



Learning Style and Achievement Learner Madrasah Ibtidaiyah

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ABSTRAK

Purpose of study: The purpose of this study is to determine the relationship between learning styles and learning outcomes.

Methodology: This study used descriptive, correlational quantitative research. Researchers used a questionnaire to determine student learning styles. Learning outcomes obtained from students' final semester grades. Correlational learning styles and outcomes using spss.

Main finding: Research findings indicate that learning styles do not show a correlation with learning outcomes.

Novelty/Originality of this study: Learning outcomes are not determined by learning styles. One cannot judge a student by learning success is not determined by the student's learning style.

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1. INTRODUCTION

Learning styles are the easiest way that individuals have in absorbing, organizing, and processing the information received [1]. An appropriate learning style is the key to student success in learning. By realizing this, students are able to absorb and process information and make learning easier with their own learning styles. The use of learning styles that are limited to only one form, especially those that are verbal or auditory, of course, can lead to imbalances in absorbing information [2,3]. Therefore, in learning activities, students need to be assisted and directed to identify learning styles that suit themselves so that learning objectives can be achieved effectively [4].

There are three types of learning styles, namely visual, auditory, and kinesthetic. Many other experts categorize learning styles based on cognitive preferences. In this study, using sensory preferences, namely visual, auditory, and kinesthetic learning styles. The reason for using sensory preferences is because in the process of student learning activities it can be observed through sensory organs. Based on sensory preferences, visual learners learn through what they see, auditory learning by listening, and kinesthetic learning by moving, working, and touching [5]. Every student has all three learning styles, it's just that one style usually dominates more. Learning achievement is a final assessment of the process and recognition that has been done repeatedly and will be stored for a long time because learning outcomes participate in shaping the individual who always wants to achieve better results so that it will change the way of thinking and produce work behavior. the better [6].

A person's tendency to learn varies widely and is influenced by several things. The way a person absorbs information, processes it, and manifests it in a tangible form of life behavior is called a learning style / type [7]. Everyone has different learning styles and typologies, but there may also be those who have similar learning styles [8,9]. In fact, learning styles and typologies affect the results they get. In the reality of

everyday life, there are people who easily receive new information by listening directly from the source, some are sufficient by writing or memos, and some have to demonstrate their activities [10-13].

Since its inception, the field of education has overcome various challenges and changes in society [14,15]. The fact that happens at this time is that the world is constantly changing so that people need new knowledge and skills to manage their daily lives. Recent changes in education emphasize the need to improve teaching that leads students to problem solving, communication, reasoning skills, knowledge and attitudes, as a measure of the outcome of what students have learned. Changes in learning outcomes can be observed, proven, and measured in the abilities or achievements experienced by students as a result of learning experiences built through the learning process. Each learning process is expected that students will get good learning outcomes [16]. However, in reality the learning outcomes obtained by students are not always good and as expected. As the standard of good or bad learning outcomes on the basis of the KKM which has been determined as a benchmark for the success of the learning process. This should be a concern and evaluation material in the learning process [17]. Poor student learning outcomes are one of the problems in education. Student learning outcomes show the ability and quality of students as an impact of the learning process they have been through. Therefore learning outcomes can be defined as competencies and skills that students have after the learning period [18,19].

Researchers have a learning style factor. Does learning style correlate with learning outcomes. So the focus of this research is to describe the learning styles and abilities of students in the form of the final score. This research question is "is there a relationship between learning styles and learning outcomes?" the objectives of this research are;

1. Knowing the student's learning style.
2. Knowing the score of learning outcomes.
3. The relationship between learning styles and learning outcomes

2. RESEARCH METHOD

This study uses a quantitative approach. This study used descriptive and correlational statistical analysis. Descriptive statistics show learning styles and learning outcomes. Relationships are used to analyze the relationship between learning styles and learning outcomes.

The sample of this study amounted to 30 students. samples were taken using total sampling. The research instrument used an adopted learning style questionnaire [20]. Learning outcomes using student learning outcomes from student final semester test scores. The results were analyzed using descriptive and correlational statistics. The research results are arranged based on the research findings. These findings will provide an overview to the researcher whether there is a relationship between learning styles and student learning outcomes. these findings will be an insight for further research.

