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Learning Style, Self-Regulated Learning, and Academic Resilience: Determinants of Creative Thinking Ability in SMAN 1 Waru Students

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ABSTRACT

The ability to think creatively is one of the main competencies that are urgently needed in the 21st century education era, especially in facing global challenges and competition in the Industrial Revolution 4.0. The study identified the influence of three main factors, namely learning style, self-regulated learning, and academic resilience on the creative thinking ability of grade XII students of SMAN 1 Waru in economics. The research uses a quantitative approach with a survey method, involving 50 students who are selected through random sampling techniques. Data collection was carried out through questionnaires to measure learning styles, self-regulated learning, and academic resilience, and essay tests to evaluate students' creative thinking skills. The results of regression analysis showed that learning style and academic resilience had a positive influence on creative thinking ability, but self-regulated learning did not show statistical significance. These results indicate the importance of a holistic approach to learning as well as collaboration between teachers, students, and the environment to optimize creative thinking in facing global challenges.

Key Word *Learning Styles, Self Regulated Learning, Academic Resilience, Creative Thinking Skills.*

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INTRODUCTION

Creative thinking skills are an important topic in global discussions because they provide opportunities for students to learn to face various obstacles in daily life, as expressed in the framework of 21st century education. The younger generation, especially students, need to be prepared so that they can compete at the global level in the era of the industrial revolution 0.4 with creative thinking skills.

Currently, the problem that can hinder students' creative thinking is a lack of confidence. Many students are hesitant to express their ideas for fear of rejection (Leonard et al., 2019). When the educational environment cannot appreciate students' creativity, the situation can worsen because students feel

that their efforts are meaningless (Priambodo et al., 2013). In addition, learning that only focuses on understanding material and concepts also hinders the potential of shiva in developing new ideas and maximizing creative thinking skills due to the lack of opportunities for students to think creatively (Wardani et al., 2021).

A student will achieve success in the learning process if he has desire, independence, and resilience. High motivation in learning can have a positive influence on the learning process and the results obtained (Hasmi et al., 2024). The importance for teachers in encouraging students' interest in learning in order to increase students' readiness to do assignments (Suci Trismayanti, 2023). Currently, the learning process rarely involves interactive activities where students easily feel bored while learning, often lose focus, and are reluctant to find solutions to a problem, so that the aspect of students' creative thinking ability is relatively low. For this reason, learning styles are needed to support effectiveness in the learning process. Because learning style is one of the instructions on how to observe, interact and respond to the learning environment (Wanelly & Fauzan, 2020). Each student has a different level of performance, learning pace, and learning style. These differences in learning styles show the most effective way for students to receive information during the learning process (Papilaya & Huliselan, 2016). Academic resilience is a way for a person to overcome many obstacles by adapting and moving on from difficulties, obstacles, and trials in a learning environment (S. A. R. R. Putri & Laksmiwati, 2022). With this resilience, every student can meet educational standards effectively. Through this ability, every obstacle and challenge faced has the potential to overcome fears and encourage students to continue to develop and face challenges in order to achieve learning success.

There are two factors that can affect the level of creative thinking of students, namely internal factors such as physical and mental conditions, as well as external factors such as the environment (Anggela et al., 2022). Students who get support from internal and external factors tend to have higher creative thinking skills. However, the reality is that not all students at SMAN 1 Waru receive adequate support. The results of the creative thinking ability test in the initial study showed that it was at a low level, so the level of creative thinking of students was still not optimal. Self-regulated learning and academic resilience as an imternal factor greatly influenced the cases that occurred in SMAN 1 Waru students. Therefore, this research needs to be conducted because creative thinking skills are one of the most important skills in facing challenges in the Industrial Revolution 4.0 era and 21st Century Education. Low creative thinking skills can have an impact on the lack of innovation in solving

problems, low competitiveness of students, and their lack of readiness in facing the world of work and social life. Therefore, it is important to identify the factors that influence creative thinking so that more effective learning strategies can be developed.

In the context of psychology, Resilience refers to the skill of struggling, defending, and improving oneself after facing a profound challenge or failure (Connor & Davidson, 2003). Resilience research focuses on three main situations, namely the ability to stand firm in the face of stress resistance, the process of getting back on your feet after an experience that causes emotional disturbances (bounce back), and returning to a normal state after experiencing a disturbance (normalization).

Creative thinking is essential in dealing with challenges in everyday life and reflects students' strategies towards their learning experiences, so low creative thinking skills cannot be left alone (Németh & Long, 2012). Therefore, it is important to know the factors that affect the creative thinking ability of SMAN 1 Waru students. This study will examine three main factors that are suspected to be influential, namely student learning styles, self-regulated learning and academic resilience, especially in the context of economics subjects. By understanding the relationship between these three factors to creative thinking, this research is expected to provide new insights for educators in developing learning strategies that are more in line with student needs.

