

ABSTRAK

PENGARUH *SELF-REGULATED LEARNING*, MOTIVASI BELAJAR, DAN EFIKASI DIRI TERHADAP KEMAMPUAN BERPIKIR KRITIS SISWA PADA MATA PELAJARAN EKONOMI KELAS XI SMA MUHAMMADIYAH GISTING

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Penelitian ini bertujuan untuk mengetahui pengaruh *self-regulated learning*, motivasi belajar, dan efikasi diri terhadap kemampuan berpikir kritis siswa pada mata pelajaran Ekonomi kelas XI SMA Muhammadiyah Gisting. Metode yang digunakan adalah metode deskriptif verifikatif dengan pendekatan *ex post facto* dan *survey*. Populasi penelitian adalah seluruh siswa kelas XI sebanyak 86 siswa dan karena jumlah populasi relatif kecil maka digunakan teknik sampling jenuh sehingga seluruh populasi dijadikan sampel penelitian. Instrumen penelitian menggunakan angket skala *semantic differential* untuk mengukur *self-regulated learning*, motivasi belajar, dan efikasi diri, serta instrumen tes untuk mengukur kemampuan berpikir kritis. Analisis data menggunakan regresi linear sederhana dan berganda.

Hasil penelitian menunjukkan bahwa *self-regulated learning* berpengaruh positif dan signifikan terhadap kemampuan berpikir kritis, yang berarti semakin baik kemampuan siswa dalam mengatur dan mengevaluasi proses belajarnya maka semakin tinggi kemampuan berpikir kritis mereka. Motivasi belajar juga berpengaruh positif dan signifikan, menunjukkan bahwa dorongan belajar yang tinggi mendorong siswa berpikir lebih analitis dan mendalam. Efikasi diri turut memberikan pengaruh positif dan signifikan, yang berarti keyakinan terhadap kemampuan diri mampu meningkatkan kemampuan siswa dalam menganalisis dan memecahkan masalah secara kritis.

Secara simultan ketiga variabel tersebut berpengaruh signifikan terhadap kemampuan berpikir kritis siswa. Implikasi penelitian ini menegaskan perlunya pengembangan *self-regulated learning*, peningkatan motivasi belajar, dan penguatan efikasi diri melalui strategi pembelajaran yang mendukung agar kemampuan berpikir kritis siswa berkembang secara optimal.

Kata Kunci : efikasi diri, kemampuan berpikir kritis, motivasi belajar, *self-regulated learning*

ABSTRACT

THE EFFECT OF SELF-REGULATED LEARNING, LEARNING MOTIVATION, AND SELF-EFFICACY ON STUDENTS' CRITICAL THINKING SKILLS IN ECONOMICS CLASS XI MUHAMMADIYAH GISTING HIGH SCHOOL

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This study aims to determine the effect of self-regulated learning, learning motivation, and self-efficacy on students' critical thinking skills in Economics class XI at Muhammadiyah Gisting High School. The method used is a descriptive-verification method with an ex post facto approach and survey. The research population consists of all 86 students in class XI, and because the population size is relatively small, a saturated sampling technique was used so that the entire population became the research sample. The research instruments used a semantic differential scale questionnaire to measure self-regulated learning, learning motivation, and self-efficacy, as well as a test instrument to measure critical thinking skills. Data analysis used simple and multiple linear regression. The results showed that self-regulated learning had a positive and significant effect on critical thinking skills, meaning that the better students were at regulating and evaluating their learning process, the higher their critical thinking skills. Learning motivation also had a positive and significant effect, indicating that high learning motivation encouraged students to think more analytically and deeply. Self-efficacy also has a positive and significant influence, which means that belief in one's abilities can improve students' ability to analyze and solve problems critically. Simultaneously, these three variables have a significant effect on students' critical thinking skills. The implications of this study emphasize the need to develop self-regulated learning, increase learning motivation, and strengthen self-efficacy through supportive learning strategies so that students' critical thinking skills can develop optimally.

Key words : critical thinking skills, learning motivation, self-efficacy, self-regulated learning.