

RINGKASAN

Penelitian ini bertujuan untuk menganalisis pengaruh penerapan Kurikulum Merdeka, gaya belajar, dan motivasi belajar terhadap hasil belajar ekonomi siswa kelas XI di MAN se-Kabupaten Banyumas. Jenis penelitian yang digunakan adalah kuantitatif. Populasi penelitian terdiri dari 1.304 siswa kelas XI di MAN 1, MAN 2, dan MAN 3 Banyumas, dengan sampel 293 siswa yang ditentukan menggunakan teknik *simple random sampling*. Data dikumpulkan melalui wawancara, kuesioner, dan dokumentasi. Data dari kuesioner yang berskala ordinal kemudian ditransformasi menjadi skala interval menggunakan *Metode Successive Interval* (MSI), agar memenuhi persyaratan analisis statistik parametrik. Proses analisis data dilakukan dengan menggunakan SPSS.

Hasil penelitian menunjukkan bahwa (1) penerapan Kurikulum Merdeka berpengaruh positif dan signifikan terhadap hasil belajar ekonomi siswa, yang berarti semakin baik penerapan Kurikulum Merdeka di sekolah semakin tinggi pula capaian hasil belajar siswa; (2) gaya belajar berpengaruh positif dan signifikan terhadap hasil belajar ekonomi siswa, yang berarti gaya belajar yang sesuai dengan karakteristik siswa membantu siswa menyerap informasi dengan lebih efektif; (3) motivasi belajar berpengaruh positif dan signifikan terhadap hasil belajar ekonomi siswa, yang berarti semakin tinggi motivasi belajar siswa, semakin besar dorongan untuk belajar secara optimal.

Implikasi temuan ini adalah bahwa manajemen madrasah, terutama kepala madrasah dan koordinator kurikulum, perlu memastikan Kurikulum Merdeka diterapkan secara konsisten dan sesuai konteks. Guru perlu mendapat pelatihan berkelanjutan terkait filosofi dan teknis kurikulum. Karena gaya belajar berpengaruh terhadap hasil belajar, guru harus didukung dengan fasilitas dan kebebasan menggunakan metode yang sesuai dengan karakter siswa. Selain itu, untuk meningkatkan motivasi belajar, madrasah dapat mengadakan program penghargaan, mentoring, kompetisi akademik, dan layanan konseling yang mendukung tujuan belajar jangka panjang siswa.

Kata Kunci : Kurikulum Merdeka, Gaya Belajar, Motivasi Belajar, Hasil Belajar

SUMMARY

This study aims to analyze the effect of the implementation of the Independent Curriculum, learning styles, and learning motivation on the economic learning outcomes of class XI students at MAN throughout Banyumas Regency. The type of research used is quantitative. The study population consisted of 1,304 class XI students at MAN 1, MAN 2, and MAN 3 Banyumas, with a sample of 93 students determined using the simple random sampling technique. Data were collected through interviews, questionnaires, and documentation. Data from the ordinal questionnaire were then transformed into an interval scale using the Successive Interval Method (MSI), in order to meet the requirements of parametric statistical analysis. The data analysis process was carried out using SPSS.

The results of the study showed that (1) the implementation of the Independent Curriculum had a positive and significant effect on students' economic learning outcomes, which means that the better the implementation of the Independent Curriculum in schools, the higher the achievement of student learning outcomes; (2) learning styles had a positive and significant effect on students' economic learning outcomes, which means that learning styles that are in accordance with student characteristics help students absorb information more effectively; (3) learning motivation has a positive and significant effect on students' economic learning outcomes, which means that the higher the students' learning motivation, the greater the drive to learn optimally.

The implication of this finding is that madrasah management, especially the head of madrasah and curriculum coordinator, need to ensure that the Independent Curriculum is implemented consistently and in context. Teachers need to receive ongoing training related to the philosophy and technical aspects of the curriculum. Because learning styles affect learning outcomes, teachers must be supported with facilities and the freedom to use methods that suit the character of the students. In addition, to increase learning motivation, madrasahs can hold award programs, mentoring, academic competitions, and counseling services that support students' long-term learning goals.

Keywords: Independent Curriculum, Learning Style, Learning Motivation, Learning Outcomes