Learning style is a way for humans to direct their thoughts, collect, interpret, and accommodate new information. Internal factors that develop through the process of individualization such as Self-regulated learning Enabling individuals to motivate and cultivate themselves in their learning process (Miller, n.d.). In addition, academic resilience refers to the ability of students to overcome various difficulties by adjusting and facing challenges, trials, and problems in the field of education, so that each student is able to meet educational standards well. From the results of their learning analysis, both play an important role in determining students' creative thinking skills.

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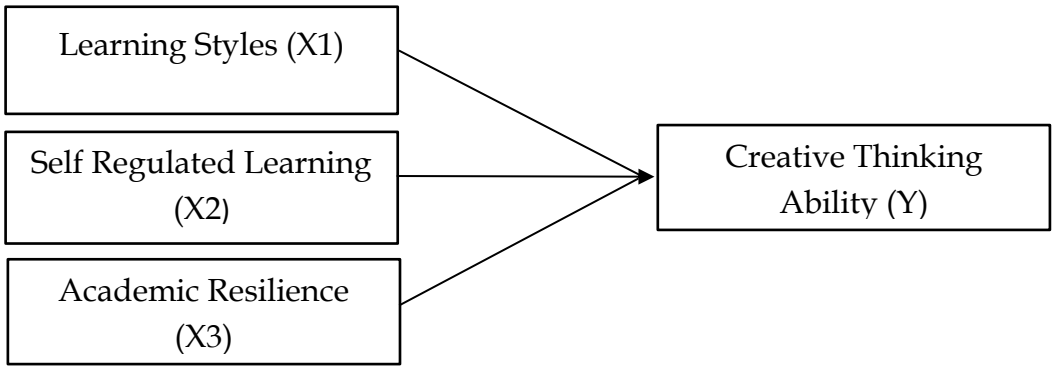

Figure 1.
Research Paradigm

The GAP in this study lies in the lack of research that deeply examines the relationship between three main factors, namely learning styles, self-regulated learning, and academic resilience on students' creative thinking skills, especially in the context of economics subjects at SMAN 1 Waru. Although each of these variables has been widely studied separately, there has been no research that integrates the three in one study to understand their contribution to improving students' creative thinking skills, which are important skills in facing global challenges in the era of the Industrial Revolution 4.0 and 21st Century Education. Previous studies have mostly focused on two variables, namely self-regulated learning and academic resilience, with less attention paid to learning styles as a factor that can influence students' creative thinking. Learning styles, which include how individuals direct attention, absorb information, and interact with the environment, are still rarely associated with the development of creative thinking in the context of economics learning. In fact, learning styles can greatly influence the effectiveness of the learning process and how students respond to subject matter, which in turn can affect their ability to think creatively. Although there is research on the importance of self-regulated learning and academic resilience in increasing motivation and learning independence, the research is still limited to its influence on academic achievement in general, not specifically on creative thinking skills. Previous research has shown that students' creative thinking skills are still relatively low, indicating a gap between the expected creative abilities and existing conditions.

This shows that the learning approach currently applied is not optimal in encouraging the development of students' creative thinking. In addition, in the context of economic education, research on the influence of a combination of learning styles, self-regulated learning, and academic resilience on students' creative thinking skills is still very limited. In fact, economics subjects, which often involve problem solving and analysis of real situations, require high

creative thinking skills. Therefore, this study aims to fill this gap by analyzing in more depth how these three factors interact with each other and contribute to the development of students' creative thinking skills. This study also focuses on the situation at SMAN 1 Waru, where the challenges in improving students' creative thinking are very real, especially with limited external support and the lack of learning strategies that can stimulate students' creativity. By examining the influence of learning styles, self-regulated learning, and academic resilience simultaneously, this study aims to provide more comprehensive insights and more effective solutions in designing learning strategies that can optimize students' creative thinking abilities.

RESEARCH METHOD

Data collection was carried out through the distribution of questionnaires directly or online to respondents, as well as a description test to measure creative thinking skills. This study uses a quantitative approach with a survey method that focuses on the influence of independent variables, namely learning styles, self-regulated learning, and academic resilience on bound variables, namely creative thinking ability. The sample was taken using a patterned random technique involving 50 students of SMAN 1 Waru grade XII majoring in social studies. To test the influence of learning styles, self-regulated learning and academic resilience to creative thinking skills, data were analyzed using multiple regression techniques.

$$Y = a + bX1 + bX2 + e$$

Information:

Y : Creative thinking skills
X1 : Learning style
X2 : Self-regulated learning
X3 : Academic resilience
a : Constant
b : Coefficient
e : Error

RESULT AND DISCUSSION

There are four variables in this study, namely student learning style, self-regulated learning, academic resilience, and creative thinking ability. The research data was obtained through the analysis of scores from the respondents' answers to the research instruments, which was then used to describe the collected data.

