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Relationship Between Learning Styles with Physics Learning Outcomes in Class X Science Students

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Abstract – This study is conduted on purpose to describe the styles and outcomes learning of physics class X science students at MAN 1 Polewali Mandar and the relationship between the two variables. This research is implementing study in quantitative descriptive through method of a survey. Data collection techniques were carried out by distributing online learning style questionnaires using google forms and giving cognitive tests in the form of multiple choice to 124 students. To help determine the influence of learning styles and the learning outcomes of physics used inferential analysis in the form of Pearson product moment correlation analysis. The results showed that the learning styles of students in class X science at MAN 1 Polewali Mandar are dominated by visual learning styles, then kinesthetic learning styles and auditory learning styles. As for students who have styles of learning that cannot be distinguished because they do not dominate one of the three learning styles, whoch are called as auditory visual, and also kinesthetic. For female students it is more dominant to have a visual learning style while for male students it is more dominant to have a kinesthetic learning style. Then, for physics learning outcomes, students are in the medium category. And there is a relationship but not significant pf the learning styles and students' physics learning outcomes.

Keywords : Learning Style; Learning Outcomes; Physics.

I. INTRODUCTION

Education is the most important part in improving human resources'quality by continuing to learn to acquire knowledge so that it is useful for the nation and the State, especially for a bright future. As according to (Dewi Astuti et al., 2018) through education intelligent and creative human beings are created as well as demands for technological and also scientific advances that need people to keep learn.

Learning is an activity carried out by each individual in the entire education field on purpose to obtain behavioral changes that are manifested by the addition of knowledge, skills and attitudes in order to become a complete human being with a better personality. To find out a person's success in learning, it is necessary to conduct an

evaluation with the aim of knowing the results gained by the students in the process of learning. As according to (Hasanah et al., 2018) one of the elements in the learning process are students who are directly involved in learning activities, because for students the learning process is very important, because students will experience changes in behavior through interaction during learning activities which shows that students must be able to interact in a way each in each learning process in the classroom.

According to (Nur et al., 2015) that is an event intellectual development, especially increase one's ability in integrate and use new information, involving three a process that occurs in almost at the same time, namely obtaining information new, transformation, and evaluation.

According to Purwanto (2014) in (Khairiah et al., 2015) that outcomes of learning are able to be explained by understanding the meaning of "results" and also learning. Understanding the result leads to an acquisition to become a result of having process which causes a change in functional kind of input, while learning can be claimed as a process that people interact with the environment in order to have changes to the behavior that they have, in the activities of teaching or learning and also after doing them, it can change the students' behavior. Better than before.

According to Winkel (1987) in (IKHSAN, 2022) states that learning outcomes are essentially an internal ability or that has become a person's personal property and the possibility of that person doing it according to his abilities. As for the (Martiningsih, 2016) of the results learning physics is a level of mastery physics lesson materials after obtaining learning experience in time interval certain.

The factors which gives influence to the learning outcomes of the students, one of which is the student's learning style in understanding the concept of learning in physics subjects. According to (Angrasari, 2016) learning styles are supporting factors in students to make it easier to accept learning.

Learning theory refers to the acquisition of a meaningful understanding, according to Hernacki (2000) in (Halim, 2012) which states that style of learning can be defined as a combination of a person in absorbing information and also processing the information to be meaningful. In line with this, according to Deporter & Hernacki (2015) defines learning styles in the easiest way that each individual has in absorbing information (modalities), then organizing and managing the information he receives (brain dominance).

As for In general psychology, the definition of learning styles related to learners' approach to do the way of learning,

it usually includes the way of collecting, receiving, processing, and also interpreting to make it as the knowledgeable (Chetty et al., 2019).

Not all students have the same learning style, therefore educators who understand student styles of learning are going to understand the diversity of the styles of the students in processing and alao receiving information. As Michael Grinder in Deporter and Hernacki (2015) who is the author of Righting the Education Conveyor Belt, has taught learning styles and teaching methods to many instructors. He noted that in each group of thirty students around twenty-two people were able to learn effectively in visual, auditory and kinesthetic ways so they did not need special attention. From the remaining eight people, about six people chose one learning modality very prominently over the other two modalities. Thus, at all times they must strive to understand the commandments, unless special attention is paid to them by presenting them in the manner of their choice. For these people, knowing how to best study them can mean the difference between success and failure. While the other two students have learning difficulties due to internal reasons.

So, based on the factors that have been described previously, style of learning can be the causes of high and low of the learning outcomes. Not a few students with low learning outcomes, this can happen because of the teacher's teaching styles' incompatibility toward the learning style so that students are less able to receive information properly.

