

Analysis of Various Learning Styles of STKIP PGRI Sidoarjo Students

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Abstract

This research aims (1) to describe the relationship between the learning styles of PGRI Higher Education students and language skills, (2) to find out solutions to overcome the problem of diversity in learning styles of PGRI Higher Education students. The type of research used is literature study. The data source for this research uses secondary data sources. The data analysis technique for this research uses Miles and Huberman data analysis. According to Miles and Huberman (In Sugiyono, 2014: 247) stated that activities in data analysis are carried out interactively and continue continuously until completion, so that the data is saturated. Activities in data analysis are data reduction, data display and data conclusion drawing/verification. The results of the analysis state that (1) to be able to find out the relationship between the learning style of PGRI College students which is more prominent in language skills is the Auditory Learning Style. Because the auditory learning style has a stronger relationship with students' listening skills and English language skills, (2) to be able to find out solutions to overcome various learning style problems for students who tend to have certain learning styles such as visual, auditory and kinesthetic learning styles.

Abstract

Penelitian ini bertujuan (1) untuk mendeskripsikan hubungan gaya belajar mahasiswa Perguruan Tinggi PGRI terhadap kemampuan berbahasa, (2) untuk mengetahui solusi dalam mengatasi masalah keberagaman gaya belajar mahasiswa Perguruan Tinggi PGRI. Jenis penelitian yang digunakan adalah studi literatur. Sumber data penelitian ini menggunakan sumber data sekunder. Teknik analisis data penelitian ini menggunakan analisis data Miles dan Huberman. Menurut Miles dan Huberman (Dalam Sugiyono, 2014:247) mengemukakan bahwa aktivitas dalam analisis data dilakukan secara interaktif dan berlangsung secara terus menerus sampai tuntas, sehingga datanya sudah jenuh. Aktivitas dalam analisis data yaitu data *reduction*, data *display* dan data *conclusion drawing/verification*. Hasil analisis menyatakan bahwa (1) untuk dapat mengetahui hubungan gaya belajar mahasiswa Perguruan Tinggi PGRI yang lebih menonjol terhadap kemampuan berbahasa adalah Gaya Belajar Auditori. Dikarenakan gaya belajar Auditori mempunyai hubungan yang lebih kuat pada kemampuan listening dan kemampuan berbahasa inggris mahasiswa, (2) untuk dapat mengetahui solusi untuk mengatasi berbagai permasalahan gaya belajar mahasiswa yang cenderung memiliki gaya belajar tertentu seperti gaya belajar visual, auditori maupun kinestetik

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1. INTRODUCTION

Personality is a person's unique characteristics that influence behavior. Learning style is a description of attitudes and behavior that determine a person's preferred way of learning. Every individual definitely has their own learning style that they need to know in order to optimize their learning process and results. There is an influence of personality on a person's behavior, so it is assumed that personality can influence learning style which is a description of attitudes and behavior in learning.

New students are usually susceptible to learning stress, because they have to learn to adapt to different environments and learning systems from high school to college. Moreover, the majority of PGRI College students are on average working students or employees, so the focus or learning style of each student certainly influences their learning outcomes. According to Kariv

(2005), the source of student stress can be due to academic problems, generally originating from obligations that must be fulfilled and personal expectations.

As a result, the stress experienced by students can reduce enthusiasm in their efforts to complete their studies and their enthusiasm for learning becomes inefficient. In order for learning activities to be efficient, students should understand and know their own learning styles and determine how they will learn. The definition of learning style is an approach that learners tend to like in order to obtain maximum learning results (Visser et.al, 2006). This is related to individual aspects of a person, and educational development factors are also closely related.

The research results stated that students who had never undergone training and lessons from instructors had very different learning style backgrounds (Garcia et.al, 2008). It is important for someone to identify their preferred learning style, because this can determine the steps they will take to make it useful for themselves to learn more easily and more effectively. This method can help students to carry out independent learning. As we know, learning styles are divided into 3 types, auditory, visual and kinesthetic (De Porter and Hernacki, 2006). On this occasion, the researcher intends to conduct an analysis of the learning styles of STKIP PGRI Sidoarjo students. Researchers hope that this research can help students more easily identify their own learning styles, so that they can maximize their respective learning abilities.