3. RESULTS AND DISCUSSION

The results of this study indicate learning styles and learning outcomes. Learning styles and student learning outcomes are shown in tables 1 and 2. The following are the findings of the research in the form of student learning habits. Student learning styles are made in the form of a score table, the type of learning style, the number of students and the presentation of the number of students based on the score.

Learning Style	Total
Audio	7
Visual	15
Kinestetik	8

Table 1 shows that students are dominated by visual learning styles. Visual learning type allows students to understand concepts more quickly by visualizing. This makes it possible for less than 30 students to have audio and kinesthetic learning styles.

Visual learning styles are one of the learning styles that affect student learning achievement. The results showed that students who have more visual learning styles than auditory and kinesthetic. The results of this study indicate that the effect of visual learning styles on learning achievement is in the fairly strong category [21]. Visual learning style is one of the student learning styles which basically emphasizes how a student learns the subject matter more easily. Visual learning styles make students learn through seeing, staring, observing, and the like. More precisely, the visual learning style is learning by seeing something,

either through pictures or diagrams, shows, demonstrations, or videos. Behaviorism learning theory also supports visual learning styles. Learning is the result of a stimulus and response [22,23].

Students with an auditory learning style find it easier to digest, process, and convey information by listening directly. They tend to learn or receive information by listening or orally. Students with auditory learning styles have the strength in their ability to hear [24]. Auditorial learning style is one of the learning styles that students have that affects student achievement. Kinesthetic learning style is one of the learning styles that students have that affects student achievement.

Table 2 Student learning outcomes.

Score	Total	
0-69	3	Remedial
70-85	20	Accepted
86-100	7	Excellent

Table 2 shows the student learning outcomes. Student learning outcomes consisted of 3 students who had to take remedial. 20 students answered the questions well and got a pass predicate. 7 students have the perfect predicate. The real learning outcome is a relatively permanent change in behavior as a result of the experience. Furthermore, in the context of school, learning is a process of effort by students to obtain a change in behavior as a whole, as a result of students' own experiences in interaction with their environment. In general, it can be defined that learning outcomes are students' self-assessments, and changes that can be observed, proven, and measured in the abilities or achievements experienced by students as a result of the learning experience. The point of revealed that learning outcomes can describe students' abilities after what they know and learners [25].

Furthermore, the researcher analyzed the relationship between learning styles and learning outcomes using correlational. These relationships are described in table 3.

Table 3 The relationship between learning styles and student learning outcomes.

Variable	Learning Outcome	
	R	p
Gaya belajar siswa	0.452	0.104

Table 3 shows that learning styles and learning outcomes do not show a relationship ($r(30) = 0.452$, $p > 0.05$). that is, each learning style does not show significant consistency of learning outcomes. Some have good and perfect scores some students have low scores. This inconsistency resulted in an unrelated analysis. This proves that learning styles do not affect learning outcomes. Every individual has the right to have a learning style that they like.

Learning styles make it easier for students to understand learning. So that students are possible to do according to their wishes [26]. Visual learning styles make students learn through seeing, staring, observing, and the like. More precisely, the visual learning style is learning by seeing something, either through pictures or diagrams, shows, demonstrations, or videos. Behaviorism learning theory also supports visual learning styles [27]. Learning is the result of a stimulus and response. Providing information through pictures or diagrams is a stimulus in visual learning styles as a response to receiving this information is the learning achievement of these students. Visual learning styles help students / students remember the subject matter that is immediately seen so that it has a positive effect on the learning achievement obtained.

Student learning outcomes are influenced by two factors, namely internal factors and student external factors. Internal factors of students include health problems, disabilities, psychological factors (intelligence, interest in learning, attention, talents, motivation, maturity and readiness of students), and fatigue factors [28]. Meanwhile, external factors that affect the process and student learning outcomes include family, school and community factors [29]. This study examines one of the internal factors that affect learning outcomes, namely interest in learning. This is based on the opinion that interest has many positive effects on the learning process and outcomes, a high level of interest will lead to the level of attention and the level of readiness of students to engage in learning objects so that it raises the possibility of success in learning [30,31].

4. CONCLUSION

This study concluded that the students' learning styles were dominated by the learning styles. The students' learning outcomes were categorized as the best pass. The findings of this study indicate that there is no relationship between learning styles and student learning outcomes ($r(30) = 0.452, p > 0.05$). No relationship between style and learning outcomes is novelty of this study. The application, the teacher must respect the learning style of each student.

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