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# Tendency of Student Learning Style on the Achievement Level of Harsia Elementary School Students

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**Abstract**

This study aims to determine the difference in the level of learning achievement in terms of the learning style tendencies of SD Harsia North Bekasi students. This study uses a quantitative approach with a comparative method. The population in this study were students of SD Harsia. The research sample is all students in grades IV, V, and VI SD Harsia a total of 57 students taken by purposive sampling technique. The measuring instrument used in this research is a multiple choice questionnaire with a single answer for learning style variables, while the learning achievement level variable uses odd semester report cards documentation. The measuring instrument for learning style variables has been tested for validity using the reliability test with the Kuder-Richardson 21 (K-R 21) formula with the results of: 0.373 for aspects of visual learning style, auditory learning style of 0.468, and kinesthetic learning style of 0.429. The data analysis technique used is chi-square. The results showed that there was no difference in the level of learning achievement in terms of the learning style tendencies of SD Harsia North Bekasi students as evidenced by the chi-square value of 13.285 with p = 0.208 at the significance level (p <0.05). The implication of this research is that classroom teachers are advised to be able to design varied learning media and methods so that students are free to carry out activities, so that learning is faster and easier.

**Keywords:** learning style, level of learning achievement.

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## INTRODUCTION

The occurrence of the first and foremost health crisis in the world caused by the covid-19 virus (corona virus disease) from Wuhan, China is known as the Covid-19 Pandemic and has an impact on the closure of several schools and universities in several countries including Indonesia (Sahu, 2020). That fact. made the International Organization based in New York, USA, the United Nations (UN) catch that one of the sectors affected by the coronavirus pandemic is the education sector.

Based on the ABC News report on March 7, 2020, dozens of countries closed schools due to the COVID-19 outbreak. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), there are at least 290.5 million students worldwide whose learning activities have been disrupted due to closed schools (Purwanto, et al., 2020).

The impact of the corona virus was initially very influential on the paralysis of the economic sector, now it is also being felt by the world of education. According to UNESCO, there are at least 1.5 billion school-age children affected by COVID-19 from 188 countries, including 60 million of them from our country, namely Indonesia.

Learning styles relate to the way students prefer to learn. Students will feel comfortable and happy when learning if the teacher carries out learning in a preferred way. The sense of comfort and pleasure that exists in students can affect the ease with which students understand the material. In this case, the researcher agrees with Sugihartono, et al (2007: 53) that "students in general will easily process information in a way that is comfortable for them" . Meanwhile, when students learn in a way they don't like, they will feel uncomfortable and depressed. Feeling comfortable and depressed in students causes the brain to be unable to access information optimally

Online learning is very different from learning as usual, according to Riyana (2019:1.14) online learning emphasizes more on the accuracy and foresight of students in receiving and processing information presented online. During this learning, it is expected that students can be accompanied and supervised by their parents because they are learning at home.

Learning achievement in the Big Indonesian Dictionary is defined as "results that have been achieved in mastering the knowledge and skills developed through subjects, usually indicated by test scores or scores given by the teacher". Achievement is always associated with certain activities, as stated by Muhibbin Syah (2006: 196) that "Learning achievement is the level of success of a teaching and learning process or the level of success of a learning program / presentation of material, and grade promotion".

The hypothesis of this research can be referred to the problems, first, "is there a relationship, influence and impact of learning styles on the level of learning achievement at the elementary level", second, "does it have a significant gap in this research?", third, is there a significant difference significant level of learning achievement in terms of learning style tendencies (visual, auditory, and kinesthetic). The purpose of this study was that grade VI students were selected as research subjects because based on the results of interviews with student representatives it was known that students had differences in their learning styles, while grade IV and V students were selected with the consideration that students of this class were already at the high grade level and in the final stages. elementary school so that they are expected to be able to learn by maximizing their learning style in order to have a high level of learning achievement. Another consideration is, according to Rita Eka Izzaty, et al, (2008: 116) high grade students (IV, V, and VI) have higher curiosity and want to learn when compared to low grade students (I, II, and III).

## RESEARCH METHODS

The approach used in this research is a quantitative approach with a comparative method. Nana Syaodih Sukmadinata (2010: 56) says that comparative research is directed to find out whether or not there are differences between two or more groups in the aspects or variables studied. The quantitative approach means that all research information or data is realized in the form of numbers which are analyzed statistically and the results are described. The dependent variable (Independent) in this study is the level of learning achievement. Meanwhile, independent variables (dependent) in this study are visual learning styles, auditory learning styles, and kinesthetic learning styles.

