



## **Relationship between Learning Style and Motivation on Student Learning Outcomes at MAN Insan Cendikia Palu**

**Moh. Firmansyah<sup>1\*</sup>, Hasdin<sup>2</sup>, Jamaludin<sup>3</sup>**

Tadulako University, Indonesia | mohfirman97@gmail.com<sup>1</sup>

Tadulako University, Indonesia | hasdinbangkep@gmail.com<sup>2</sup>

Tadulako University, Indonesia | jamaludin@untad.ac.id<sup>3</sup>

Correspondence Author\*

*Received: 10-12-2023*

*Reviewed: 15-12-2023*

*Accepted: 23-12-2023*

### **Abstract**

The aim of this research is to analyze the significant relationship between learning style and motivation on student learning outcomes in class XII Civics subjects at MAN Insan Cendikia Palu. This research is quantitative research using descriptive analysis. Data collection was carried out by conducting observations, questionnaires and documentation. The research subjects were class XII students at MAN Insan Cendikia Palu. The sample in this research consisted of 45 students. Data collection methods use documentation and questionnaires. The instruments used in this research have met the criteria for validity and reliability. The results of the research show that there is a significant positive relationship where the  $r$  count is 0.805, so the relationship between learning style (visual) and learning outcomes in Civics subjects in class XII MAN Insan Cendikia Palu is in the very high category. There is a significant positive relationship between the learning style (auditory) and the learning outcomes of PPKn subjects for class in the high category. Based on the  $r$  value interpretation table where  $r$  is 0.791, the relationship between learning styles (kinesthetic) and learning outcomes in Civics subjects in class XII MAN Insan Cendikia Palu is in the high category. There is a positive and significant relationship between learning motivation and the learning outcomes of Civics subjects in class XII MAN Insan Cendikia Palu with a significance value of 0.000. There is a positive and significant relationship between learning style and learning motivation together with the learning outcomes of Civics subjects in class.

**Keywords:** Learning Style; Learning Motivation; Learning Results

## **Introduction**

Education is a way to prepare human resources so they can compete on a global scale. Quality education can bring a country towards progress. The indicators used as benchmarks to state that a teaching and learning process can be said to be successful are the absorption capacity of the learning material being taught and the students' attitudes. When the results achieved in teaching and learning activities have not reached the target that is needed, this is determined by several factors both from within the student (internal) and from outside (external), because in essence the learning outcomes achieved by the student are the result of the relationship between various these factors (Maryati, 2015) .

Factors that have a large influence on students' learning process include learning style and learning motivation. A student must know the learning style according to their own character. This is intended so that students can simply study the information they receive quickly and perfectly. Delivering instructions to children, through the strength of their learning style, we will see a rapid change in attitude and a high level of success. Thus, it can be said that the characteristics of the learning style possessed by students is one of the modalities that influences learning, processing and learning. communication (Falah & Fatimah, 2019) . Therefore, they often have to take asynchronous methods to be able to learn the same information or lesson. If a child captures information or material synchronously using his learning style, there will be no difficult lessons. By giving instructions to children, we will see, through the power of their learning styles, a rapid change in behavior and a high level of success.

Learning style is closely related to a person's personality, which is of course determined by their education and development history. Learning style is a person's way of learning and how they reason in the proof process (Falah & Fatimah, 2019) . Each individual's learning style is different depending on how to understand and absorb the lessons given by the teacher. If teachers can adapt to the different learning styles of their students, then students will have an interest in their learning. Learning styles cannot be forced on each student, because they have different interests and perceptions of information. It is hoped that the right learning style and according to their abilities can help students master new knowledge and information quickly.

Internal factors apart from learning style, other factors such as learning motivation are also very influential. During the learning process, students need motivation to concentrate and absorb the information presented. Choosing a learning style and learning motivation that is appropriate to students' abilities can help them master information more quickly and precisely. Students who have high learning motivation will get high learning outcomes because students are serious about learning. On the other hand, if motivation is low in learning, results will also be low (Siregar & Harahap, 2020). In the learning process, students' learning motivation can be analogous to fuel to drive an engine. Adequate learning motivation will encourage students to behave actively to excel in class, but motivation that is too strong can actually have a negative effect on students' active learning efforts. The teacher's role in managing students' learning motivation is very crucial and can be done through various learning activities that are based on the teacher's socialization of individual students.

