


The Influence Of Learning Styles On Students' Learning Outcomes In Class IX In Indonesian Language Subjects At SMP YB Prabumulih

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Article Info	ABSTRACT
<p>Keywords: Learning Style (Visual, Audio, Kinesthetic), Learning Results, Indonesian language subjects</p>	<p>This research aims to determine the learning styles of class IX students at SMP YB Prabumulih in Indonesian language subjects as well as determine the learning outcomes of class IX students and to determine the influence of learning styles on learning outcomes in Indonesian language subjects. This research uses a quantitative descriptive approach using the correlation method. The subjects of this research were class IX students with a total of 30 students. The instruments used were learning style questionnaires and documentation. The research data collected was analyzed using quantitative descriptive analysis techniques with percentages, product moment correlation and simple regression analysis. The results of research regarding the influence of learning styles on the learning outcomes of class IX students in Indonesian language subjects are as follows: (1) The learning style of class IX students is predominantly visual learning style with a percentage of 50% with a total frequency of 15 out of 30 respondents, while the auditory and kinesthetic learning styles respectively are 26.6% with a total of 8 students and 23.3% with a total of 7 students. (2) There is no significant influence of learning style on the learning outcomes of class IX students in Indonesian language subjects. The implication of this research is that this research provides information for educators to apply learning methods that can accommodate students' learning methods, so that students are more active in participating in the learning process.</p>
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INTRODUCTION

Education is essentially a conscious effort to develop all aspects of human personality and abilities in their togetherness. which are in the school environment and outside the school. The problem of education arises along with the existence of humans, even education is a reflection of human culture. As times progress, humans are required to master science and technology. Therefore, education has a very important role in a person's growth and development.

Students as a component in learning are required to be active in order to achieve their goals. good learning outcomes. Learning success is marked by changes in students for the better. These changes include changes in thought patterns, feelings, understanding, and general behavior. Student learning success is influenced by several factors, including:

intelligence, interests, talents, circumstances socio-economic, parental attention, teaching methods, media, curriculum, readiness, and friends (Kamal, 2013: 6).

The implementation of quality, effective education, good and satisfying learning outcomes is the hope of teachers, parents and all related parties. However, in reality, these hopes are often sometimes it does not materialize, this is caused by various factors, including the students themselves, the subject matter, teachers and parents, or the teaching and learning strategies prepared by the teacher are not yet appropriate. Sometimes students like their teachers to teach by writing everything on the board, so they can read and try to understand it. There are also students who prefer their teachers to teach by delivering the material orally, while the students just listen while describing. Contents lecture the in form Which they understand themselves. Differences in students in managing information can be influenced by differences in learning styles .

Knowing the learning characteristics of each student in their class is one part of the pedagogical competence domain that teachers must have. Therefore, before teachers teach in class, they should first know the learning characteristics of each student, especially their learning styles . Based on the description above, the author is interested in conducting a study entitled " The Influence of Learning Styles on the Learning Outcomes of Grade IX Students in the Indonesian Language Subject at SMP YB Prabumulih "

METHOD

Data analysis was conducted using instruments and techniques. The techniques used in this study were interview techniques and observation techniques, while the instruments used were interview guidelines, recording devices, and cameras. In addition, this study used qualitative methods with descriptive analysis.

The qualitative method used in this study is based on the nature of the qualitative method. There are five characteristics of the qualitative method, namely (1) inductive, meaning it has a clear logical basis, (2) understanding human life patterns based on the author's point of view, so that the author is able to describe the research results clearly, (3) prioritizing the research process rather than the research results, (4) humanistic in nature, and (5) all aspects of life in society are considered important. Based on the nature of the qualitative method, the author is able to achieve the research objective of determining the influence of learning styles on student learning outcomes in the Indonesian language subject at SMP YB Prabumulih

Research using descriptive analysis cannot be separated from qualitative methods which are considered effective in finding facts about research data. This was conveyed by Suyanto (2006:80) in four steps of qualitative research. The four steps of research in question are (1) collecting data, (2) analyzing data, (3) interpreting data, and (4) making conclusions.