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This research was conducted at SD Harsia which is located in Harapan Indonesia Wetan Hamlet, Harapan Indonesia Village, Playen District, North Bekasi Regency. This research was conducted at SD Harsia because based on the results of observations and documentation during the Field Experience Practice (PPL) it was found that student achievement was still relatively low when compared to other elementary schools. This is reinforced by the results of the 2013 Quality Assurance Test. SD Harsia has an average score of 5.62 and is ranked 23rd out of 77 elementary schools in North Bekasi and ranked 123rd out of 653 elementary schools in Bekasi. Data collection in the field was carried out in March-April 2020. The overall research was carried out for 6 months, namely from November 2019-April 2020.

The data collection techniques used in this study are 1) Questionnaire Method, this method is a way of collecting data in the form of a number of questions or written statements used to obtain information from respondents, 2) Documentation Method Documentation comes from the word document, which means items written. Documentation is a way of collecting data in a ready-made form or the result of a report. This technique is used to collect data on the level of learning achievement. The instrument used in this technique is the odd semester study report for the 2019/2021 academic year.

The level of learning achievement is measured by the average value of all subjects in the odd semester report card for the 2019/2021 school year. However, since grade IV report cards were not obtained all because the data found in the field were partly descriptive data, it was decided that learning achievement data was seen from the value of subjects in Citizenship Education, Indonesian Language, Mathematics, Natural Sciences, Social Sciences, and Cultural Arts and skills.

The instrument used to measure learning style variables in this study was a questionnaire. The questionnaire used in this study is a multiple-choice questionnaire with a single answer. Bilson Simamora (2005:82) states that in a multiple-choice questionnaire with a single answer, respondents are faced with many choices and then asked to choose only one. Respondents were asked to choose one of the answers that best suited them. For each question, the first

answer choice shows an indicator of visual learning style, the second answer choice shows an indicator of auditory learning style, and the third answer choice shows an indicator of kinesthetic learning style. Scoring is done by adding up the answers to each option or answer choice. The answer choices with the highest number of scores indicate the tendency of their learning style

The weakness of using this multiple choice questionnaire is the weak level of reliability that will be obtained. This is in accordance with the opinion of Brown (2009) that the use of multiple-choice questionnaires will weaken the reliability of the instrument. However, the advantage of the multiple-choice questionnaire is that it is easy for respondents to accept and answer. The considerations used in selecting the multiple-choice questionnaire are that the respondents who will be the research subjects are elementary school children. Therefore, a multiple-choice questionnaire was chosen in order to make it easier for the respondent to give the answer that best suits him/herself.

**Table 1. Learning Style Questionnaire Grid**

| No | Learning Style | Indicator | No Item |
|---|---|---|---|
| 1 | Visual | Neat and orderly | 17 |
| | | Emphasizes appearance both in terms of clothing and presentation | 4, 12, 19 |
| | | Remembering by visual association | 2, 6, 10, 13, 14, 18 |
| | | Not bothered by the commotion | 20 |
| | | Has trouble remembering verbal instructions unless they are written down | 1, 3, 15 |
| | | Fast and diligent reader | 11, 23 |
| | | Prefer to read than be read | 8 |
| | | Requires a holistic view and purpose and being alert before being mentally certain about a problem or project | 7 |
| | | Often answers questions with short answers | 16 |
| | | Prefer to do demonstrations than give speeches | 9 |
| 2 | Auditorial | Talking to yourself while studying | 5, 7, 18 |
| | | Easily distracted by commotion | 20 |
| | | Saying what is written in a book while reading | 17, 23, |
| | | Learn by listening | 1, 3, 4, 8, 10, 12, 15, 21, |
| | | Remembering what was discussed rather than seen | 2, 6, 13, |
| | | Likes to discuss and explain things at length | 9, 11, 14, 16, 19, 22 |
| 3 | Kinesthetic | Always physically oriented and moving a lot | 2, 7, 12, 16 |
| | | Learning through manipulation and practice | 3, 4, 5, 6, 8, 9, 10, 13, 14, 17,19 |
| | | Want to do everything | 1, 11, 15, 21 |

| | | | |
|---|---|---|---|
| | | Memorize by walking and seeing | 18, 23 |
| | | Uses a lot of body cues | 22 |
| | | Can't sit still for a long time | 20 |
| | | | |

Before the instrument was used for data collection, a trial was first carried out for standardization, namely by testing the validity of expert judgment and reliability testing. Expert judgment and instrument reliability tests were used to determine whether the questionnaire to be used was good or not. The test subjects in this study were fourth and fifth grade students at SDN Harapan Jaya with a total of 66 subjects. The fourth and fifth grades were chosen because the fourth and fifth graders had almost the same characteristics as the Harsia Elementary School students as research subjects.

