

RINGKASAN

Penelitian dilatarbelakangi oleh rendahnya kemampuan berpikir kritis siswa kelas XI SMA Negeri 5 Purwokerto pada mata pelajaran ekonomi. Data awal memperlihatkan bahwa mayoritas siswa kesulitan menghubungkan materi dengan konteks nyata, disertai capaian ulangan harian yang belum optimal. Tujuan dari penelitian ini adalah untuk: (1) menganalisis pengaruh *self efficacy*, *self regulated learning (SRL)*, dan *digital literacy* secara parsial dan bersama-sama terhadap kemampuan berpikir kritis siswa pada mata pelajaran ekonomi kelas XI SMA Negeri 5 Purwokerto. (2) menganalisis variabel yang paling berpengaruh *self efficacy*, *self regulated learning (SRL)*, dan *digital literacy* terhadap kemampuan berpikir kritis siswa pada mata pelajaran ekonomi kelas XI SMA Negeri 5 Purwokerto.

Penelitian ini merupakan penelitian kuantitatif dengan pendekatan survei. Data yang digunakan dalam penelitian ini diperoleh menggunakan kuesioner terbuka dan tertutup. Populasi dalam penelitian ini adalah siswa kelas XI SMA Negeri 5 Purwokerto tahun ajaran 2024/2025 dengan total 391 siswa. Sampel yang digunakan berjumlah 108 siswa dengan menggunakan teknik *purposive sampling*. Teknik analisis data yang digunakan adalah analisis regresi linear berganda dan uji elastisitas variabel dengan bantuan program SPSS 22. Data kuesioner yang telah diperoleh ditransformasikan menjadi data interval menggunakan metode suksesif interval (MSI) dengan bantuan Microsoft Excel.

Berdasarkan pada hasil penelitian dan analisis yang dilakukan menunjukkan bahwa pertama, *self efficacy* berpengaruh positif dan signifikan terhadap kemampuan berpikir kritis siswa kelas XI SMA Negeri 5 Purwokerto pada mata pelajaran Ekonomi, dengan sensitivitas 0,4167 persen. Kedua, *self regulated learning (SRL)* berpengaruh positif dan signifikan terhadap kemampuan berpikir kritis siswa kelas XI SMA Negeri 5 Purwokerto pada mata pelajaran Ekonomi, dengan sensitivitas 0,3489 persen. Ketiga, *digital literacy* tidak berpengaruh secara signifikan terhadap kemampuan berpikir kritis siswa kelas XI SMA Negeri 5 Purwokerto pada mata pelajaran Ekonomi. Keempat, *self efficacy*, *self regulated learning (SRL)*, dan *digital literacy* secara bersama-sama berpengaruh positif dan signifikan terhadap kemampuan berpikir kritis siswa kelas XI SMA Negeri 5 Purwokerto pada mata pelajaran Ekonomi.

Implikasi penelitian ini menunjukkan bahwa guru perlu menumbuhkan rasa percaya diri siswa melalui pembelajaran berbasis proyek maupun *problem based learning*, memanfaatkan gamifikasi seperti poin, *badge*, dan *leaderboard* untuk meningkatkan keterlibatan belajar yang inklusif serta kolaboratif, serta mengoptimalkan teknologi digital melalui media interaktif dan kreatif sehingga siswa terbiasa menggunakan teknologi secara positif sekaligus mengasah keterampilan literasi digital sesuai tujuan pendidikan.

Kata Kunci: *Self Efficacy*, *Self Regulated Learning (SRL)*, *Digital Literacy*, Kemampuan Berpikir Kritis.

SUMMARY

The research was motivated by the low critical thinking skills of 11th grade students at SMA Negeri 5 Purwokerto in economics. Initial data showed that the majority of students had difficulty connecting the material to real-world contexts, accompanied by suboptimal daily test scores. The objectives of this study were to: (1) analyze the partial and combined effects of self-efficacy, self-regulated learning (SRL), and digital literacy on the critical thinking skills of students in economics at SMA Negeri 5 Purwokerto. (2) analyze the variables that most influence self-efficacy, self-regulated learning (SRL), and digital literacy on students' critical thinking skills in economics in grade XI at SMA Negeri 5 Purwokerto.

This research is quantitative research with a survey approach. The data used in this study were obtained using open and closed questionnaires. The population in this study was grade XI students at SMA Negeri 5 Purwokerto in the 2024/2025 academic year, with a total of 391 students. The sample used consisted of 108 students using purposive sampling. The data analysis technique used was multiple linear regression analysis and variable elasticity testing using the SPSS 22 program. The questionnaire data obtained was transformed into interval data using the successive interval method (MSI) with the help of Microsoft Excel.

Based on the results of the research and analysis conducted, it was found that first, self-efficacy had a positive and significant effect on the critical thinking skills of grade XI students at SMA Negeri 5 Purwokerto in the subject of Economics, with a sensitivity of 0.4167 percent. Second, self-regulated learning (SRL) has a positive and significant effect on the critical thinking ability of grade XI students at SMA Negeri 5 Purwokerto in Economics, with a sensitivity of 0.3489 percent. Third, digital literacy does not have a significant effect on the critical thinking ability of grade XI students at SMA Negeri 5 Purwokerto in Economics. Fourth, self-efficacy, self-regulated learning (SRL), and digital literacy together have a positive and significant effect on the critical thinking skills of grade XI students at SMA Negeri 5 Purwokerto in economics.

The implications of this study indicate that teachers need to foster students' self-confidence through project-based learning and problem-based learning, utilize gamification such as points, badges, and leaderboards to increase inclusive and collaborative learning engagement, and optimize digital technology through interactive and creative media so that students become accustomed to using technology positively while honing their digital literacy skills in line with educational objectives.

Keywords: *Self Efficacy, Self Regulated Learning (SRL), Digital Literacy, Critical Thinking Skills.*