

## RINGKASAN

Penelitian ini merupakan penelitian kuantitatif yang bertujuan untuk menganalisis pengaruh literasi digital, *Contextual Teaching and Learning* (CTL) dan manajemen kelas terhadap minat belajar. Populasi penelitian ini adalah siswa kelas XI SMA Negeri 1 Baturraden sejumlah 143 siswa dan sampel yang diambil sebanyak 60 siswa menggunakan teknik *simple random sampling*. Teknik pengumpulan data dilakukan melalui kuesioner tertutup, observasi, wawancara, dan dokumentasi. Data diolah menggunakan aplikasi SPSS 26. Instrumen penelitian dianalisis menggunakan Metode Suksesif Interval (MSI), uji validitas, dan uji reliabilitas. Selain itu, penelitian ini juga melakukan uji asumsi klasik yang meliputi uji normalitas, uji linearitas, uji multikolinearitas, dan uji heteroskedastisitas.

Pengujian hipotesis dalam penelitian ini menggunakan uji F, analisis regresi berganda, uji koefisien determinasi dan uji t. Hasil penelitian ini menunjukkan: (1) literasi digital guru, *Contextual Teaching and Learning* (CTL), manajemen kelas bersama-sama berpengaruh positif terhadap minat belajar, (2) literasi digital guru berpengaruh positif terhadap minat belajar, (3) *Contextual Teaching and Learning* (CTL) berpengaruh positif terhadap minat belajar (4) manajemen kelas berpengaruh positif terhadap minat belajar.

Implikasi dari penelitian ini yaitu: guru diharapkan menguasai literasi digital dalam proses belajar mengajar. Guru diharapkan dapat menggunakan model *Contextual Teaching and Learning* (CTL) dengan maksimal agar dapat menciptakan suasana belajar yang aktif, sehingga dapat menarik minat belajar siswa. Guru dan siswa bersinergi dalam manajemen kelas untuk kenyamanan dalam belajar sehingga minat belajar terbentuk.

Kata kunci: Minat Belajar, Literasi Digital Guru, *Contextual Teaching and Learning* (CTL), Manajemen Kelas.

## SUMMARY

*This study is a quantitative study that aims to analyze the effect of digital literacy, Contextual Teaching and Learning (CTL), and classroom management on learning interest. The population of this study was class XI students of SMA Negeri 1 Baturraden totaling 143 students and the sample taken was 60 students using simple random sampling technique. Data was collected through closed questionnaires, observation, interviews, and documentation. The research instrument was analyzed using the Successive Interval Method (MSI), validity test, and reliability test. In addition, this study also conducted a classical assumption test which includes a normality test, linearity test, multicollinearity test, and heteroscedasticity test.*

*To test the hypothesis in this study using the  $F$  test, multiple regression analysis, coefficient of determination test, and  $t$ -test. The results of this study show: that (1) teacher digital literacy, Contextual Teaching and Learning (CTL), and classroom management have a positive effect on learning interest. (2) teacher digital literacy has a positive effect on learning interest, (3) Contextual Teaching and Learning (CTL) has a positive effect on learning interest, and (4) classroom management has a positive effect on learning interest.*

*The implications of this research are: Teachers are expected to master digital literacy in the teaching and learning process. Teachers are expected to use the Contextual Teaching and Learning (CTL) model optimally in order to create an active learning atmosphere, so that it can attract students' interest in learning. Teachers and students synergize in classroom management for comfort in learning so that interest in learning is formed.*

*Keywords: Learning Interest, Teacher Digital Literacy, Contextual Teaching and Learning (CTL), Classroom Management.*