

RINGKASAN

Penelitian ini membahas mengenai pengaruh pembelajaran berdiferensiasi, literasi digital dan *academic self-efficacy* terhadap minat belajar siswa kelas XI MAN 2 Banyumas. Rendahnya minat belajar siswa, yang diperkuat dengan rendahnya partisipasi aktif dan hasil belajar mata pelajaran ekonomi siswa menjadi latar belakang penelitian ini. Tujuan penelitian ini adalah untuk menganalisis pengaruh pembelajaran berdiferensiasi, literasi digital dan *academic self-efficacy* terhadap minat belajar siswa kelas XI MAN 2 Banyumas.

Penelitian ini merupakan penelitian kuantitatif dengan metode survei. Populasi dalam penelitian ini adalah siswa kelas XI MAN 2 Banyumas yang memilih peminatan ekonomi dengan jumlah 322 siswa. Sampel penelitian berjumlah 179 siswa yang ditentukan menggunakan teknik *proportionate random sampling*. Teknik pengumpulan data melalui kuesioner tertutup, observasi, wawancara, dan dokumentasi. Data yang diperoleh kemudian ditransformasi menjadi data interval menggunakan *Method of Successive Interval* (MSI). Analisis data dilakukan dengan bantuan program SPSS 26 menggunakan regresi linear berganda, uji F (kelayakan model), dan uji-t.

Hasil penelitian menunjukkan bahwa: (1) pembelajaran berdiferensiasi berpengaruh signifikan terhadap minat belajar ekonomi, (2) literasi digital tidak berpengaruh signifikan terhadap minat belajar ekonomi, (3) *academic self-efficacy* berpengaruh signifikan terhadap minat belajar ekonomi. Berdasarkan kesimpulan tersebut, implikasi pada penelitian ini yaitu: Guru pengampu mata pelajaran Ekonomi dapat menerapkan pembelajaran berdiferensiasi secara lebih kompleks dengan menggunakan tiga strategi, yaitu diferensiasi konten, diferensiasi proses, dan diferensiasi produk. Sekolah perlu memberikan penguatan literasi digital melalui berbagai kegiatan seperti pelatihan, pendampingan, forum diskusi, dan pembelajaran berbasis digital sebagai upaya meningkatkan kompetensi dalam literasi digital. Siswa perlu mempertahankan *academic self-efficacy* untuk menghadapi setiap tantangan pembelajaran terutama untuk mempertahankan minat belajar ekonomi.

Kata Kunci: Minat Belajar, Pembelajaran Berdiferensiasi, Literasi Digital, *Academic Self-Efficacy*

SUMMARY

This study discusses the influence of differentiated learning, digital literacy and academic self-efficacy on the learning interest of 11th-grade students at MAN 2 Banyumas. The low level of student learning interest, reinforced by low active participation and learning outcomes in economics is the background of this study. The purpose of study is to analyze the influence of differentiated learning, digital literacy and academic self-efficacy on the learning interest of 11th-grade students at MAN 2 Banyumas.

This research is a quantitative study with a survey method. The population in this study were 322 students of 11th-grade at MAN 2 Banyumas who chose economics as their major. The research sampel consisted of 179 students determined using proportionate random sampling. Data collection techniques through closed questionnaires, observation, interviews, and documentation. The obtained data were then transformed into interval data using the Method of Successive Interval (MSI). Data analysis was carried out with the help of the SPSS 26 program using multiple linear regression, F test (model feasibility), and t-test.

The results of the study show: (1) differentiated learning has a significant effect on interest in learning economics, (2) digital literacy does not have a significant effect on interest in learning economics, (3) academic self-efficacy has a significant effect on interest in learning economics. Based on the results, the implication of this study are: Economics teachers can implement more complex differentiated learning using three strategies, namely content differentiation, process differentiation, and product differentiation. Schools need to provide digital literacy reinforcement through various activities such as training, mentoring, discussion forums, and digital-based learning to improve digital literacy competency. Students need to maintain academic self-efficacy to face every learning challenge, especially to maintain interest in learning economics.

Keywords: Learning Interest, Differentiated Learning, Digital Literacy, Academic Self-Efficacy