Learning is an activity that has a plan and purpose. In its implementation, learning must form a two-way relationship, namely between students and teachers, where both parties play an active role and do good within a framework and use methods and paradigms. This means that every time a person's learning motivation increases, it will make students more able to interact with various learning styles and students who have the best learning motivation, and can use various learning styles, or can maximize their learning styles will get the best learning results. The basic research framework will describe the variables used. In this research, there are two variables that will be studied, namely the independent and dependent variables. The independent variables studied are given the notation (X), namely learning style (X1) and learning motivation (X2), while the dependent variable is given the notation (Y), namely learning outcomes.

Based on initial observations by conducting interviews with PPKn subject teachers at MAN IC Palu, researchers can observe that there are still some students who think PPKn is a boring subject so that in the learning process, it can be seen that in the first 15 minutes of the learning process, all students are able to concentrate. and observe the learning process. but in the next 15 minutes, it was seen that there were nine students who started doing other things such as playing with pens, writing out of sync with the material and talking with other friends, in the next 15 minutes until the lesson was finished, this only accounted for less than half of the students who can observe the learning process. Students are not enthusiastic about following the learning process because learning is only carried out conventionally, the absence of enthusiasm from students during the learning process shows that students' learning motivation is still low. This is also supported by using students' varied learning styles and teachers who are not yet able to coordinate them. There are several students who show poor learning outcomes. Some of the students have not been able to reach the KKM which has been determined from the mid-semester exam scores.

## **Literature Review**

Learning styles are all factors that make it easier and encourage students to learn in predetermined situations, stated by (Sari et al., 2023) . Meanwhile, according to (Jaenudin et al., 2017) students who have an independent learning style are characterized by the characteristics of thinking for their own progress, learning according to their own pace and opportunities, and so on. According to (Supit et al., 2023) there are three learning styles for a person, namely visual, auditory and kinesthetic learning styles.

Human life has a certain purpose. Human behavior in life is based on efforts to fulfill needs. With motivation, humans can do something they want better. Motivation plays an important role in daily activities. Agus Suprijono (Hikmah & Saputra, 2023) explains that learning motivation is a process that provides enthusiasm for learning, direction and persistence of behavior. This means that motivated behavior is behavior that is full of energy, directed and long-lasting. (Sunengsih et al., 2023) explains that motivation is seen as a mental impulse that drives and directs human behavior, including learning behavior. Motivation is an effort to resolve a situation, to carry out an activity.

## ***Relationship between Learning Style and Motivation on Student Learning Outcomes at Man Insan Cendikia Palu***

External factors (extrinsic) and a person's self (intrinsic) can influence motivation. Motivation is an effort to resolve a situation, to carry out an activity. External factors (extrinsic) and a person's self (intrinsic) can influence motivation. Students with high learning motivation will really learn, be tenacious in facing difficulties, be consistent, find solutions to problems, and be able to solve them (Emda, 2018). Students who have high learning motivation will get high learning outcomes because students are serious about learning. On the other hand, if motivation is low in learning, the results will also be low (Sappaile et al., 2023) .

(Djara & Imaniar, 2023) states that learning motivation is a drive related to achievement, namely mastering, manipulating, managing the social or physical environment, mastering obstacles and maintaining high quality work, competing to exceed the past and outperform others. Meanwhile, (Nashihin, nd) stated that in general learning motivation is an encouragement for individuals to carry out maximum activities and efforts in order to achieve the best possible achievements. Based on the description of several opinions, what is meant by learning motivation is the drive that exists within an individual to carry out certain activities with maximum effort, being able to overcome existing obstacles in order to achieve the best possible achievements.

### **Research Methods**

This research uses quantitative methods. (Husna & Qurrata, 2023) Quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, used to research certain populations or samples. Meanwhile, Arikunto (Setiawan, 2023) states that quantitative research is a research approach that requires a lot of numbers, starting from data collection, interpretation of the data, and the results of the data submitted.

