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**EFEK MEDIASI STRATEGI BELAJAR SISWA PADA
PENGARUH MINAT BELAJAR TERHADAP HASIL
BELAJAR SISWA**

(SYSTEMATIC LITERATURE REVIEW)

SKRIPSI

Diajukan untuk Memenuhi Sebagian Syarat Memperoleh Gelar Sarjana
Pendidikan Pada Program Studi Pendidikan Ekonomi



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FAKULTAS PENDIDIKAN EKONOMI DAN BISNIS
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BANDUNG**

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*EFEK MEDIASI STRATEGI BELAJAR SISWA PADA PENGARUH MINAT BELAJAR TERHADAP HASIL
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(*SYSTEMATIC LITERATURE REVIEW*)**

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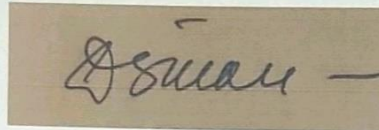
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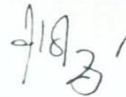
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Ira Rahayu (1603410). “Efek Mediasi Strategi Belajar Siswa Pada Pengaruh Minat Belajar terhadap Hasil Belajar Siswa (*Systematic Literature Review*)”. Di Bawah Bimbingan Dosen Pembimbing I: Prof. Dr. H. Disman, MS. dan Dosen Pembimbing II: Dr. Siti Parhah, M.SE.

ABSTRAK

Penelitian ini mengulas beberapa artikel tentang minat belajar yang dianggap memiliki pengaruh dalam penggunaan strategi belajar siswa serta meningkatkan hasil belajar siswa. Tujuan penelitian ini adalah untuk mengetahui pengaruh minat belajar serta penggunaan strategi belajar siswa sebagai faktor yang memediasi pengaruh minat belajar terhadap hasil belajar siswa. Metode penelitian yang digunakan adalah *systematic literature review*. Pencarian artikel yang relevan dilakukan pada publikasi *online* Springer, SAGE Publications, ARC Journals, IOP Science, Tandfonline, Elsevier, Science Direct, dan ResearchGate yang diterbitkan antara tahun 2010-2020. Penulis memperoleh 14 artikel yang memenuhi syarat berdasarkan kriteria pemilihan artikel relevan yang telah ditentukan. Temuan artikel menunjukkan bahwa minat belajar memiliki pengaruh positif terhadap hasil belajar siswa. Hal ini disebabkan saat siswa memiliki minat terhadap sesuatu, maka siswa tersebut akan menaruh perhatian dan konsentrasi lebih pada hal tersebut, sehingga siswa menjadi proaktif, mampu memecahkan masalah lebih baik sehingga menambah pengetahuannya. Selain itu, ditemukan bahwa jika siswa memiliki minat yang rendah, maka siswa tersebut akan menggunakan *surface learning strategy* dan cenderung menunjukkan hasil belajar yang rendah. Sedangkan jika minat belajar siswa tinggi, maka siswa tersebut akan menggunakan *deep learning strategy* yang mengarah pada pencapaian hasil belajar yang lebih baik.

Kata kunci: Minat Belajar, Strategi Belajar Siswa, Hasil Belajar Siswa.

Ira Rahayu (1603410). "The Mediating Effect of Student Learning Strategies on the Relationship between Learning Interest and Student Learning Outcomes (Systematic Literature Review)". Under the Guidance of Supervisor I: Prof. Dr. H. Disman, MS. and Supervisor II: Dr. Siti Parhah, M.SE.

ABSTRACT

This study reviews several articles about student's interest in learning which is considered to have an influence in the use of student learning strategies and improved student learning outcomes. The purpose of this study was to determine the effect of interest in learning and the use of student learning strategies as factors that mediate the effect of interest in learning on student learning outcomes. The research method used is systematic literature review. Searches for relevant articles were conducted on online publications Springer, SAGE Publications, ARC Journals, IOP Science, Tandfonline, Elsevier, Science Direct, and ResearchGate published between 2010-2020. The author obtained 14 articles that met the requirements based on the predetermined relevant article selection criteria. The findings of the articles indicate that a student interest in learning does have a positive influence on student learning outcomes. This is because when students have an interest in something, they will pay more attention and concentrate on it so that students become proactive, able to solve problems better, and as the result they increase their knowledge. In addition, it was found that if students have low interest, they will use a surface learning strategy and tend to show low learning outcomes. Meanwhile, if the student's interest in learning is high, then the student will use a deep learning strategy that leads to the achievement of better learning outcomes.

Keywords: Learning Interest, Student Learning Strategies, Learning Outcomes.

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