

ABSTRAK

PENGARUH KEMAMPUAN BERPIKIR KRITIS, MINAT BELAJAR DAN GAYA BELAJAR TERHADAP HASIL BELAJAR MATA PELAJARAN EKONOMI KELAS XI SMA NEGERI 1 PUNGGUR TAHUN AJARAN 2024/2025

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Keberhasilan pembelajaran dapat dilihat dari kemampuan peserta didik dalam memahami, menguasai, serta menerapkan materi yang telah dipelajari dalam kehidupan sehari-hari. Namun, hasil belajar ekonomi peserta didik kelas XI IPS SMA Negeri 1 Punggur masih tergolong rendah karena sebagian besar nilai belum mencapai Kriteria Ketercapaian Tujuan Pembelajaran (KKTP). Kondisi tersebut dipengaruhi oleh beberapa faktor, di antaranya kemampuan berpikir kritis, minat belajar, dan gaya belajar peserta didik yang belum berkembang secara optimal. Penelitian ini bertujuan untuk mengetahui pengaruh kemampuan berpikir kritis, minat belajar, dan gaya belajar terhadap hasil belajar peserta didik SMA Negeri 1 Punggur.

Metode yang digunakan adalah kuantitatif dengan pendekatan *ex post facto* korelasional, dengan sampel jenuh sebanyak 92 peserta didik. Data dikumpulkan melalui LKPD essay berubrik analitik untuk mengukur kemampuan berpikir kritis, kuesioner skala semantik diferensial tujuh poin untuk minat belajar dan gaya belajar, serta nilai Asesmen Akhir Semester sebagai hasil belajar yang telah memenuhi uji validitas dan reliabilitas. Teknik analisis data menggunakan regresi linier sederhana dan regresi linier berganda. Hasil penelitian menunjukkan bahwa kemampuan berpikir kritis, minat belajar, dan gaya belajar secara parsial maupun simultan berpengaruh positif dan signifikan terhadap hasil belajar, dengan gaya belajar sebagai variabel yang memiliki pengaruh paling dominan, diikuti minat belajar dan kemampuan berpikir kritis, sehingga pembelajaran perlu dirancang secara variatif, kontekstual, dan sesuai dengan karakteristik peserta didik.

Kata Kunci: Berpikir Kritis, Gaya Belajar, Hasil Belajar Ekonomi, Minat Belajar.

ABSTRACT

THE INFLUENCE OF CRITICAL THINKING SKILLS, LEARNING INTEREST, AND LEARNING STYLES ON THE LEARNING OUTCOMES IN ECONOMICS SUBJECT OF GRADE XI STUDENTS AT SMA NEGERI 1 PUNGGUR IN THE ACADEMIC YEAR 2024/2025

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Learning success can be seen from students' ability to understand, master, and apply the material that has been learned in daily life. However, the economics learning outcomes of eleventh-grade social science students at SMA Negeri 1 Punggur were still relatively low because most students had not achieved the Minimum Criteria of Learning Achievement (KKTP). This condition was influenced by several factors, including students' critical thinking skills, learning interest, and learning styles that had not been optimally developed. Therefore, this study aimed to determine the influence of critical thinking skills, learning interest, and learning styles on the learning outcomes of students at SMA Negeri 1 Punggur. This study employed a quantitative method with an ex post facto correlational approach using a saturated sample of 92 students. Data were collected through essay-based student worksheets with analytical rubrics to measure critical thinking skills, seven-point semantic differential scale questionnaires to measure learning interest and learning styles, and Final Semester Assessment scores as indicators of learning outcomes that had met validity and reliability requirements. The data were analyzed using simple linear regression and multiple linear regression techniques. The results showed that critical thinking skills, learning interest, and learning styles partially and simultaneously had a positive and significant effect on students' learning outcomes. Learning style was identified as the most dominant variable influencing learning outcomes, followed by learning interest and critical thinking skills. Therefore, learning activities should be designed in a more varied, contextual, and adaptive manner according to students' characteristics in order to improve learning outcomes optimally.

Keywords: Critical Thinking, Learning Interest, Learning Outcomes Economics, Learning Style