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Research results

Table 1.
Overview of Learning Styles

Learning style	Frequency	Presented
Visual	17	34%
Auditorium	21	42%
Kinesthetics	12	24%
Sum	50	100%

There are three types of learning styles, namely visual, auditory, and kinesthetic, but the majority of students only have a tendency to one of them. In accordance with Table 1. Auditory learning styles have the highest frequency, with indicators such as learning through ringing, and good speaking skills. Meanwhile, visual learning styles have the second most frequency. Visual learning style indicators include the ability to understand material through the display of images, colors, or shapes. The kinesthetic learning style has the lowest frequency which is characterized by a preference for learning through physical activity, an understanding of expression, and an interest in trying things directly. The data in the table shows that students tend to be comfortable with a hearing-based learning style rather than visuals or physical activities.

Table 2.
Overview of Self Regulated Learning

Kriteria *Self-Regulated Learning*	Frequency	Presented
High	46	92%
Medium	4	8%
Low	0	0%
Sum	50	100%

Based on Table 2, the average self-regulated learning is at a high criterion and only a few students are at a moderate criterion. Self-regulated student learning is reviewed based on 4 indicators, namely student motivation and learning goals, learning environment setting, time management, and time management, as well as reflection and evaluation. Of the four indicators, reflection and evaluation were recorded as the aspects with the lowest scores, while motivation and learning objectives showed the highest results compared to other indicators in the context of economic learning.

Table 3.
Overview of Academic Resilience

Academic Resilience Criteria	Frequency	Presented
High	45	90%
Medium	5	10%
Low	0	0%
Sum	50	100%

In Table 3. shows that most academic resilience levels are at high criteria, only a few have moderate criteria. Judging from the three indicators of academic resilience, namely the ability to cope with stress, resilience in academic challenges, and optimism. The indicator that gets the lowest results is the ability to cope with stress and the highest indicator is optimism.

Table 4.
Overview of Creative Thinking Skills

Criteria for Creative Thinking Ability	Frequency	Presented
High	14	28%
Medium	30	60%
Low	6	12%
Sum	50	100%

Based on the average score of the essay test that has been given. Table. 4 shows that in economics, the level of students' creative thinking ability is classified as moderate, because more than 50%, students obtained results that were included in the medium criteria, namely 60% of respondents, while 28% of students obtained high scores, and the remaining 12% received low scores. Thus, it can be concluded that although there are a small number of students who show low creative thinking skills, most of the students are in the medium to high criteria.

Table 4. Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.681	6.518		.872	.388
	X1	.220	.149	.232	1.476	.147
	X2	-.104	.145	-.124	-.714	.479
	X3	.251	.152	.268	1.652	.105

$$Y = 5.681 + 0.220\ X1 - 0.104\ X2 + 0.251\ X3$$

The explanation is as follows:

a. The value of the constant coefficient of 5.681 that without the variables of learning style (X1), Self-regulated learning (X2), academic resilience (X3), the variable of Creative thinking ability (Y) will increase by 56.81%.
b. The value of the learning style variable coefficient (X1) is 0.220, if the value of other variables is constant and the X1 variable increases by 1%, the creative thinking ability variable (Y) will increase by 22%. Likewise, if the value of other variables is constant and variable X1 decreases by 1%, then the variable of critical learning ability (Y) will decrease by 22%.
c. The value of the coefficient of the Self-regulated learning variable (X2) is -0.104, if the value of the constant variable and the variable X2 increases by 1%, then the variable of critical learning ability (Y) will decrease by 10.4%. Likewise, if the value of other variables is constant and the X2 variable decreases by 1%, then the Critical Learning Ability variable (Y) will increase by 10.4%.
d. The value of the coefficient of the academic resilience variable (X3) is 0.251, if the value of the constant variable and the variable X3 increases by 1%, then the variable of critical learning ability (Y) will decrease by 25.1%. Likewise, if the value of other variables is constant and variable X3 decreases by 1%, then the Critical Learning Ability variable (Y) will increase by 25.1%.