The validity of the instrument used in this research is construct validity using the *Product Moment Correlation formula* . Meanwhile, for the reliability of the instrument in this research, *Alpha Cronbah* was used . The normality test in this study used *Kolmogrov Smirnov* . And the Linearity Test in this research aims to find out whether the relationship between the independent variable and the dependent variable is linear or not. The linearity test is carried out by looking for the equation of the regression line of the independent variable (X) on the dependent variable (Y). In this research, the first and second hypotheses were tested using Pearson Product Moment and the third hypothesis used multiple correlation (Hidayat, 2023) .

### **Results**

The results of this study aim to determine whether there is a relationship between learning style and learning motivation and the learning outcomes of Civics subject class XII students at MAN IC Palu. Before testing the hypothesis, the hypothesis prerequisite tests are first carried out, namely the normality test and linearity test.

The learning style instrument in this study uses a Likert scale which has answer choices of strongly agree, agree, disagree and disagree with a score interval of 1-5 with 15 positive

statement items. Scoring for positive statement items is strongly agree with a score of 5, agree with a score of 4, doubtful with a score of 3, and disagree with a score of 2, Strongly disagree with a score of 1.

Based on students' answers when filling out the questionnaire, the classification of students' learning styles is determined from each student's highest score on each sub-variable. The highest score for each sub-variable (visual/ auditory/ kinesthetic) is the maximum score times the statement items for each sub-variable, namely  $5 \times 5 = 25$ . For example, student classification A gets a result of 26 on visual, 20 on auditory and 22 on kinesthetic; then it can be classified as student A as having a visual learning style.

There are 12 students in class XII at MAN Insan Cendikia Palu who use a visual learning style, 18 students who use an auditory learning style, and 15 students who use a kinesthetic learning style. So it can be classified as class XII students at MAN Insan Cendikia Palu who predominantly have an auditory learning style, the data of which is presented in the following table.

Table 1 Learning Style

<b>List of Student Distributions According to Learning Styles</b>	
<b>Learning Style</b>	<b>Many Students</b>
Visual	12
Auditory	18
Kinesthetic	15

*Source: research data, processed 2023*

The Normality Test in this study was carried out to determine whether all research variables were normally distributed or not. Normality was tested on each research variable which included: Learning Style, Learning Motivation and Student Learning Outcomes. Normality testing uses the *Kolmogorov-Smirnov analysis technique* and for calculations uses *the SPSS for program Windows*. Data is said to be normally distributed if the significance value is greater than 0.05 at the significance level  $\alpha = 0.05$ . Normality results for each research variable are presented below.

Table 2 Normality Results

<b>Significance</b>	<b>Information</b>
0,200 _	Normal

*Source: Processed Primary Data, 2023*

The normality results show that the research variables have a significance value of 0.200, or greater than 0.05 at ( $\text{sig} > 0.05$ ), so it can be concluded that the research data is normally distributed.

## ***Relationship between Learning Style and Motivation on Student Learning Outcomes at Man Insan Cendikia Palu***

The purpose of linearity is to find out whether the independent variable and dependent variable have a linear influence or not. The criterion for testing linearity is that if the calculated F value is smaller than the F table at a significance level of 0.05, then the relationship between the independent variable and the dependent variable is linear. The linearity summary results are presented below.

**Table 3 Lenierity Test (X 1,Y )**

Variable	df	F Price		Sig.	Note.
		Count	Table (5%)		
Style Study * Learning outcomes	15	0.627	2.07	0.840	Linear

*Source: Primary Data 2023*

The linearity results above show that  $F_{\text{count}} < F_{\text{table}}$  namely the variables Learning style and learning outcomes ( $0.627 < 2.07$ ) and significance of  $0.840 > 0.05$ ; so that the two variables can be said to be linear.

**Table 4 Lenierity Test (X 2,Y )**

Variable	df	F Price		Sig.	Note.
		Count	Table (5%)		
Motivation Study * Learning outcomes	13	1,234	2.06	0.305	Linear

*Source: Processed Primary Data, 2023*

The linearity results above show that  $F_{\text{count}} < F_{\text{table}}$ , namely in the variables Learning Motivation and learning outcomes ( $1.234 < 2.06$ ) and the significance is  $0.305 > 0.05$ ; so that the two variables can be said to be linear.

