

Correlation of Learning Methods with Learning Styles of Junior High School Students in Bulukumba Regency

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Abstract

This study was conducted to determine the application of learning methods to verify students' learning styles in Indonesian language learning and to determine whether or not there is a correlation between the two variables. In this study, only focused on 4 research locations, namely SMP Negeri 2 Bulukumba, SMP Negeri 1 Bulukumba, SMP Negeri 3 Bulukumba, and SMP Negeri 5 Bulukumba. This research uses quantitative research with a population of 1010 grade IX students and samples as many as 100 students. Data collection using library research and field research. The data analysis used the percentage formula, mean score, and Pearson product-moment correlation. The results showed that: From the results of the correlation analysis, there is a relationship of 0.894 between the two variables, with a determinant coefficient of 78%. means that the correlation between the two variables is very strong, while 22% is another influencing factor. Therefore, Ho is rejected and H1 is accepted. This means that there is a significant relationship between learning methods and the learning styles of grade IX students of SMP Negeri in the Bulukumba Regency. 8 which is closer to number 4 with a good category. 3) From the results of the correlation analysis, there is a relationship of 0.894 between the two variables, with a determinant coefficient of 78%. means that the correlation between the two variables is very strong, while 22% is another influencing factor. Therefore, Ho is rejected and H1 is accepted. This means that there is a significant relationship between learning methods and the learning styles of grade IX students of SMP Negeri in the Bulukumba Regency. 8 which is closer to number 4 with a good category. 3) From the results of the correlation analysis, there is a relationship of 0.894 between the two variables, with a determinant coefficient of 78%. means that the correlation between the two variables is very strong, while 22% is another influencing factor. Therefore, Ho is rejected and H1 is accepted.

Keywords: *learning method, learning style, junior high school*

Introduction

The learning process carried out at school is the most important part carried out at school. In the process of these activities, the teacher has a very large role, apart from being a facilitator when conducting learning as well as a mentor who always directs his students to become human beings who have broad insight into science, especially knowledge about

religion. In addition, having intelligence, skills, and a good personality, so that intelligent humans are formed, have a noble character, and have a sense of responsibility.

The success of the learning process depends on many factors, one of which is the teacher's ability to master and apply learning methods. This needs to be considered by every teacher because the method applied will influence the way students respond to learning materials to be able to receive, understand, and process information obtained during the learning process.

Each student has their learning style, which is used as the best ability of students in responding to learning well and quickly. Therefore, if the teacher teaches using the right method with the student's learning style, it will make students happy, diligent, enthusiastic, and easy to understand the subject matter so that the learning objectives can be read in Indonesian optimally. The material to be translated into Indonesian in the learning process can be well received by all students who have a variety of different learning styles, the subject matter must be translated into Indonesian using appropriate learning methods. Therefore,

The use of this method is one of the strategic steps that can be taken by teachers in interacting with students, to provide an understanding of the content of the material taught through the learning process. The learning method is the method used by the teacher in establishing relationships with students during teaching. Therefore, Indonesian teachers when conducting learning using certain methods must know and consider students' learning styles. Because by knowing each student's learning style, teachers can use methods that are varied and relevant to the material being taught, so that it will excite students in learning and learning outcomes will be able to read Indonesian to the fullest.

The learning style in question is the tendency that students have in learning or the way students like it in the form of study habits that are shown by students when studying. This learning style is a method used by students to obtain maximum Indonesian learning outcomes after carrying out the learning process so that positive changes occur in the cognitive, affective, and psychomotor aspects. Teachers must be able to recognize and understand students' learning styles so that the learning methods that will be used can be adapted to student learning styles based on the subject matter being taught at that time. In this case, if the teacher can recognize and understand the learning styles of his students.