1) Understanding Learning Styles

The definition of learning styles has been put forward by many experts. As we know, people have different abilities in capturing and understanding lessons at different levels. There are those who are fast, medium and even slow in receiving learning material. Reflecting on this, students are required to be astute in determining different steps and initiatives to easily understand information or lesson material. Whatever method is chosen, differences in learning styles represent the fastest and best way for individuals to absorb information. Student learning style is how students respond to and use the stimuli received in the learning process (Nasution, 2013). Learning style is a way for students to develop strategies. their learning and can affect a person's academic performance. In accordance with the definition of learning styles described previously, the author believes that learning styles are methods used by students in responding to and using stimuli to obtain, organize, and process information in receiving the learning process.

2) Various Learning Styles

There are three types of learning styles, namely visual learning style, auditory learning style, and kinesthetic learning style (Gilakjani, 2012). Every individual may have three types of learning styles, but only a few stand out from these three types of learning styles. The following is an explanation regarding the three types of learning styles.

a) Visual learning style

According to the opinion expressed by Gilakjani (2012), students who tend to prefer a visual learning style will receive information more quickly from the writing or images they read and see. A person uses a visual learning style to obtain information such as looking at pictures, diagrams, maps, posters, graphs, and so on. The characteristics of individuals with a visual learning style are

- 1) Neat and orderly
- 2) Speak quickly
- 3) Long-term planner and organizer
- 4) Pay close attention to details
- 5) Prioritize appearance, both in terms of clothing and presentation
- 6) Good spellers & can see actual words in their thoughts
- 7) Remember what you see, rather than what you hear
- 8) Remembering visual association messages
- 9) Usually not bothered by noise
- 10) Has trouble remembering verbal instructions unless they are written down and often asks for help repeating them

b) Kinesthetic learning style

Students who enjoy the kinesthetic learning style tend to try to learn from direct interaction with something they are studying (Gilakjani, 2012). This can make it easier for students to learn.

The characteristics of individuals with a kinesthetic learning style are:

- 1) Speak slowly
- 2) Respond to physical words
- 3) Touching people to get their attention
- 4) Stand close when talking to people
- 5) Always physically oriented and socializes a lot
- 6) Has large muscle development
- 7) Learn through manipulation and practice
- 8) Memorize by walking and seeing
- 9) Using fingers as a guide when reading
- 10) Use lots of gestures

c) Auditory learning style

Students who have good listening skills generally like the auditory learning style. They can easily learn through listening and interpreting speech (Gilakjani, 2012).

The characteristics of individuals with an auditory learning style are

- 1) Talking to yourself while working
- 2) Easily distracted by noise
- 3) Move their lips and pronounce the writing in the book when reading
- 4) Enjoy reading aloud and listening
- 5) Can repeat and imitate the tone, rhythm and color of the sound
- 6) Find it difficult to write, but great at telling stories
- 7) Speak with a patterned rhythm
- 8) Usually a fluent speaker
- 9) Prefers music to art
- 10) Learn by listening and remembering what is discussed rather than what is seen.

Relevant Research**1) STKIP PGRI Sidoarjo student learning styles**

The results of research related to the analysis of various learning styles of STKIP PGRI Sidoarjo students have been carried out by Endang Wahyu Andjariani, Eni Nurhayati, Eka Nurmala Sari A., and Siti Nuriyatin which were published in an educational journal in 2018 with the title "English Language Ability Profile STKIP PGRI Sidoarjo Students Based on Learning Style". The definition of learning style is the way each individual thinks, processes, understands information in different ways and with different pleasures (Gunawan, 2016).

Results This research shows that out of a total of 62 students, 22 students have an auditory learning style, while 10 students have a kinesthetic learning style, and 15 students have a visual learning style, then 6 students have an auditory-kinesthetic learning style, and 5 students have auditory and visual learning styles, 1 student has a kinesthetic-visual learning style, and finally 3 students have an auditory-kinesthetic-visual learning style. So, the author believes that the dominant learning style of the 62 students is Auditory with a total of 22 students.

Based on the research that has been carried out, it shows that each student has a different learning style and English language skills. In this study, mathematics students who were research subjects were more likely to have an auditory learning style with the prominent English language ability being listening ability. So it can be concluded that the learning style of STKIP PGRI Sidoarjo students tends to be an auditory learning style.

2) The relationship between STKIP PGRI Sidoarjo students' learning styles and language skills

ResultsResearch relating to the relationship between STKIP PGRI Sidoarjo students' learning styles and language skills was conducted by Endang Wahyu Andjariani, Eni Nurhayati, Eka Nurmala Sari A., and Siti Nuriyatin which was published in the Conference on Innovation and Application of Science and Technology (CIASTECH 2018) with title "The Relationship Between Learning Styles and Students' English Language Ability".