Discussion

Self-regulated learning is a corrective self-adjustment step, which is necessary to ensure that a person stays focused towards his goals and the adjustment comes from the individual's motivation and internal control (David.G, 2008). Self-regulated learning is the step by which the individual manages and directs the gaze, emotions, and behaviors to achieve personal goals (Zimmerman & Schunk, 2013). This method is necessary to wake up and improve yourself after facing problems and stressful conditions.

Based on the categorization analysis of student learning style scores, the results were obtained that 34% had a visual learning style of 34%, students who had a kinesthetic learning style of 24%, and the highest were students with an auditory learning style of 42%. It can be concluded that the most dominant learning style is by listening or auditory. The results of the analysis of student self-regulated learning scores were obtained that 46 students with a percentage of 92% were categorized as high, as many as 4 students with a percentage of 8% were classified as moderate, and 0 students with a percentage of 0% were classified as low with. Reflection and evaluation indicators in economic learning are the aspects that have the lowest scores. Meanwhile, motivation and

learning objectives showed the highest results compared to other indicators in the context of economic learning. This means that students have been trained to be able to motivate and set appropriate learning goals

One of the significant impacts of academic resilience is students' creative thinking skills. Research shows that students who have a high level of resilience tend to be better able to face challenges and difficulties in the learning process, which in turn helps them in achieving better outcomes. Resilient students can generate new ideas and alternative solutions because they do not give up easily when facing obstacles (Pratiwi et al., 2018). Academic resilience is also related to a positive attitude towards learning, such as confidence and perseverance (Kwen & Lemba, 2024).

The results of the analysis of the students' academic resilience scores showed that the majority of SMAN 1 Waru students, namely 90%, had a high level of resilience. This illustrates that most students can face academic challenges with a resilient attitude, as well as have the ability to recover from the difficulties they face. However, only 10% of students are classified as having a moderate level of resilience. Although the number is relatively small, it shows that there are students who need special attention to help them develop better adaptability in the face of academic pressure.

Self-regulated learning is a determining factor in creative thinking because of the indicators, such as motivation and setting learning goals that play an important role in achieving high results (Lesmanawati, Yunita, 2020)(Supitri et al., 2023)(Rizqi et al., 2023). To develop academic skills, such as setting goals and choosing learning strategies, students need a proactive process that is self-regulated learning (Milani Tri Subekti & Yonisa Kurniawan, 2022). The results of previous research showed that the predictors in the determination of creative thinking were self-regulated learning (Refiyanti & Miatun, 2022). In research (Herva Herdianti & Muntazhimah, 2023) they also explained, with the process of determining the right learning resources, students can improve their thinking and recall the knowledge they had before.

The implication of this study is in increasing self-regulated learning Students need cooperation between teachers, parents or family and the surrounding environment, so that the development of creative thinking skills achieved by students can be more optimal. This is due to the influence of the surrounding environment on the student's condition, including in the learning process because self-regulated learning closely related to curiosity influenced by the surrounding environment (Rochmah & Kurniawan, 2022)(Maryani et al., 2023)(Mashfufah et al., 2024) and is the result of individual interaction with certain materials and activities, where each student actively regulates and

controls his or her learning process(S. Putri & Tambunan, 2023). Therefore, at home, at school and other environments around students it is important to create a supportive learning environment (Rahayu et al., 2024). This looks at the picture of students who are not classified as good and in the medium category at the level of self-regulated learning.

CONCLUSION

Based on the results of research conducted on grade XII students at SMAN 1 Waru, it can be concluded that students' creative thinking ability in economic learning is influenced by three main factors, namely learning style, self-regulated learning, and academic resilience. Learning styles have a positive contribution to students' creative thinking skills, with the auditory type being the most dominant. Meanwhile, students' self-regulated learning is generally in the high category, although the aspects of reflection and evaluation still need to be improved. Students' academic resilience also shows a high level, where optimism is the most prominent indicator. However, although the majority of students have good learning styles and academic resilience, students' overall creative thinking abilities are still in the medium category, with a small percentage being at a low level. This shows that there is potential that has not been fully maximized, especially in integrating supporting factors such as learning styles, self-regulated learning, and academic resilience in the learning process. Regression analysis showed that learning style and academic resilience had a positive influence on creative thinking ability, while self-regulated learning was statistically insignificant in this research model. Thus, a more holistic approach to learning is needed, such as creating an environment that supports student creativity and paying special attention to the aspects of reflection and evaluation in self-regulated learning. This study provides an important overview that the development of students' creative thinking skills requires harmonious collaboration between appropriate learning style approaches, improvement of self-regulated learning, and strengthening academic resilience. Strategic steps from schools, teachers, and students are needed to maximize students' potential in creative thinking and prepare them to face global challenges.

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