Method

This research uses quantitative research that is associative. There are 2 variables contained in this study, namely a. The independent variable (X) or the independent variable is the variable that affects or is the cause of the change or the emergence of the dependent variable. b. The dependent variable (Y) or the dependent variable is the variable that is affected or is the result of the independent variable. The approach used in this research is a multidisciplinary approach, including theological, pedagogical, psychological, and sociological approaches. This research was conducted at four public junior high schools in Bulukumba Regency, namely SMP

Negeri 2 Bulukumba, SMP Negeri 1 Bulukumba, SMP Negeri 3 Bulukumba, SMP Negeri 5 Bulukumba.

The research population is the entire object of research in the form of humans, attitudes to life, and so on. So that this object can be a source of research data. The instruments used in this study were the techniques used in data collection. Data collection techniques in this study were carried out using Library Research, Field Research. The data analysis used in this study is descriptive statistical analysis, which describes activities in the form of data collection, data compilation, data processing, and data presentation in tabular form to get an orderly, concise, and clear picture of a situation or event.

Results

Student Learning Styles in Indonesian Language Learning Class IX State Junior High School in Bulukumba Regency

This student learning style is a separate way for students to be able to understand the subject matter conveyed by the teacher in Indonesian. However, the ability of these students depends on the way the teacher presents the subject matter because each student has a different level of understanding in responding to the subject matter.

Related to this, the students of class IX SMP Negeri in Bulukumba Regency, especially in 4 research locations, in the Indonesian language learning process have 3 learning styles and there is one dominant learning style owned by these students. This learning style is used by students as a way to respond quickly to the information obtained.

Table 1. Accumulated Learning Styles of Students in Middle School Research Locations

No.	Types of Learning Style	Application of Learning Styles in Indonesian Language Learning	Percentage	Average Score
1.	Visual learning style	Through the application of the question and answer method	83	4.14
		Through the application of the assignment method	71	3.57
2.	Auditory learning style	Through the application of the lecture method	90	4.50
		Through the application of the discussion method	75	3.73
3.	Kinesthetic learning style	Through the application of the demonstration method	85	4.23
		Through the application of the field trip method	47	2.35
Average			75.2	3.75

The results of the analysis of the variable data y

The data in the table above shows that:

- a. Visual learning styles through learning activities using the question and answer method obtained a high category percentage of 83% with an average score of 4.14 which is closer to number 4 which is included in the good category.
- b. Visual learning styles through learning activities that use the assignment method get a high percentage of 71% with an average score of 3.57 which is closer to number 4 which is included in the good category.
- c. Auditory learning style through learning activities using the lecture method obtained a very high percentage of the category, namely 90% with an average score of 4.5 which is closer to 5 which is included in the very good category.
- d. Auditory learning style through learning activities using the discussion method obtained a high percentage of 75% with an average score of 3.73 which is closer to number 4 which is included in the good category.
- e. Kinesthetic learning styles through learning activities using the demonstration method obtained a very high percentage of the category, namely 85% with an average score of 4.23 which is closer to number 4 which is included in the good category.
- f. Kinesthetic learning styles through learning activities that use the question and answer method obtain a low percentage of 47% with an average score of 2.35 which is closer to number 2 which is included in the sufficient category.

Based on this analysis, the authors conclude that the learning styles of students in 4 SMP research locations provide convenience for students in receiving, understanding, and processing information obtained through Indonesian language learning activities carried out by teachers by applying learning methods including good categories and the indicators are 75.2% with an average score of 3.75 which is closer to number 4 in the good category.

