

ABSTRAK

STUDI PERBANDINGAN HASIL BELAJAR EKONOMI SISWA MENGUNAKAN MODEL PEMBELAJARAN *THINK PAIR SHARE* (TPS) DAN *INQUIRY* DENGAN MEMPERHATIKAN GAYA BELAJAR SISWA

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Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar dan perbedaan gaya belajar siswa, serta kurangnya penerapan model pembelajaran dalam mata pelajaran ekonomi. Tujuan penelitian ini adalah untuk meneliti perbedaan hasil belajar ekonomi siswa yang menggunakan model pembelajaran *Think Pair Share* (TPS) dan model pembelajaran *Inquiry*, serta perbedaan hasil belajar antara siswa dengan gaya belajar visual dan kinestetik. Selain itu, penelitian ini juga mengeksplorasi interaksi antara model pembelajaran dan gaya belajar terhadap hasil belajar ekonomi siswa. Metode yang digunakan adalah eksperimen dengan pendekatan komparatif dan desain faktorial 2x2, melibatkan 68 siswa melalui teknik *Cluster Random Sampling*. Pengumpulan data dilakukan melalui observasi, wawancara, dokumentasi, tes, dan eksperimen. Hipotesis diuji menggunakan Anava Dua Jalan dan t-Test Dua Sampel Independent. Hasil analisis menunjukkan terdapat perbedaan signifikan dalam hasil belajar ekonomi antara siswa yang menggunakan model pembelajaran *Think Pair Share* (TPS) dan model pembelajaran *Inquiry*. Pada Penelitian ini, tidak ditemukan perbedaan hasil belajar antara siswa dengan gaya belajar visual dan kinestetik, serta tidak ada interaksi antara model pembelajaran dan gaya belajar terhadap hasil belajar ekonomi. Rata-rata hasil belajar siswa dengan gaya belajar visual lebih rendah pada kedua model pembelajaran dibandingkan dengan gaya belajar kinestetik.

Kata Kunci: Gaya Belajar Siswa, Hasil Belajar Ekonomi, *Inquiry*, *Think Pair Share* (TPS).

ABSTRACT

COMPARATIVE STUDY OF ECONOMIC LEARNING OUTCOMES USING THE THINK PAIR SHARE MODEL (TPS) AND INQUIRY LEARNING WITH ATTENTION TO STUDENT LEARNING STYLES

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This study is motivated by the low learning outcomes and varying learning styles of students, as well as the lack of effective teaching models in the economics subject. The purpose of this research is to examine the differences in learning outcomes of students using the Think Pair Share (TPS) model and the Inquiry model, as well as the differences in outcomes between students with visual and kinesthetic learning styles. Additionally, this study explores the interaction between teaching models and learning styles in relation to students' economics learning outcomes. The method employed is an experimental approach with a comparative design of 2x2 factorial, involving 68 students selected through Cluster Random Sampling. Data collection was conducted through observation, interviews, documentation, tests, and experiments. Hypotheses were tested using Two-Way ANOVA and Independent Two-Sample t-Test. The analysis results indicate a significant difference in learning outcomes in economics between students using the Think Pair Share (TPS) model and those using the Inquiry model. However, no differences were found in learning outcomes between students with visual and kinesthetic learning styles, nor was there any interaction between teaching models and learning styles affecting economics learning outcomes. The average learning outcomes of students with visual learning styles were lower in both teaching models compared to those with kinesthetic learning styles.

Keywords: Economic Learning, Inquiry, Think Pair Share Model (TPS), Student Learning Style.