Validity is the degree of accuracy between the data that occurs in the object of research with data that can be reported by researchers (Sugiyono, 2007: 363). Test the validity of the instrument in this study using expert judgment. Experts are asked to give their opinion about the instruments that have been prepared in order to know the extent to which the questionnaire has revealed the content to be measured. Thus, the statement items in the questionnaire can be scientifically justified in their field because the statement items have been tested and reviewed by people who are experts in the relevant field.

The reliability test used the Kuder-Richardson 21 formula (K-R 21). The formula was used because the instrument used in this study was in the form of multiple choice with single answer. Sukardi (2011: 132) states that the formula "K-R 21 is used to test items that systematically use multiple choices, for example multiple choice four answers, three answers, etc. ".

The questionnaire used to determine the tendency of students' learning styles consisted of 23 questions with each question item having 3 answer choices. The first answer choice indicates a visual learning style tendency, the second answer choice indicates an auditory learning style tendency, and the third answer choice indicates a kinesthetic learning style tendency.

Based on the results of expert assessments, the instrument got improvements both in terms of content and grammar. The improvement is that the instrument must be adjusted to the variables, both learning styles and learning achievements. The language used must also be simple and in accordance with the Subject-Predicate-Object-Description (S-P-O-K) sentence pattern. In addition, each question must be concrete because the instrument is aimed at elementary school children to make it easier to understand. The complete expert assessment results can be seen in the attachment of the expert assessment results pages 67-69.

The measurement of the reliability value in this questionnaire was carried out on every aspect of the tendency of learning styles. Based on the benchmarks proposed by Suharsimi Arikunto (2006: 134) to interpret the degree of instrument reliability, the visual learning style aspect is still low with a coefficient of 0.373. In the aspect of auditory learning style, the coefficient value is 0.468, which means sufficient and in the kinesthetic learning style aspect, the coefficient value is 0.429, which means sufficient. The complete reliability test calculation can be seen in the reliability test appendix on pages 69-71.

The data analysis technique used in this research is chi-square. This formula is used because the data generated from the data collection tool is in the form of nominal data by looking at the frequency of the subject's choice of research variables. Sutrisno Hadi (2001: 324) states that in testing the hypothesis, chi-square is used to test whether the difference in frequency obtained from two or more samples is a difference in frequency caused only by sampling error or is a

significant difference.

## RESULTS AND DISCUSSION

The data obtained from the learning style questionnaire were categorized according to the type of learning style according to Bobbi Deporter and Mike Hernacki, namely visual, auditory, and kinesthetic. Each type has the same number of items, so to categorize it, it is calculated from the number of answer choices that indicate the type of learning style. After analyzing the data, it turned out that there were the same number of answers for the two types of learning styles, so that the categories of learning styles increased to visual, auditory, kinesthetic, visual and auditory, visual and kinesthetic, and auditory and kinesthetic. Data regarding the level of learning achievement and learning style tendencies that have been obtained are then analyzed using descriptive analysis to determine the results obtained. The following is a descriptive analysis of the two variables.

**Table 2. Distribution of Learning Style Variable Categories**

| No | Learning Style Trends | Total students | Percentage (%) |
|---|---|---|---|
| 1. | Visual | 12 | 21 |
| 2. | Auditorial | 23 | 40,4 |
| 3. | Kinesthetic | 12 | 21 |
| 4. | Visual and auditorial | 2 | 3,5 |
| 5. | Visual and Kinesthetic | 3 | 5,3 |
| 6. | Auditorial and Kinesthetic | 5 | 8,8 |
| Amount | | 57 | 100 |

In Table 4.1 it can be seen that there are 12 students (21%) with a tendency to a visual learning style, 23 students (40.4%) with a tendency to an auditory learning style, 12 students (21%) with a kinesthetic learning style tendency, 2 students (3, 5%) with visual and auditory learning styles, 3 students (5.3%) with visual and kinesthetic learning styles, and 5 students (8.8%) with auditory and kinesthetic learning styles. The tendency of learning style that most students have in grades IV, V and VI is auditory learning style, while the least tendency of learning style owned by students is visual and auditory learning style.