According to Reddy (2016) language skills are fundamental things that all college graduates must have, including the ability to use English. The world of work generally requires college graduates to be able to speak English, even if passively.

The research conducted by Reddy explained that there was no significant relationship between Kinesthetic and visual learning styles on reading, listening and structure abilities in the overall English language skills of mathematics study program students, then auditory learning style showed a positive, strong and significant relationship on listening abilities. English for all mathematics study program students. There is no significant relationship between the auditory learning style and the structure and reading abilities of mathematics study program students.

Based on the research that has been carried out, it shows that the relationship between the learning style of STKIP PGRI Sidoarjo students which is more prominent in language skills is the Auditory Learning Style. Because the auditory learning style has a stronger relationship with students' listening skills and English language skills.

3) Student Learning Style (Field Study at IAIN SMH Banten Postgraduate Program)

In this research, the results obtained are that there are solutions that need to be implemented to resolve how to determine various learning styles for students and improve student learning achievement, these solutions include.

a) The right solution for students who are suited to using a visual learning style

Students who tend to use a visual learning style would be wise to change lecture materials into pictures, graphs or posters that are pleasant to look at. Of course, using a beautiful design will increase interest in learning.

b) The right solution for students who are suitable for using the kinesthetic learning style

For students who find it suitable to use the kinesthetic learning style, it is a good idea to study material and other lecture materials by walking around, moving from one place to another so that the learning atmosphere is not monotonous, so they are able to grasp the substance of the learning material easily and quickly.

c) The right solution for students who are suitable for using the Auditory learning style

Students who feel they are suitable for using an auditory learning style should be able to read material and study material in a dramatic way, with beautiful reading intonation, like an artist reading a poem, or singing study material similar to the tune of a song in an advertisement, or in a tone rap.

The research problem formulation is as follows:

1. How do you know the relationship between the learning styles of STKIP PGRI Sidoarjo students and their language skills?
2. How do you find out the solution to the problem of diversity in learning styles of STKIP PGRI Sidoarjo students?

This research has several objectives, including the following:

3. To find out the relationship between STKIP PGRI Sidoarjo students' learning styles and language skills.
4. To find out the solution to the problem of diversity in learning styles of STKIP PGRI Sidoarjo students.

2. RESEARCH METHODS

The type of research used is literature study. The literature study method is a series of activities relating to methods of collecting library data, reading and taking notes, and managing

research materials. The data source for this research uses secondary data sources. In carrying out this research, the researcher collected data from various research results sourced from journals relevant to the research theme.

Technique Data collection uses documentary methods. This method can be interpreted as a way of collecting data obtained from existing documents or stored records, whether in the form of transcripts, books, journals, and so on. The data analysis technique for this research uses Miles and Huberman data analysis. Data analysis activities are carried out intensively and interactively until they are completely finished, so that the data obtained is considered saturated. The stages of data analysis are data reduction, data presentation and conclusion and verification. The components in Miles and Huberman's data analysis (interactive model) (Sugiyono, 2014:247) include the following:

1) Data reduction

The data Researchers obtained quite a lot while in the field, for this reason they need to be recorded carefully and in detail. Reducing data means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns. The aim is that the reduced data will provide a clearer picture and make it easier for researchers to collect further data and search for it if necessary.

On In this research, data reduction was carried out by obtaining data from research articles on Google Scholar. The author then simplifies the data by taking data that supports the discussion of this research, so that the data leads to conclusions that can be accounted for.

2) Data Presentation

After the data has been reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of short descriptions, charts, relationships between categories, flowcharts and the like. Miles and Huberman argue that the most frequently used way to present data in qualitative research is narrative text. Furthermore, it is recommended that in displaying data, apart from narrative text, it can also be in the form of graphs, matrices, networks and charts. Regarding the presentation of data in this research, the researcher describes data about Student Learning Styles at PGRI Higher Education, so that by displaying the data, it will be easier to understand.

3) Drawing conclusions

The final stage of data analysis is drawing conclusions and carrying out verification. The initial conclusions shown are temporary and may change if there is no valid supporting evidence that can support the next stages of data collection. If the conclusions obtained at the beginning meet valid and consistent evidence when the researcher returns to the field to collect the necessary data, then the conclusions obtained are considered valid conclusions. In qualitative research, conclusions are new findings that have never existed before. The findings obtained can be in the form of an image or description of an object that was previously unclear and after being researched it becomes clear. Findings can be in the form of interactive relationships, causality, hypotheses or theories.