Correlation of Indonesian Language Learning Methods with Learning Styles of Class IX State Junior High School Students in Bulukumba Regency

After getting the results of the analysis on the application of Indonesian language learning methods with student learning styles as described above, then a correlation analysis will be carried out between the two variables which will be shown by data analysis as follows:

Table 2. Application of Learning Methods with Student Learning Styles

No. Questionnaire Items	Application of Learning Method (X)	Student Learning Style (Y)	— (X – X) (x)	— (YY) (y)	(x2)	(y2)	(XY)
1.	4	5	0	-1	0	1	0
2.	4	4	0	0	0	0	0
3.	4	4	0	0	0	0	0
4.	4	4	0	0	0	0	0
5.	4	4	0	0	0	0	0
6.	2	2	2	2	4	4	4
Amount	22	23			4	5	4

The degree of correlation is described quantitatively with a correlation coefficient, that a correlation is said to be positive if each unit increase in a variable has a proportional increase in units in other variables. Conversely, a correlation is said to be negative if each unit increase in a variable is contained. a balanced (proportional) unit decrease in the other variables. The value of count is then compared with the price of the table with a certain degree of realism, until the hypothesis H_0 is accepted or rejected, or vice versa H_1 is accepted or rejected. For data processing in this study obtained recount = $0.894 > \text{table} = 0.811$ (for $n = 6$) so that H_0 is rejected and H_1 is accepted. That is, there is a relationship between the Indonesian language learning method and the learning styles of class IX students of State Junior High Schools in the Bulukumba Regency. Meanwhile, to find out the significance of the correlation coefficient above.

Based on the above data processing, the t value (significance level) is 3.812. Furthermore, this value is compared with the table value for the 5% error in the two-party test and $DK = n - 2 = 6 - 2 = 4$, then $\text{table} = 2.776$ is obtained. It turns out that the price of count = $3.812 > \text{table} = 2.776$, so that H_1 which states there is a significant correlation between the X variable and Y variable is accepted and H_0 is rejected, so there is a positive correlation between the Indonesian language learning method and the learning styles of class IX students of State Junior High Schools in the District. Bulukumba.

Based on the table of correlation coefficients, the correlation coefficient found at 0.894 is included in the very strong category. So there is a very strong relationship between the Indonesian language learning method and the learning styles of class IX students of SMP Negeri in Bulukumba Regency.

To state the size of the contribution of the variable X to Y, the correlation analysis is continued by calculating the determinant coefficient:

$$\begin{aligned} KP &= r^2 \times 100\% \\ &= 0,8942 \times 100\% \\ &= 0,78 \times 100\% \\ &= 78\%. \end{aligned}$$

This means that the contribution of variable X to variable Y is 78% and the remaining 22% is determined by other factors.

Discussion

Application of Learning Methods in the Indonesian Language Learning Process

One of the strategies used by teachers to achieve learning objectives in the Indonesian language learning process is to apply learning methods. In this case, 6 learning methods are considered effective for use in Indonesian subjects.

Based on the results of research that has been carried out by the author through questionnaires, observations, and interviews, there are 5 methods (lectures, questions and answers, discussions, demonstrations, and assignments) that are often used by Indonesian teachers when carrying out the Indonesian language learning process and 1 method (field trips).) has never been applied even though the method can be used in Indonesian subjects. This is by the results obtained from data analysis on the application of Indonesian language learning methods.

a. Application of the lecture method in the Indonesian language learning process

In observations and interviews conducted by the author on several respondents, it was found that Indonesian language teachers who were at SMP Negeri 2 Bulukumba, SMP Negeri 1 Bulukumba, SMP Negeri 3 Bulukumba, and SMP Negeri 5 Bulukumba always used the lecture method on any subject matter in the learning process. By explaining, it will make it easier for students to understand the meaning of the content of the subject matter that they want to convey in Indonesian at that time, because no matter how good the design of a lesson is if no explanation is given to each material being taught, it will cause learning difficulties for students.

The teacher applies the lecture method to any subject matter when carrying out the learning process and the results of the data are by the data obtained through a questionnaire. This was agreed by students who had given their opinion through a questionnaire with a score or average score of 4.3, where the value was closer to number 4 with the agree on category. That is, students agree that every time the teacher carries out the learning process on any subject matter, always explains so that students with different learning styles can accept and understand the lesson.

b. Application of the question and answer method in the learning process

Teacher B applies the question and answer method in the Indonesian language learning process. This question and answer activity is carried out in addition to measuring the level of students' ability to understand the lesson, it is also used to liven up the classroom atmosphere during the learning process. This activity is carried out as one way to be able to provoke students to want to ask or answer questions so that the learning atmosphere becomes active.