## **Discussion**

*The product moment correlation analysis show that there is a significant positive relationship between learning styles and learning outcomes in Civics Subjects in Class class XII student MAN Insan Cendikia. This statement is strengthened by previous research by (Tahir & Khair, 2023). Apart from that, the analysis results show a positive relationship. This shows that the better students understand their respective learning styles, the better the learning*

outcomes students will achieve. And if students do not understand their own learning styles then the learning outcomes achieved will be less than optimal (Pandini et al., 2023) .

The relationship between learning styles and learning outcomes in PPKn subjects for class XII MANInsan Cendikia Palu students was also assessed from hypothesis testing with the *product moment correlation test* . Based on Table 4.6, it can be seen that the calculated  $r$  value is greater than table  $r$  ( $0.815 > 0.294$ ) and the significance value is 0.000, which means less than 0.05 ( $0.000 < 0.05$ ). Based on these results, the second hypothesis in this study is not rejected. The results of the product moment correlation analysis show that there is a significant relationship between learning motivation and learning outcomes in the Civics subject of Class XII MANInsan Cendikia Palu students (Yani et al., nd) . It is known that student learning motivation has a strong and significant relationship with student learning outcomes in the PPKn perspective, because learning motivation can influence learning outcomes so that good results are achieved. This is in line with (Astuti et al., 2023) which states that in general learning motivation is an encouragement for individuals to carry out maximum activities and efforts in order to achieve the best possible achievements. Based on the description of several opinions, what is meant by learning motivation is the drive that exists within an individual to carry out certain activities with maximum effort, being able to overcome existing obstacles in order to achieve the best possible achievements.

The results of testing the third hypothesis reveal that the multiple correlation test that has been carried out shows that the significance value of  $F$  change is  $0.000 < 0.05$ . So it can be concluded that the learning style variables ( $X_1$ ) and learning motivation ( $X_2$ ) have a significant relationship to the learning outcome variable ( $Y$ ). This means that students' learning styles and learning motivation have a significant relationship together with the learning outcomes of Civics subjects in class XII MAN Insan Cendikia Palu (Melati et al., 2023) .

The form of relationship between variables  $X_1$  and  $X_2$  and variable  $Y$  has a positive relationship as seen from the  $R$  value of 0.805. The meaning of a positive relationship is that the higher the variables  $X_1$  (Learning Style) and  $X_2$  (Learning Motivation), the higher the  $Y$  Variable (Learning Outcomes), and vice versa, the lower the variables also Variable  $Y$  (Learning Outcomes). In conclusion, variables  $X_1$  and  $X_2$  have a positive relationship with variable  $Y$  (Fasha et al., 2023) . The level of relationship between Learning Style ( $X_1$ ) and Learning Style ( $X_2$ ) on learning outcomes ( $Y$ ) simultaneously has a strong relationship as seen from the  $R$  value of 0.800.

## **Conclusion**

The results of the product moment correlation analysis show that there is a significant positive relationship between learning style (audotorial) and the learning outcomes of Civics Subjects for Class XII MAN Insan Cendikia Palu students. Based on the  $r$  value interpretation table where  $r$  is 0.805, the relationship between learning style (Visual) and learning outcomes for Civics Class XII students at MAN Insan Cendikia Palu is in the very high category. The results of the product moment correlation analysis show that there is a significant positive relationship between learning style (auditory) and the learning outcomes of Civics Subjects for

## ***Relationship between Learning Style and Motivation on Student Learning Outcomes at Man Insan Cendikia Palu***

Class XII MAN Insan Cendikia Palu students. Based on the Interpretation Table of  $r$  values where  $r_{hitung}$  is 0.672, the relationship between learning style (auditory) and learning outcomes in Civics Subjects for Class XII MAN Insan Cendikia Palu students is in the high category. The results of the product moment correlation analysis show that there is a significant positive relationship between learning style (Kinesthetic) and the learning outcomes of Civic Education Subjects for Class XII MAN Insan Cendikia Palu students. Based on the  $r$  value interpretation table where  $r$  is calculated at 0.791, the relationship between learning style (kinesthetic) and learning outcomes in Civics Subjects for Class XII MAN Insan Cendikia Palu students is in the high category.

