

# Learning Style System for Learning Achievement in Equality Education

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**Abstract.** Humanity is currently in deep sadness due to the outbreak of Coronavirus Disease (Covid-19) which has hit almost all parts of the world. Indonesia spontaneously implemented policies of learning from home, working from home, and worshipping at home. One of the learning methods used by the Indonesian education system is online or the abbreviation for the network. Online or online is a learning method that is carried out online. While online courses are courses that are wholly or partly held online or online, using learning management. This study aims to determine the effect of the learning style system on student achievement inequality education. The method used in this research is experimental. The study population numbered 120 students who were selected using a simple random sampling technique. Data collection was carried out by distributing learning style questionnaires and documenting student report cards within 1 semester. This study uses quantitative data analysis techniques, normality and homogeneity tests, and ANOVA tests. Hypothesis testing used a one-way ANOVA test with data processing using Lisrel. The results showed that the learning style had a significant influence or contribution to the learning achievement of students. This can be seen from the results of the significant value of 0.500 so that the significance value of the ANOVA test of students is more than 0.45. Novelty is product style learning system, this is very important for education

**Key words:** learning style system; learning achievement; students

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## INTRODUCTION

Education is a conscious and planned effort to create an atmosphere and learning process so that students actively develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, competent, creative, independent, and become citizens. a democratic and responsible country (Sugiarti et al., 2020).

For the learning process to run well, the learning process will not be separated from two things, namely learning and learning (Daresh, 2006). Learning is an activity that is carried out consciously to achieve goals (Allen, 2012). According to (Education, 2002), Learning is an adaptation or behavior adjustment that takes place progressively (Bynum, 2011). According (Nguyen et al., 2017) that learning is a behavior change, whereas behavior is an action that can be observed (Amin et al., 2013). In other words, behavior is an action that can be observed or the result is caused by an action or several actions that can be observed. (Boutros & Joseph, 2007)

Learning is a conscious effort made by individuals in changing behavior through training (Shofwan et al., 2019) and experiences involving cognitive, affective, and psychomotor aspects to achieve certain goals (Lumpkin, 2004). Thus, it can be said that learning will bring changes to the individual who

learns, both from knowledge, skills, attitudes, interests, character, and also self-adjustment. Learning shows the activities carried out by someone conscious or deliberate (Berman & Julie, 1994). This activity refers to the activeness of a person in carrying out mental aspects that allow changes to occur in him (Suhandi, 2016). Thus, it can also be understood that a learning activity is said to be good if the intensity of a person's physical and mental activity is getting higher (Neumann, 1995). Conversely, even though someone is said to be learning if their physical and mental activity is low, it means that the learning activity does not understand that they are doing learning activities. (Sugiarti et al., 2018)

Learning activities are also interpreted as individual interactions with their environment (Claudet, 2006). The environment in this case is other objects that allow individuals to gain experiences or knowledge, either new experiences or knowledge or something that has been obtained or discovered previously but raises attention again for the individual so that it allows interaction (Cullen et al., 1999). So it can be concluded that learning is an activity. which involves interactions between individuals and their environment, whether consciously or deliberately so that individuals gain experience or knowledge that is beneficial to the individual by involving physical or mental activity, it cannot be said that the individual is learning. The following are some groups of theories

that provide specific insights into learning: Learning styles are always related to perception, especially in seeing, listening, doing, and imitating body movements (Normore, 2006). Learning styles are different from one another to another, how to get information is different (Ibrahim & Al-Mashhadany, 2012). By making optimal use of learning styles, it can make it easier for individuals to absorb and manage information from outside (Dean, 2001). In practice, teaching and learning activities require communication between teachers and students so that interaction occurs because it affects student learning achievement (in Lestari & Sulistari, 2019).

Learning achievement is something that is needed to determine the changes that occur during learning activities. Maslow has the opinion that learning achievement in school is one of the worthy and important goals for education which is the peak experience (Sugiarti et al., 2018).

Learning achievement is indicated by scores or numbers that indicate the values of several subjects (Shofwan et al., 2019) learning achievement is the success of students in learning subject matter at school which is expressed in the form of scores obtained from tests results regarding several certain subject matter.

Research conducted (Chen et al., 2008) states that learning styles significantly affect learning outcomes. The results of this study are evidence that learning styles influence individual learning achievement.

In previous research, the influence of learning styles on learning achievement by (Sugiarti et al., 2020) in her research that has been researched there is an influence which results are significant, between learning styles and learning achievement.

## METHODS

The research design used was a factu exposure research design. This type of research examines the causal relationship that cannot be treated (treatment) or manipulated because of the program, activities that have occurred. The existence of a causal relationship that occurs based on theoretical studies, that a variable can be the cause or background of certain variables.

In this study, the variables used by the researcher cannot be manipulated or treated because they have occurred naturally. The variables used by the researcher consisted of two variables, namely the independent variable including visual learning styles, audio learning styles, kinesthetic learning styles, and the dependent variable in the form of student learning achievement.

The population in this study were all Junior students (Troena et al., 2015). Darul Karomah Singosari

class ix totaling 110 students. In this study, the simple random sampling technique was used because the entire population had the same opportunity to become a sample, namely Junior students ("Solid waste division funds school environmental programs," 2001). Equality education starts from grade vii, viii, and ix, whether male or female. By using this technique the researcher took 600 students, there were two instruments in this study, namely a questionnaire and documentation. The questionnaire used in this study is a questionnaire about learning styles that contains statements about learning styles (visual, audio, kinesthetic). While the documentation in question is the documentation of the student's report card scores for one semester.