The results of these data are very relevant to the data obtained from the questionnaire data. In these data, student respondents agreed with this by providing their responses through a questionnaire with an average score of 3.9. Where the value is closer to number 4 with the agreed category.

c. Application of the discussion method in the learning process

The discussion method is used by teachers as a way to teach students to think critically in responding to a problem through their arguments. In addition, students learn to unite opinions as a conclusion that is made together in solving problems. Through this method, students indirectly learn to control themselves more wisely in giving opinions without being excessive and willing to accept or listen to the opinions of others, without having to give negative responses to others.

The results of these data are very relevant to the data obtained from the questionnaire data. In these data, student respondents agreed with this by providing their responses through a questionnaire with an average score of 3.77. Where the value is closer to number 4 with the agreed category.

d. Application of the demonstration method in the learning process

In the observations and interviews conducted, it was found that the demonstration method would provide understanding to students more quickly because students could listen to the explanation of the subject matter as well as see a demonstration carried out by the teacher. This activity will also provide even better benefits when students are asked to demonstrate it.

This demonstration method is applied by Indonesian teachers only on a certain subject matter. This method when used by the teacher so that students become active in participating in learning and students can also understand the lesson well, because practicing directly will give a long impression on students' memories. The results of these data are very relevant to the data obtained from the questionnaire data. In these data, student respondents agreed with this by providing their responses through a questionnaire with an average score of 4.23 which is closer to number 4 with the agree on category.

e. Application of the assignment method in the learning process

This assignment method is applied by the teacher in the learning process. This method is used to measure the level of success obtained by students in the learning process carried out.

The results of these data are very relevant to the data obtained from the questionnaire data. In these data, student respondents agreed with this by providing their responses through a questionnaire with an average score of 3.55 which is closer to number 4 with the agree on category.

f. Application of the field trip method in the learning process

The field trip method is a method that can be used by teachers in the learning process, but this method cannot be applied all the time like other methods. This method is also not always able to make students more relaxed following the learning process. The results of these data are very relevant to the data obtained from the questionnaire data. In these data, student respondents agreed with this by providing their responses through a questionnaire with an average score of 2.29 which was closer to number 2 with the category of disagreeing.

Student Learning Styles in the Learning Process

a. Visual learning style

Students with this visual learning style will feel happy to take part in learning if in the learning process students are given assignments at the end of the learning process because through these activities students must find answers to these questions by reading their notebooks again or textbooks. So that indirectly students are invited to relearn what they have just learned.

The results of these data are very relevant to the data obtained from the questionnaire data. In these data, student respondents agreed with this by providing their responses through a questionnaire with the acquisition of an average value of 3.57. Where the value is closer to number 4 with the agreed category.

b. Auditory learning style

Students feel happy to learn by debating which is done by combining Indonesian opinions to solve a problem together. Through this activity, many bright ideas are obtained and students will be trained to be able to solve problems properly and wisely and appreciate every opinion submitted by other friends. The results of these data are very relevant to the data obtained from the questionnaire data. On these data, student respondents agreed with this by providing their responses through a questionnaire with an average score of 3.73. Where the value is closer to number 4 with the agreed category.

c. Kinesthetic learning style

Students like learning that are done by demonstration, especially students who have a kinesthetic learning style because through these activities students become active in the learning process. In addition, this demonstration method will give a strong impression on

students' memories by providing opportunities for students to practice it directly. Therefore, this method is one of the methods that can make it easier for students to understand the lesson well. Although it cannot be applied to all subject matter \. However, this method can train students to be able to carry out their activities outside of learning hours, because when students demonstrate the subject matter, then indirectly students learn about the procedures for its implementation and will be well recorded in students' memories so that students can be trained on their own to repeat these activities even without the help of the teacher again. The results of these data are very relevant to the data obtained from the questionnaire data. In these data, student respondents agreed with this by providing their responses through a questionnaire with an average value of 4.23 which is closer to number 4 with the agree on category.