### **References**

- Astuti, A., Tembang, Y., Waluya, SB, & Asikin, M. (2023). STUDENT LEARNING STYLE INSTRUMENTS IN MATHEMATICS LEARNING IN PRIMARY SCHOOLS. *Prima Magistra: Scientific Journal of Education*, 4 (1), 1–6. <https://doi.org/10.37478/jpm.v4i1.2307>
- Djara, JI, & Imaniar, M. (2023). The Influence of Learning Styles on Student Learning Outcomes. *JOURNAL OF EDUCATION AND CULTURE*.
- Falah, B.N., & Fatimah, S. (2019). The influence of learning styles and learning interests on students' mathematics learning outcomes. *Euclid*, 6 (1), 25. <https://doi.org/10.33603/e.v6i1.1226>
- Fasha, CA, Bachelor, K., & Sridana, N. (2023). *The Influence of Motivation on Mathematics Learning Outcomes in View of Student Learning Styles*. 5.
- Hidayat, S. (2023). *Efforts of Islamic Religious Education Teachers to Increase the Learning Motivation of Class IX Students at MTs Abdurrahman Al-Fatih Bengkulu*. 1 (3).
- Hikmah, SN, & Saputra, VH (2023). *Correlation of Learning Motivation and Mathematical Understanding on Mathematics Learning Outcomes*. 5.
- Husna, F.E., & Qurrata, F. (2023). *Differences in Student Learning Outcomes Between Process Differentiated Learning Based on Learning Readiness and Based on Learning Style in Chemical Bonding Material*. 7.
- Jaenudin, J., Nindiasari, H., & Pamungkas, AS (2017). ANALYSIS OF STUDENTS' MATHEMATICAL REFLECTIVE THINKING ABILITIES REVIEWED FROM LEARNING STYLE. *Prima: Journal of Mathematics Education*, 1 (1), 69. <https://doi.org/10.31000/prima.v1i1.256>
- Maryati, M. (2015). Chapter I. *Galang Tanjung*, 2504, 1–9.
- Melati, E., Fayola, AD, Hita, IPAD, Saputra, AMA, Zamzami, Z., & Ninasari, A. (2023). Utilization of Animation as a Technology-Based Learning Media to Increase Learning Motivation. *Journal on Education*, 6 (1), 732–741. <https://doi.org/10.31004/joe.v6i1.2988>
- Nashihin, H. (nd). *The Role of Islamic Religious Education Teachers in Increasing Students' Learning Motivation at SMA Muhammadiyah 1 Surakarta*.



- Pandini, I., Ermiana, I., & Rahmatih, AN (2023). *THE RELATIONSHIP OF LEARNING STYLES WITH UNDERSTANDING SCIENCE CONCEPTS SDN 29 AMPENAN ACADEMIC YEAR 2023/2024*. 08.
- Sappaile, BI, Ahmad, Z., Dewi, P., & Punggeti, RN (2023). *Cooperative Learning Model: Is it effective for increasing students' learning motivation?* 06 (01).
- Sari, SW, Untari, MFA, Haryati, T., & Saputro, SA (2023). *Analysis of Class V Students' Learning Styles to Determine Differentiated Learning*. 7.
- Setiawan, AR (2023). Scientific literacy profile based on multiple intelligences and learning motivation. *WaPFI (Physics Education Platform)*, 8 (2), 89–100. <https://doi.org/10.17509/wapfi.v8i2.20924>
- Sunengsih, N., Santoso, G., Supiati, A., & Jamil, MR (2023). *Increasing Vc Class Students' Learning Motivation Using Differentiated Learning in Theme 5 at SDN Periuk*. 02 (04).
- Supit, D., Melianti, M., Lasut, EMM, & Tumbel, NJ (2023). Visual, Auditory, Kinesthetic Learning Styles on Student Learning Outcomes. *Journal on Education*, 5 (3), 6994–7003. <https://doi.org/10.31004/joe.v5i3.1487>
- Tahir, M., & Khair, B.N. (2023). *Analysis of Teacher Teaching Styles in Relation to Student Learning Motivation*. 5.
- Yani, D., Muhanal, S., & Mashfufah, A. (nd). *IMPLEMENTATION OF DIAGNOSTIC ASSESSMENTS TO DETERMINE STUDENT LEARNING STYLE PROFILES IN DIFFERENTIATION LEARNING IN PRIMARY SCHOOLS*.