

RINGKASAN

Tujuan penelitian ini adalah untuk menganalisis pengaruh *Technological Pedagogical Content Knowledge* (TPACK), kreativitas guru, dan interaksi edukatif terhadap minat belajar ekonomi. Penelitian ini merupakan penelitian kuantitatif dengan metode survei pada siswa kelas X SMA Negeri 3 Purwokerto. Populasi dalam penelitian ini adalah semua siswa kelas X SMA Negeri 3 Purwokerto yang berjumlah 386 siswa. Jumlah responden yang diambil dalam penelitian ini adalah 198 responden. *Proportionate random sampling* digunakan dalam penentuan responden.

Berdasarkan hasil penelitian dan analisis data dengan menggunakan SPSS (*Statistical Package for the Social Sciences*) versi 26 menunjukkan bahwa: (1) TPACK berpengaruh positif dan signifikan terhadap minat belajar ekonomi, semakin baik guru dalam mengintegrasikan teknologi, pedagogi, dan konten dalam pembelajaran, semakin tinggi pula minat siswa untuk belajar ekonomi, (2) Kreativitas guru berpengaruh positif dan signifikan terhadap minat belajar ekonomi, semakin kreatif guru dalam menyajikan pembelajaran, semakin tinggi pula minat belajar siswa terhadap mata pelajaran ekonomi, (3) Interaksi edukatif berpengaruh positif dan signifikan terhadap minat belajar ekonomi, semakin baik interaksi antara guru dan siswa dalam proses pembelajaran, maka minat siswa dalam mempelajari mata pelajaran ekonomi semakin meningkat.

Penelitian ini memberikan implikasi bagi guru, sekolah, dan siswa. Guru ekonomi diharapkan dapat mulai mengintegrasikan teknologi dalam pembelajaran, seperti menggunakan media interaktif dan kuis digital, serta menyajikan materi secara kreatif agar lebih relevan. Interaksi dua arah juga penting untuk meningkatkan partisipasi siswa. Bagi pihak sekolah, hasil penelitian ini dapat menjadi dasar dalam mendukung proses pembelajaran ekonomi melalui penyediaan fasilitas teknologi, pelatihan guru secara rutin, serta evaluasi metode mengajar. Sementara itu, siswa kelas X diharapkan lebih aktif mengikuti pembelajaran, baik dalam diskusi kelas, proyek ekonomi sederhana, maupun penggunaan media digital. Keterlibatan aktif siswa akan membuat materi ekonomi terasa lebih menarik dan mudah dipahami, sehingga minat belajar dapat meningkat.

Kata Kunci: TPACK, Kreativitas Guru, Interaksi Edukatif, Minat Belajar

SUMMARY

The purpose of this study was to analyze the effect of Technological Pedagogical Content Knowledge (TPACK), teacher creativity, and educational interaction on interest in learning economics. This research is a quantitative research with survey method on class X students of SMA Negeri 3 Purwokerto. The population in this study were all class X students of SMA Negeri 3 Purwokerto totaling 386 students. The number of respondents taken in this study was 198 respondents. Proportionate random sampling was used in determining respondents.

Based on the results of research and data analysis using SPSS (Statistical Package for the Social Sciences) version 26 shows that: (1) TPACK has a positive and significant effect on interest in learning economics, the better the teacher integrates technology, pedagogy, and content in learning, the higher the students' interest in learning economics, (2) Teacher creativity has a positive and significant effect on interest in learning economics, the more creative the teacher is in presenting learning, the higher the students' interest in learning economic subjects, (3) Educational interaction has a positive and significant effect on interest in learning economics, the better the interaction between teachers and students in the learning process, the more students' interest in learning economic subjects increases.

This research provides implications for teachers, schools and students. Economics teachers are expected to start integrating technology in learning, such as using interactive media and digital quizzes, as well as presenting materials creatively to make them more relevant. Two-way interaction is also important to increase student participation. For schools, the results of this study can serve as a basis in supporting the learning process of economics through the provision of technology facilities, regular teacher training, and evaluation of teaching methods. Meanwhile, grade X students are expected to be more active in learning, both in class discussions, simple economic projects, and the use of digital media. The active involvement of students will make economic material more interesting and easy to understand, so that interest in learning can increase.

Keywords: TPACK, Teacher Creativity, Educational Interaction, Learning Interest