DISCUSSION

Results And Processing Data

Analysis Statistics Descriptive

Style Study

Based on the results of research conducted at YB Prabumulih Middle School in class IX, totaling 30 students, the researcher can gather data through a questionnaire filled out by students of YB Prabumulih Middle School, then given score on each Items statement so that data the can be analyzed descriptively, after the data has been analyzed, the next step is calculate the number of scores obtained from each learning style (Visual, Auditory, and Kinesthetic). Then look at the highest score among the three student learning styles . Based on the highest score, each student is classified as belonging to the Visual, Auditory, or Kinesthetic learning style tendencies . The results of classifying students based on their learning style tendencies can be seen in the following table 4:

Table 4.1: Recapitulation of Learning Style Tendencies of YB Prabumulih Middle School Students

No	Learning Style	number of students
1	Visual	15
2	Audio	8
3	Kinestetik	7
	Amount	30

Based on the table above, there are 15 students who tend to have a visual learning style, 8 students who tend to have an audio learning style , 7 students who tend to have an audio learning style. whose learning style tendency is Kinesthetic, then the percentage of each learning style (Visual, Audio, and Kinesthetic) is calculated. The method is by comparing the number of students who tend to have a certain learning style with the total number of students in class IX of SMP YB Prabumulih. The following is a method for calculating the percentage of learning styles:

1. Percentage Style Study Visual = $15/30 \times 100 \% = 50 \%$
2. Percentage Style Study Audio = $8/30 \times 100 \% = 26.6 \%$
3. Percentage Style Study Kinesthetic = $7/30 \times 100 \% = 23.3 \%$

Results Study

Data on learning outcomes are obtained through documentation by taking the average. mark test daily student class IX on eye lesson Indonesian. Results average value test daily student Class IX obtained 82 ,6 And including in high category. The categorization is based on the following table 4.3:

Table 4.3 Criteria Results Study Participant Educate

No.	SPAN MARK	CATEGORY
1.	0 – 34	Very Low
2.	35 – 54	Low
3.	55 – 64	Currently
4.	65 – 84	Tall
5.	85 – 100	Very Tall

Adapted from Candy. No. 20 Year 2007

Table 4.4 Mark average test daily student

No.	Average value	No.	Average value	No.	Average value
1	85.2	11	81.4	21	88.9
2	78.2	12	83.9	22	82.4
3	79.7	13	83.6	23	87.2
4	86.6	14	80.0	24	75.4
5	87.8	15	80.8	25	73.6
6	82.0	16	81.7	26	77.9
7	84.1	17	81.7	27	87.2
8	76.8	18	79.4	28	92.3
9	84.3	19	83.1	29	85.6
10	74.2	20	89.2	30	86.0

Based on table 4.4 above obtained The average daily test score for grade IX students in the BI subject was 82.6 .

Discussion

The results of the study showed that there was no significant relationship between style Study with results learning. This result is thought to be caused by students not applying their respective learning styles , be it visual, auditory or kinesthetic learning styles. The reasons for the absence of correlation between students' learning styles and student learning outcomes in BI subjects can be seen from several sides, namely: Teachers, students and errors in research.

In terms of teachers, teachers do not use strategies that are appropriate to all the diverse characteristics of students in the class, this is because teachers do not follow... style Study child the. On aspect student, student No apply their respective learning styles , be it visual, auditory, or kinesthetic learning styles, this is because students do not know their learning type/style. Meanwhile, if seen from the aspect of errors in this study, namely the researcher did not analyze how students learn and did not analyze teacher strategies in teaching.

The absence of interaction or relationship between learning styles and student learning outcomes in BI subjects can be due to other factors besides student learning styles as internal factors. These other factors include talent, motivation, student attitudes, health, classroom environmental conditions and so on.

Learning styles can determine a child's learning achievement. If given strategies that suit their learning style , children can develop better. Learning styles have an influence on several things, including: people with learning styles Study visual like follow illustration, read instructions, observing pictures, reviewing events directly, and so on. This greatly influences the selection of learning methods and media that predominantly activate the sense of sight (eyes). Children who are auditory type, easily learn materials presented in the form of sound (lectures), once the teacher explains they quickly grasp the lesson

material. The kinesthetic learning style obtains information by prioritizing the sense of touch and physical movements. Individuals of this type find it easy to learn material in the form of writing and movements, and find it difficult to learn material in the form of sound or sight. All of the above can affect student learning outcomes.

CONCLUSION

Based on the results of the research that researchers have conducted at SMP YB Prabumulih, regarding the influence of learning styles on the learning outcomes of BI Class IX SMP. The Learning Style of Class IX Students tends to be a Visual learning style, with a percentage of 50% and a frequency of 15 out of 30 respondents, while the auditory learning style is 26.6% with a total of 8 students, while the number of There are 7 students who have a kinesthetic learning style with a percentage of 23.3%. The BI learning outcomes of Class IX students at YB Prabumulih Middle School are classified as High with a percentage of 24.73 % in the interval (78.90-81.64). The correlation coefficient of learning style with student learning outcomes in BI subjects is 0.081, when compared with the significant criteria. Sig 0.05 then H_a is rejected and H_o is accepted. This shows that learning style does not have a significant influence on learning outcomes.

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