan agar mampu mencapai Hasil Belajar yang optimal. Hasil belajar tersebut dipengaruhi oleh beberapa faktor, di antaranya Gaya Belajar, *Self-Regulated Learning*, dan Motivasi Berprestasi. Oleh karena itu, ketiga faktor tersebut memiliki peran penting dalam menentukan hasil belajar ekonomi siswa.

Tujuan penelitian ini adalah untuk mengetahui pengaruh Gaya Belajar, *Self-Regulated Learning*, dan Motivasi Berprestasi terhadap Hasil Belajar Ekonomi siswa kelas XI di SMA Negeri 14 Bandar Lampung. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *ex post facto* dan survei. Sampel penelitian berjumlah 106 siswa yang dipilih melalui *simple random sampling*. Data dikumpulkan menggunakan kuesioner dan dokumentasi serta dianalisis menggunakan uji t dan uji F melalui program SPSS.

Hasil penelitian menunjukkan bahwa Gaya Belajar, *Self-Regulated Learning*, dan Motivasi Berprestasi berpengaruh positif dan signifikan terhadap Hasil Belajar Ekonomi siswa, baik secara parsial maupun simultan. Gaya belajar menjadi faktor yang paling dominan. Dengan demikian, hasil belajar ekonomi siswa dapat ditingkatkan melalui penerapan gaya belajar yang sesuai, peningkatan kemampuan *self-regulated learning*, serta penguatan motivasi berprestasi.

Kata Kunci : Hasil Belajar Ekonomi, Gaya Belajar, *Self-Regulated Learning*, Motivasi Berprestasi.

ABSTRACT

THE EFFECT OF LEARNING STYLES, SELF-REGULATED LEARNING, AND ACHIEVEMENT MOTIVATION ON ECONOMICS LEARNING OUTCOMES IN STUDENTS OF SMAN 14 BANDAR LAMPUNG

By

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This research is motivated by the need for improvement in students' economics learning outcomes to achieve optimal learning outcomes. These learning outcomes are influenced by several factors, including learning style, self-regulated learning, and achievement motivation. Therefore, these three factors play a crucial role in determining students' economics learning outcomes. The purpose of this study was to determine the influence of learning style, self-regulated learning, and achievement motivation on the economics learning outcomes of eleventh-grade students at SMA Negeri 14 Bandar Lampung. This study used a quantitative approach with ex post facto and survey methods. The sample consisted of 106 students selected through simple random sampling. Data were collected using questionnaires and documentation and analyzed using t-tests and F-tests in SPSS. The results showed that learning style, self-regulated learning, and achievement motivation had a positive and significant effect on students' economics learning outcomes, both partially and simultaneously. Learning style was the most dominant factor. Therefore, students' economics learning outcomes can be improved through the application of appropriate learning styles, enhancement of self-regulated learning abilities, and strengthening of achievement motivation.

Keywords: Economics Learning Outcomes, Learning Style, Self-Regulated Learning, Achievement Motivation