Each individual does not only have one learning style, but there are many individuals with more than one learning style. However, basically the dominant style of learning of the individual is only one that is in accordance with the individual's ability to understand or accept the learning process. When it comes to teaching methods, according to Nasution (2015) in (Angrasari, 2016) explains that there is no one method that is suitable for all students. Some are more compatible with self-study, some prefer to listen to explanations and information from the teacher through the lecture method.

The research that was carried out by (Taqwa et al., 2015) concludes that there is a significant correlation of the audiotorial, visual, and also kinesthetic styles of learning with physics learning outcomes, which are able to be seen in the results that the most common learning style tendencies possessed by students are visual learning styles. The difference between previous research and this research is in different places, times and students.

The observations' results done that most of the learning is teacher centered. Another indication, the teacher when teaching has not

been able to adjust the method or media according to the diversity of student learning styles. Students learn by reading notebooks and textbooks, some are talking to their friends, some are silent and some are active when asked questions and are active in asking when something is not understood. In these conditions, it can result in students feeling bored and less focused on the lesson which results in the learning outcomes that students will get.

Given the importance of knowing the influence of learning styles and physics' outcomes of learning, the researchers have conducted research on the influence of learning styles and also physics learning outcomes toward the students of X class of science at MAN 1 Polewali Mandar.

Based on the researcher's observations of class X science at MAN 1 Polewali Mandar, the problem applied in the research is how to describe the learning styles of students?. Then how is the description of the level of students' physics learning outcomes?, and is there a positive and significant influence of learning styles and students' physics learning outcomes?.

From the formulation of the problem, the researcher has purpose to describe the learning styles that sthe students have. Then to describe the level of student learning outcomes, as well as to describe the correlation of the learning styles and also students' physics learning outcomes.

II. METHODS

The research is quantitative descriptive. Quantitative descriptive research is an approach in research that produces descriptive data in the form of numbers or percentages. The method used is a survey method.

This research takes place at MAN 1 Polewali Mandar, which is located in West Sulawesi Province. This study was done during the period of the odd semester of the 2020/2021 academic year. The population used were total of 160 students from 4 classes. The research sample was 124 people, then the sample was taken from each class X IPA as many as 31 students who were chosen randomly.

The learning style research instrument was measured using a non-test instrument, namely the learning style questionnaire consisting of 57 statement items and the physics learning outcomes were measured using a test instrument consisting of 38 questions. This research was done with the steps of planning, data collection, and also data processing.

The techniques of data collection were first using a questionnaire (questionnaire), carried out by means of a survey using a non-test instrument in the form of a learning style questionnaire through the google form

application to research subjects and physics learning outcomes test, and secondly with a physics learning outcome test carried out by giving physics test questions to the research subject, then assigning a score to the test results that have been completed. In this case, the test given is in the form of multiple choice questions which are objective tests.

The technique of data analysis used is kind of descriptive statistical analysis and also inferential statistical analysis technique.

1. **Descriptive statistical analysis techniques**

This kind of analysis is done on purpose to give the answer to the research questions by describing or describing the scores of respondents for each variable using the score of average, standard deviation, and also score of maximum as well as the score of minimum, variance, percentage, and frequency distribution.

2. **Inferential statistical analysis techniques**

Inferential statistics is to test the correlation between the variables in order to make test the proposed hypothesis namely the correlation coefficient (r) between learning styles (variable X) and learning outcomes of physics (variable Y). Before conducting inferential statistical analysis, the basic statistical tests namely normality test and linearity test. To have test the hypothesis, the Pearson Product Moment correlation test

statistic is used with a level of significance = 5% or = 0.05. This criteria of test are if rcount < rtable , then H_0 is claimed to be accepted and H_1 is claimed to be rejected, and if rcount > rtable , then H_1 is accepted and H_0 is rejected.

The Pearson product moment correlation formula according to Sugiyono (2019) is as follows:

$$r_{xy} = \frac{n \sum X Y - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}} \quad (1)$$

III. RESULTS AND DISCUSSION

1. Research result

a. Descriptive Statistical Analysis Results

1. Results of Descriptive Analysis of Students' Learning Styles

Statistical results related to student learning styles can be presented as follows:

Table 1. Statistical Data on Student Learning Style Questionnaire Results

Statistics	Statistical Score
Respondent	124
Ideal Maximum Score	228
Ideal Minimum Score	57
Highest Score	201
Lowest Score	125
Average Score	162,48
Standard Deviation	18,56
Variance	344,64

Table 1 indicates that the score of average of learning styles from the results of a survey conducted on 124 students is 162.48, which means that on average students have a learning style that is relevant to their own. The highest score obtained by students is 201

which means that no student gets the ideal maximum score of 228. The lowest score is also the same, from the data obtained the lowest score is 125 while the ideal minimum score is 57. The standard deviation value is low from the average score The average is 18.56, while the variance value of the data is 344.64.