**Table 3. Distribution of Variable Category Level IV Learning Achievement**

| No | Term | Category | Total students | Percentage |
|---|---|---|---|---|
| 1. | 77,36 < X | High | 2 | 9,5 |
| 2. | 51,3 < X < 77,36 | currently | 16 | 76,2 |
| 3. | X < 51,3 | low | 3 | 14,3 |
| Amount | | | 21 | 100% |

In Table 3. it can be seen that in the fourth grade learning achievement level category there are 3 students (14.3%) in the low category, 16 students (76.2%) in the medium category, and 2 students (9.5%) in the high category. . The high category means high learning achievement on the subject, the medium category means that the subject's learning achievement is not too high and not too low and the low category means low learning achievement on the subject.

Based on the results of the analysis of learning achievement data for class V with the help of the SPSS (Statistical Product and Service Solution) program, the mean value (M) was 74.64; the median (Me) of 74.50; mode (Mo) of 71.00; and standard deviation (SD) of 4.25. The distribution of the class V learning achievement level categories can be seen in the following table:

**Table 4.**

**Distribution of Category Variables Level of Learning Achievement Class V**

| No | Term | Category | Total Students | Percentasge |
|---|---|---|---|---|
| 1. | 78,89 < X | High | 3 | 21,4 |
| 2. | 70,39 < X < 78,89 | Currently | 10 | 71,4 |
| 3. | X < 70,39 | Low | 1 | 7,2 |
| Amount | | | 14 | 100% |

In Table 4 it can be seen that in the class V learning achievement level category there are 1 student (7.2%) in the low category, 10 students (71.4%) in the medium category, and 3 students (21.4%) in the high category. . The high category means that the subject's learning achievement is not too high and not too low and the low category means the low learning achievement of the subject. Based on the results of the analysis of learning achievement data for class VI with the help of the SPSS (Statistical Product and Service Solution) program, the mean value (M) was 76.73; the median (Me) is 76.50; mode (Mo) of 75.00; and standard deviation (SD) of 6.63.

**Table 5.**

**Distribution of Category Variable Learning Achievement Level for Class VI**

| No | Term | Category | Total Students | Percentage |
|---|---|---|---|---|
| 1. | 83,36 < X | High | 3 | 13,6 |
| 2. | 70,1 < X < 83,36 | Currently | 18 | 81,8 |
| 3. | X < 70,1 | Low | 1 | 4,6 |
| Amount | | | 22 | 100% |

In Table 5. it can be seen that in the sixth grade learning achievement level category there are 1 student (4.6%) in the low category, 18 students (81.8%) in the medium category, and 3 students (13.6%) in the high category. . The high category means high learning achievement on the subject, the medium category means that the subject's learning achievement is not too high and not too low and the low category means low learning achievement on the subject.

**Table 6.**

**Distribution of Category Variables Level of Learning Achievement Class IV, V and VI**

| No | Category | Total Students | Percentage |
|---|---|---|---|
| 1. | High | 8 | 14 |
| 2. | Currently | 44 | 77,2 |

| | | | |
|---|---|---|---|
| 3. | Low | 5 | 8,8 |
| Amount | | 57 | 100% |

In Table 6. it can be seen that in the category of learning achievement levels from grades IV, V, and VI there are 5 students (8.8%) in the low category, 44 students (77.2%) in the medium category, and 8 students (14%) ) with high category. The high category means high learning achievement on the subject, the medium category means that the subject's learning achievement is not too high and not too low and the low category means low learning achievement on the subject.

## CONCLUSIONS

Hypothesis testing in this study used statistical analysis with chi-square analysis techniques. Sutrisno Hadi (2001: 324) states that chi-square analysis is used to test whether the difference in frequency obtained is a difference in frequency that is only caused by sampling error or is a significant difference. The use of chi-square analysis will also produce data in the form of the number of subjects in each category in the research variables. The categories of learning achievement variables in this study were divided into three, namely low, medium and high, while the categories of learning style variables were divided into six, namely visual, auditory, kinesthetic, visual and auditory, visual and kinesthetic, and auditory and kinesthetic.

