

ABSTRAK

FAUZH NAZZAHRA, (2026). Pengaruh *Parenting style*, *Classroom Climate*, dan *Thinking style* terhadap Hasil Belajar Siswa (Survei pada Mata Pelajaran Ekonomi Kelas XI SMAN 1 Manonjaya). Jurusan Pendidikan Ekonomi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi Tasikmalaya. Dibawah bimbingan Astri Srigustini S.Pd., M.Pd dan Edi Fitriana Afriza, S.Pd., M.M.

Masalah dalam penelitian ini adalah rendahnya hasil belajar siswa pada mata pelajaran ekonomi kelas XI di SMAN 1 Manonjaya, di mana berdasarkan data penilaian tengah semester diketahui bahwa 52,7% siswa atau sebanyak 108 dari 205 siswa memperoleh nilai di bawah Kriteria Ketuntasan Minimal (KKM) sebesar 78. Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh *Parenting style* (X1), *Classroom Climate* (X2), dan *Thinking style* (X3) terhadap Hasil Belajar Siswa (Y) baik secara parsial maupun simultan pada mata pelajaran ekonomi kelas XI SMAN 1 Manonjaya. Metode yang digunakan adalah metode survei kuantitatif dengan pendekatan asosiatif dan teknik pengumpulan datanya melalui kuesioner yang telah diuji validitas dan reliabilitasnya terlebih dahulu. Populasi penelitian ini adalah seluruh siswa kelas XI SMAN 1 Manonjaya sebanyak 205 orang yang sekaligus dijadikan sampel penelitian melalui teknik *nonprobability sampling* dengan cara sampling jenuh. Adapun teknik analisis data yang digunakan meliputi statistik deskriptif untuk menggambarkan distribusi variabel, uji prasyarat analisis yang mencakup uji normalitas, linearitas, heteroskedastisitas, dan multikolinearitas, serta analisis regresi linier berganda dengan bantuan program SPSS untuk menguji hipotesis penelitian. Berdasarkan hasil penelitian, secara parsial *Parenting style* berpengaruh positif dan signifikan terhadap hasil belajar siswa (sig. = 0,000), *Classroom Climate* berpengaruh positif dan signifikan (sig. = 0,047), serta *Thinking style* berpengaruh positif dan signifikan (sig. = 0,003). Secara simultan, ketiga variabel berpengaruh signifikan terhadap hasil belajar siswa dengan nilai $F = 28,285$ dan sig. = 0,000. Koefisien determinasi (R^2) sebesar 0,297 menunjukkan bahwa *Parenting style*, *Classroom Climate*, dan *Thinking style* secara bersama-sama mampu menjelaskan 29,7% variasi hasil belajar siswa, sedangkan sisanya sebesar 70,3% dipengaruhi oleh faktor-faktor lain di luar penelitian. Hasil penelitian ini diharapkan dapat memberikan kontribusi bagi guru, orang tua, dan pihak sekolah dalam menciptakan lingkungan belajar yang lebih kondusif, meningkatkan pola asuh orang tua yang mendukung, serta mengembangkan gaya berpikir siswa agar prestasi belajar siswa pada mata pelajaran ekonomi dapat terus ditingkatkan.

Kata Kunci: *Parenting style*, *Classroom Climate*, *Thinking style*, Hasil Belajar Siswa, Mata Pelajaran Ekonomi.

ABSTRACT

FAUZAH NAZZAHRA, (2026). *The Influence of Parenting style, Classroom Climate, and Thinking style on Student Learning Outcomes (A Survey on Economics Subject in Class XI at SMAN 1 Manonjaya)*. Department of Economic Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya. Under the guidance of Astri Srigustini S.Pd., M.Pd and Edi Fitriana Afriza, S.Pd., M.M.

The problem in this study is the low learning outcomes of students in the Economics subject for Class XI at SMAN 1 Manonjaya. Based on mid-semester assessment data, 52.7% of students (108 out of 205) obtained scores below the Minimum Competency Criteria (KKM) of 78. This study aims to determine the influence of Parenting style (X1), Classroom Climate (X2), and Thinking style (X3) on Student Learning Outcomes (Y), both partially and simultaneously, in the Economics subject for Class XI at SMAN 1 Manonjaya. The research employed a quantitative survey method with an associative approach. Data were collected using questionnaires that had been tested for validity and reliability beforehand. The population of this study consisted of all 205 students in Class XI at SMAN 1 Manonjaya. Since the entire population was included, the sample was selected using a non-probability sampling technique, namely saturated sampling. Data analysis techniques included descriptive statistics to describe variable distributions, prerequisite tests encompassing normality, linearity, heteroscedasticity, and multicollinearity tests, as well as multiple linear regression analysis assisted by the SPSS programme to test the research hypotheses. The findings revealed that, partially, Parenting style had a positive and significant influence on student learning outcomes (sig. = 0.000), Classroom Climate had a positive and significant influence (sig. = 0.047), and Thinking style had a positive and significant influence (sig. = 0.003). Simultaneously, the three variables exerted a significant influence on student learning outcomes ($F = 28.285$, sig. = 0.000). The coefficient of determination (R^2) of 0.297 indicates that Parenting style, Classroom Climate, and Thinking style collectively explain 29.7% of the variance in student learning outcomes, while the remaining 70.3% is influenced by other factors outside this study. These results are expected to contribute to teachers, parents, and school stakeholders in creating a more conducive learning environment, enhancing supportive parenting practices, and developing students' thinking styles to continuously improve learning achievement in Economics.

Keywords: Parenting style, Classroom Climate, Thinking style, Student Learning Outcomes, Economics Subject.