The percentage of each student's learning style based on gender is presented as follows:

Table 2. Percentage of Learning Styles of Female Students

Learning Style	Number of Student	Persentage(%)
Visual	45	43,7
Audiotorial	9	9,0
Kinesthetic	23	22,3
Cannot be distinguished	26	25,0
Total	103	100,0

Data on the percentage of learning styles of female students of the class X science is shown in the following figure:
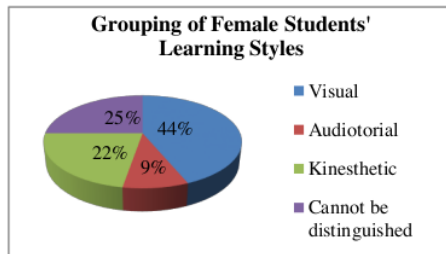

Figure 1. Diagram of Grouping Learning Styles of Female Students

Figure 1 shows that more students who are female belong to the visual learning style

as many as 45 people and at least 9 people have the audiotorial learning style.

Table 3. Percentage of Male Students' Learning Styles

Learning Style	Number of Student	Persentage(%)
Visual	5	24,0
Audiotorial	0	0,0
Kinesthetic	12	57,0
Cannot be distinguished	4	19,0
Total	21	100,0

Data of he percentage of male students in the class X science learning styles are presented in the form of a diagram as shown in the following figure:
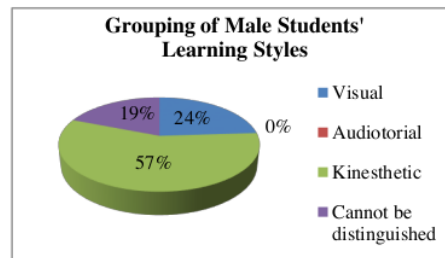

Figure 2. Diagram of the Grouping of Male Students' Learning Styles

Figure 2 indicates that most of male students belong to the kinesthetic learning style as many as 12 people and none of them have an audiotorial learning style.

2. Descriptive Analysis of Students' Physics Learning Outcomes

based on the results of the study of learning outcomes of physics for students which was carried out by giving test instruments through the multiple choice kind

of questions are presented in the following table:

Table 4. Statistical Data on Physics Learning Outcomes

Statistics	Statistical Score
Respondent	124
Ideal Maximum Score	100
Ideal Minimum Score	0
Highest Score	76
Lowest Score	18
Average Score	44
Standard Deviation	14,51
Variance	210,561

Table 4 shows that the score of average carried out on 124 students is 44. The highest score obtained by students is 76, which means that no student has obtained the ideal maximum score of 100. The lowest score obtained by students is 18. The standard deviation of the data obtained is 14.51 while the variance of the data is 210.561.

The research data that have been obtained are grouped into 5 categories. The following is a diagram of the frequency distribution of students' physics learning outcomes.
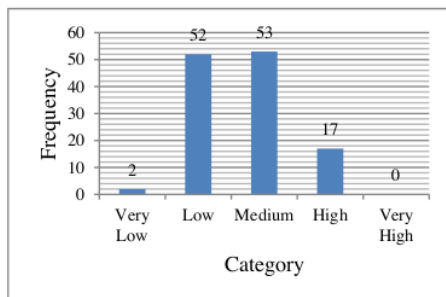

Figure 3. Frequency Diagram of Student Learning Outcomes

Figure 3 shows that the acquisition of learning outcomes scores for students in class X IPA is more likely to score in the moderate category as many as 53 people, while there are no students who score in the very high category.

b. Inferential Statistical Analysis

1. Normality Test

The results of normality testing, respectively, obtained a significance value of 0.200 and 0.169. The values obtained from the two variables indicate that sig > 0.05, which is meant that the data obtained are distributed normally.

2. Linearity Test

The results of this analysis obtained a significance value 0.453. This value indicates that sig > 0.05. This means that the data from the variables have a linear pattern. Meanwhile, based on the obtained F_{value} of 1.026 < 1.59 (obtained from F_{table}) which means F_{count} is smaller than F_{table}, it is able to be be stated that there is a linear correlation of learning style variables and also learning outcomes.

2. Hypothesis Test

This test in used the test Pearson product moment correlation, obtainedof the correlation value of 0.131. To test the hypothesis we compare the value of r_{count} with rt_{able}. The value of rt_{able} for n = 124 and a significance of 5% or 0.05, then r_{table} = 0.176, while for r_{count} it is 0.131. From the results, it is

known that $r_{count} < r_{table}$, then H_0 is accepted and H_1 is rejected.

2. Discussion

Learning style is claimed as the factors which tends to give influence toward learning process, namely internal factors.