Based on the results of the analysis, it is known that in the category of high learning achievement level as many as 2 students (25%) have a tendency to a visual learning style, and 6 students (75%) have a tendency to an auditory learning style. In the category of moderate learning achievement level as many as 10 students (22.7%) have a tendency to a visual learning style, 15 students (34.1%) have a tendency to an auditory learning style, 10 students (22.7%) have a kinesthetic learning style tendency, 1 students (2.3%) have a tendency to visual and auditory learning styles, 3 (6.8%) students have a tendency to visual and kinesthetic learning styles, and 5 students (11.4%) have a tendency to auditory and kinesthetic learning styles. In the category of low learning achievement level, 2 students (40%) have a tendency to auditory learning styles, 2 students (40%) have a kinesthetic learning style tendency, and 1 student (20%) has a visual and kinesthetic learning style tendency.

Based on the results of the analysis, with the help of the SPSS 17.0 program, it is known that the chi-square value is 13.285 with $p = 0.208$ at the significance level ($p < 0.05$) so it can be concluded that there is no significant difference in the level of learning achievement in terms of style tendencies. Harsia Elementary School students study. Thus, the hypothesis which reads "There is a significant difference in the level of learning achievement in terms of the tendency of students' learning styles at SD Harsia North Bekasi" was rejected. Based on the results of the study, it can be concluded that there is no difference in the level of learning achievement of SD Harsia students when viewed from the tendency of their learning styles. This can be explained from two things. First, differences in teacher teaching styles. Reid (2006: 53) states that the teacher's teaching style is also one of the factors that influence student learning styles, for example when teachers tend to teach in an auditory style, students try to adjust this by maximizing the tendency of their auditory learning style. If the event occurs continuously, the tendency of students' learning styles can change because they are used to maximizing the tendency of these learning styles. Such an incident occurred in class VI. Based on the results of data analysis, as many as 11 students

(50%) have a tendency to auditory learning style and 8 students (34.4%) have a kinesthetic learning style tendency. Based on the researcher's observations for several times following the lessons in class VI during Field Experience Practice (PPL), class VI teachers tend to teach in an auditory and kinesthetic style. The teacher often explains the subject matter that the teacher has previously written on the blackboard. When the teacher has finished explaining, students are always given time to write down what is on the blackboard.

Second, the curriculum used. Class IV and class V have used the 2013 Curriculum during odd semesters. One of the learning principles in the 2013 Curriculum is the recognition of individual differences and the cultural background of students (Ministry of Education and Culture, 2014: 4). One of the individual differences is the difference in the tendency of students' learning styles. The activities in the 2013 Curriculum learning allow all students with visual, auditory and kinesthetic learning styles to process information or material learned through activities that have been adapted to the diversity of student learning styles. Therefore, learning styles cannot distinguish the level of student achievement, especially at SD Harsia.

Learning style is indeed one of several factors that affect student achievement, but at SD Harsia, learning style does not cause a significant difference in the level of learning achievement. This can be seen from the results of data analysis, as many as 75% of students who are in the high learning achievement category have a tendency to auditory learning styles, but in the low learning category most of the students, as many as 40% also have the same learning style tendencies as outstanding students. Based on the results of the data analysis, it can be seen that learning styles do not distinguish the level of student achievement or in other words the learning styles of students do not have a significant influence on the level of learning achievement achieved. Of course there are other factors that are more significant in influencing student achievement at SD Harsia and this can be an opportunity for further researchers to find out what factors actually affect student achievement at SD Harsia, North Bekasi.

Based on the results of the study, it can be concluded that there is no significant difference in the level of learning achievement when viewed from the learning style tendencies of the students of SD Harsia, North Bekasi. Based on the results of the research, discussion, and conclusions that have been described, some suggestions can be made as follows. For classroom teachers, an understanding of student learning style tendencies is expected to be the basis for teachers in designing varied learning media and methods, such as using a variety of visual, audio, and audio-visual media as well as using various learning methods such as discussions, experiments. , games, etc. This is done so that students are free to carry out activities, so that it is faster and easier to learn in class and does not interfere with other students. For students, each student should be able to recognize learning styles that match the material being studied so that they can learn well. For further researchers, the next research is expected to pay attention to the things that become the limitations of the study. Therefore, future researchers are expected to be able to conduct research on a wider range of subjects with the same conditions and use instruments with high reliability.

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