This study uses quantitative data analysis techniques, namely data analysis techniques in the form of numbers expressed in certain units that are easily defined in certain categories. The data that has been collected is then analyzed the data.

Before analyzing the questionnaire data, the validity and reliability of the questionnaire must be tested. According to (Shofwan et al., 2019) validity is the ability of a test to indicate how close the scale of the score appears to be to the scale of the pure score. As a result of a measurement process, the view-score  $x$  will not be the same as the pure  $t$  score, unless the measuring instrument concerned has a perfect measuring function or can take measurements without error.

Meanwhile, reliability is the reliability or consistency of measurement results, which implies how high the accuracy of the measurement is. Measurements are said to be inaccurate if the measurement error occurs randomly (Sugiarti et al., 2020). This study, using two types of statistical analysis, namely the ANOVA test (analysis of variance) to measure the effect of learning styles on student achievement.

## RESULTS AND DISCUSSION

Based on the formulation of the problem that has been made, objectively describing the effect of learning styles on learning achievement. To determine whether there is an influence or contribution of learning styles on learning achievement, an ANOVA (analysis of variance) statistical test is performed to calculate the effect of the variables  $x_1$  (visual learning style),  $x_2$  (audio learning style), and  $x_3$  (kinesthetic learning style). To the  $y$  variable (Indonesian learning achievement). Before carrying out the ANOVA test, it is necessary to do a normality test and a homogeneity test first. The normality test is used to determine whether data has a normal distribution or not. In this study, the Kolmogorov-Smirnov normality test technique (k-s test) was used by using

a normal p-plot chart. Following are the results of the normality test (Altinkurt & Yılmaz, 2011).

Based on the results of the calculations in the table above, a significance value of 0.602 was obtained. So it can be concluded that the data is normally distributed because the significance value is greater than 0.05. The homogeneity test is a test used to determine whether or not the variances of two or more distributions are equal. The following are the results of the homogeneity test.

Based on the results of calculations using SPSS 16.0 for windows, a significance value of 0.794 is obtained, which means it is greater than 0.05. So, it can be concluded that the data is homogeneous. After the normality test and homogeneity test are carried out, then an ANOVA test (analysis of variance) is carried out to find out the difference or similarity of the two data averages from two or more groups. This study using the one-way ANOVA test. The following are the results of the ANOVA test calculations using spss (statistical product and service solution) 16.0 for windows. Based on the ANOVA test that has been carried out using spss 16.0 for windows, the significance value is 0.990 so that the significance value of the ANOVA test for students is more than 0.05. So, it can be concluded that the learning style does not have a significant influence or contribution to the learning achievement of students. Things like this can happen because there are other factors that more influence or contribute to learning achievement outside of the variables examined in this study. Learning styles have the possibility of affecting achievement but only slightly and do not appear in the results of this study.

The results of the study show that learning styles have a weak influence on learning achievement. According to Dunn & Dunn (in Syawaladi, 2010), several factors support student learning styles, namely environmental, emotional, sociological, physiological, and psychological factors. If these factors have an effect following the learning styles possessed by students, the learning outcomes will be very significant.

The results of this study are consistent with research conducted by Unaifah and Suprpto, learning styles do not have a significant effect on learning achievement (Huffman, 2015). According to (Choi, 2014) learning achievement is influenced by several factors, namely, internal factors and external factors. In external factors, there are school factors that affect students' ability in problem-solving, namely teachers in teaching, teacher-student relationships, student-student relationships, teaching aids, and school time (Bynum, 2011).

According to Ngalim Purwanto (in Aliskhatin, 2020: 12) factors that affect learning achievement are

external factors and internal factors, namely 1) External factors are factors that come from outside the students which include: the natural environment and the social environment, instruments in the form of curriculum, teachers or teachers, facilities and facilities as well as administration. 2) Internal factors are factors that come from within students which include physiology in the form of physical and sensory conditions, and psychology in the form of talents, interests, intelligence, motivation, and cognitive abilities.

Based on this opinion, if it is related to learning styles, learning styles can be included as internal factors, especially in terms of cognitive abilities. Cognitive abilities are the construction of thinking processes, including the process of remembering and solving problems. In this process, the learning style acts as an intermediary or a way for students to be able to remember and solve a problem.

Better at spelling it out loud than writing it down. And prefers spoken jokes to reading comics (Khoeron, 2014: 294) Several strategies can be taken to facilitate the individual learning process with an auditory learning style, namely: 1) Invite children to participate in discussions, both in class and in the family 3) Encourage children to read the subject matter aloud 4) When studying, it should be accompanied by the strains

## CONCLUSION

Based on the results of the study, it can be concluded that the descriptive statistical test results for the three learning styles used by students have different results, namely for the use of visual learning styles by 55% in the medium category, the use of audio learning styles by 58.3% in the category. moderate, and the use of kinesthetic learning styles by 48.3% in the medium category. These results are taken based on the acquisition of the largest percentage in the three categories in each learning style. Second, based on the results of the descriptive statistical test for the Indonesian language learning achievement of Junior students obtained results of 37.5% in the medium category. This category has a range of values between 80 and 84. The rest is included in the high and low categories. And third, based on the results of the Anova test (Analysis of Variance) which has been carried out using SPSS, the results obtained a significance value of 0.990 for class IX, which means the significance value of the ANOVA test for Junior students. Class IX is more than 0.05. So, it can be concluded that there is no significant influence or contribution from the VAK learning style (Visual, Audio, Kinesthetic) on the learning achievement of students.

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