The analysis of data is obtained by an average score of 162.48. Overall, there are 50 students who have a visual learning style. Furthermore, for students with audiotorial learning styles as many as 9 people. Then there are 35 students who use a kinesthetic style of learning. Meanwhile, as many as 30 students who cannot be distinguished from their learning styles because they are not dominant to one learning style.

According to (Sundayana, 2018) states that from several types of this styles of learning, namely visual, audiotorial, and kinesthetic, there are individuals who tend to one learning style and others who tend to all learning styles. The results indicates that the students tended to be dominated by visual learning styles. However, based on gender, female students tend to use a more dominant visual learning style, while male students have a kinesthetic style of learning. This is consistent with the research results of (Wisnu Wardana Malang Niken Titi Pratitis, 2012) which states that more female students use visual learning styles and also for male

students more use the kinesthetic styles of learning.

This research was done also to determine how the students' learning outcomes of physics. Referring to the research results, the level of physics outcomes of learning is in the medium category. These results state that students had not used their styles of learning well and it makes the learning outcomes are moderate.

In this study, the hypothesis proposed is "there is a positive and also significant influence of the learning styles and also learning outcomes in the students of class X science at MAN 1 Polewali Mandar". The results of hypothesis testing obtained $r_{count} < r_{table}$ then H_0 is accepted and H_1 is rejected. Where, the value of rcount is 0.131 and the value of rtable is 0.175. The correlation coefficient value is obtained and compares it with the coefficient interval to determine the level of relationship between variables, it is found that the correlation coefficient value is in the interval 0.00-0.199. This shows the level of relationship that exists between the two variables is included in the very low category because $r_{count} < r_{table}$.

These results are able to be seen that there is no found any significant influence of learning styles and also learning outcomes in students of class X science at MAN 1 Polewali Mandar. It is supported by the research of (Chania et al., 2017) in the

influence of learning styles and also student learning outcomes which states that there is no significant influence of learning styles and also student learning outcomes, whether it is a separate relationship or an overall relationship.

The results can be revealed this way due to the fact that students have not applied their respective learning styles properly, whether it is visual, audiotorial, or kinesthetic learning styles caused by the lack of knowledge of students on their learning styles so that they are less focused. In addition, considering the teaching and learning process carried out at MAN 1 Polewali Mandar, namely from online learning to offline learning, it makes it difficult for students to understand physics lessons so that it gives influence toward learning outcomes which are less than optimal. Another reason is that there is no correlation influence of learning styles and also learning outcomes of the student, which is able to be known from the teacher factor.

Many affect learning outcomes apart from students' learning styles which are internal factors. There are other internal factors, namely interests, talents, motivation, readiness, while external factors or factors originating from outside the individual are related to aspects of family, school and community (Slameto, 2010).

However, in addition to the influence of individual internal and external factors, other causes are the use of strategies or learning models applied by teachers that are not relevant to the learning styles of students and teachers do not know the abilities of students well. As according to (A. Wahyuni, 2017) that the use of learning models applied by educators needs to be considered, because if not, the educators are less able to explore students' abilities. According to S. J. Allcock and J. A. Hulme (2010) in (Arfandi & Lopa, 2018) teachers are claimed as the key to do the activities of learning. The capaability to adapt the kind of cognitive development can be claimed as the important reason. Adjustment of teacher to the learners' characteristics are going to significantly help them to reach the mastery in learning. In line with this opinion according to (Muchamat et al., 2019) that the teacher has an important role not only delivering material, but the teacher also has a role important in planning, implementing, and managing learning that can explore abilities students according to learning objectives with implementing learning that is tailored to the character of students, as well as assessing process and student learning outcomes.

According to (Y. Wahyuni, 2017) that by recognizing one's own learning style, it is not needed to help a person become more smarter, but by knowing the style of learning so it is going to be able to determine a more effective way of learning.

Therefore, as for the ways that can be used by teachers to facilitate the learning process of students so that students have good learning outcomes, namely for owners of visual learning styles the teacher can use visual materials such as pictures, maps, diagrams and colors so that students not bored and interested in learning. Then for owners of audiotorial learning styles, teachers can use discussion, lecture or teaching methods with the help of audio learning media and for owners of kinesthetic learning styles, teachers can invite students to learn while exploring their environment or learn outside the classroom not only in the classroom.

IV. CONCLUSION AND SUGGESTION

aAccording the data and result of analysis, it is stated that the learning styles of the students in the class X science at MAN 1 Polewali Mandar are dominated by visual learning styles, then kinesthetic learning styles and auditory styles of learning. As for students who have learning styles that cannot be distinguished because they do not dominate one of several styles of learning, called as auditory, visual, and also kinesthetic. For female students it is more dominant to have a visual style of learning and for male students it is more dominant to have a kinesthetic learning style. Then, for physics learning outcomes, students are in the medium category. And there is a relationship but not significant of learning styles and students' physics learning outcomes.

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