Correlation of Learning Methods with Learning Styles of Grade IX Students of State Junior High Schools in Bulukumba Regency

In the results of research conducted by the author, it was found that the learning method had a very strong relationship with students' learning styles. In this case, students who have visual, auditory, and kinesthetic learning styles can receive, understand, and process scientific information if the teacher carries out the learning process by applying learning methods to every subject matter being taught because without these learning methods students will have difficulty in learning.

The application of learning methods carried out by teachers varies in each subject matter, making students actively participate in these learning activities. Even though students have different learning styles, the strategy of applying the method carried out by the teacher can provide a good understanding to all students regarding the subject matter being studied at that time.

The description of the learning process at the 4 schools shows that the learning method has been applied by the teacher well to all students who have different learning styles, although in applying this method the teacher sometimes has difficulty in integrating the Indonesian language content of the subject matter when facing a class where the majority of students are have less grasping power or students who are slow in understanding the lesson. However, the learning conditions strongly support the success of learning, both in the cognitive, affective, and psychomotor aspects of students. This is by the documentation data that has been seen by the author in the archive of student learning outcomes in subjects owned by the teacher. On that list of values,

This assumption can be clarified in the results of the correlation analysis of learning methods with the learning styles of class IX students of SMP Negeri in Bulukumba Regency, which was carried out in 4 schools as samples. From the results of the correlation, it was found that there was a relationship of 0.894 between the Indonesian language learning method and

the learning style of class IX students of SMP Negeri in Bulukumba Regency, with a determinant coefficient of 78%. This means that the correlation of learning methods with the learning styles of class IX students of State Junior High Schools in Bulukumba Regency is a very strong category. In connection with these findings, it was found that 22% of other factors influenced students' learning styles in receiving, understanding, and processing scientific information conveyed by the teacher in the learning process.

Conclusion

The application of learning methods in the learning process is carried out well and is applied in various ways to each subject matter that is taught for one face-to-face. The methods used by the teachers are lectures, questions and answers, discussions, demonstrations, and assignments, while the field trip method has never been applied by the teachers in the 4 research locations even though this method can be applied to Indonesian language learning. This is based on the results of an analysis of student respondents' answers in the form of a questionnaire on several statements covering the indicators of the learning method, showing that 100 students responded to the application of the 6 learning method indicators, obtaining an average score of $22: 6 = 3.7$ which is closer to number 4 with good category.

The learning styles of students in learning Indonesian in class IX at public junior high schools in Bulukumba Regency are very varied or varied (there are visual, auditory, and kinesthetic). The three learning styles provide convenience for students to be able to receive, understand, and process information obtained during the learning process. This is based on the results of an analysis of student respondents' answers in the form of a questionnaire on several statements including indicators of student learning styles, indicating that 100 students responded to the application of 6 indicators of student learning styles and obtained an average score of $23: 6 = 3,8$ which is closer to number 4 with a good category, so it can be said that the students' ability to accept, and understand.

The results of the correlation analysis found that there was a relationship of 0.894 between learning methods and student learning styles in class IX of SMP Negeri in Bulukumba Regency with a determinant coefficient of 78%. This means that the correlation of learning methods with the learning styles of class IX students at State Junior High Schools in Bulukumba Regency is very strong. In connection with the results of the study, it was found that 22% of other factors that influence students' learning styles in receiving, understanding, and processing scientific information conveyed by the teacher in the Indonesian language learning process for class IX at SMP Negeri in Bulukumba Regency, such as internal and external factors.

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