3. RESEARCH RESULTS AND DISCUSSION

The number of articles that have been collected is 6 articles, 4 articles use qualitative research methods and 2 articles use quantitative research methods. In these six articles, the most relevant research to answer the problem formulation is only 3 articles, namely 1 article with quantitative research methods entitled "English Language Ability Profile of STKIP PGRI Sidoarjo Students Based on Learning Style" by (Andjariani EW et al, 2018) and 2 an article with qualitative research methods entitled "The Relationship between Learning Styles and Students' English Ability" by (Andjariani EW et al, 2018) and another entitled "Student Learning Styles (Field Study in the IAIN SMH Banten Postgraduate Program)" by (Wahyudin W, 2016). The explanation is as follows.

Qualitative Approach:

Article entitled "The Relationship between Learning Styles and Students' English Ability" by (Andjariani EW et al, 2018). The results of his research show that Visual and Kinesthetic Learning Styles do not have a significant relationship with the listening, reading and structure abilities and English language abilities of mathematics students in general. whole. According to this research, the Auditory learning style has a strong, positive and significant relationship with the overall listening ability and English language ability of mathematics students.

In the article entitled "Student Learning Styles (Field Study in the IAIN SMH Banten Postgraduate Program)" by (Wahyudin W, 2016) shows the results that there are 3 solutions that can be offered to overcome the problem of diversity in student learning styles and improve student learning achievement, namely as follows :

a) The right solution for students who are suitable for using a visual learning style

Students who tend to use a visual learning style would be wise to change lecture materials into pictures, graphs or posters that are pleasant to look at. Of course, using a beautiful design will increase interest in learning. Students can take notes on learning material and it is highly recommended to use pictures, colors, symbols and signs to help remember and mark them so they can be seen easily if they are studied again later. Students can remember what they have just seen, read and heard while sitting relaxed and imagining what is in their minds, thus enabling students to have a complete understanding.

b) The right solution for students who are suitable for using a kinesthetic learning style

For students who find it suitable to use the kinesthetic learning style, it is a good idea to study material and other lecture materials by walking around, moving from one place to another so that the learning atmosphere is not monotonous, so they are able to grasp the substance of the learning material easily and quickly. When students hear someone talking or while reading, they are advised to get up from their seats, then move and walk around every 20-30 minutes. Another way, students can try to study in groups to create a dramatic atmosphere (role playing) which originates from the material being studied. Summarize and rewrite important notes on cards in logs. Create or make models or experiments that come from the material used as learning material. Then move your body by imitating the unique movements of the instructor or lecturer so that you can remember it well.

c) The right solution for students who are suitable for using the Auditory learning style

Students who feel they are suitable for using an auditory learning style should be able to read material and study material in a dramatic way, with beautiful reading intonation, like an artist reading a poem, or singing study material similar to the tune of a song in an advertisement, or in a tone rap. Another solution that students can do is to summarize the learning material and then say it out loud or it can be recorded in audio form and add a little humor and then play it back. When reading aloud students must pay attention to intonation, special emphasis, try whispering, and also while closing their eyes to learn to imagine what is being read so that they indirectly activate the visual power in learning.

Quantitative Approach:

Article entitled "English Language Ability Profile of STKIP PGRI Sidoarjo Students Based on Learning Style" by (Andjariani EW et al, 2018). The results of his research show that out of a total of 62 students, 22 students have an auditory learning style, while 10 students have a kinesthetic learning style. , and who have a visual learning style as many as 15 students, who have an auditory-kinesthetic learning style as many as 6 students, and who have an auditory-visual learning style as many as 5 students, and who have a kinesthetic-visual learning style as many as 1 student, and the last style is auditory-kinesthetic-visual learning by 3 students.

4. CONCLUSION

Based on research results obtained through secondary data, there is a relationship between PGRI University students' learning styles and language skills. Based on research that has been conducted, it shows that the relationship between the learning style of PGRI College students that

is more prominent in language skills is the Auditory Learning Style. Because the auditory learning style has a stronger relationship with students' listening skills and English language skills.

Furthermore, 3 solutions have been found that can be offered to overcome the problem of diversity in student learning styles. First, the solution for students who have a visual learning style in understanding lecture material, lecturers can change the material into poster form with attractive images. Second, the solution for students who have a kinesthetic learning style, to make it easier to understand lecture material or other things, students are advised to try learning while walking, moving from one place to another so that the learning atmosphere is not monotonous. Third, the solution for students who have an auditory learning style, the lecturer suggests that students try to read the material in a dramatic way, such as reading poetry.

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