

CORRELATION BETWEEN LEARNING STYLES AND STUDENT'S MOTIVATION THROUGH LEARNING'S SCORE OF ISLAMIC RELIGIOUS EDUCATION

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Abstract

This study aims at obtaining empirical evidence about the relationship between: (1) student's learning styles and their learning achievement; (2) student's motivation and their learning achievement; (3) student's learning styles and motivation towards their Islamic education learning achievement. This research is a quantitative and correlational study. The data of this research was obtained from a questionnaire with the students as the subject, object, and the respondent. The collected data were presented in the form of tables, graphs, and analyzed by prerequisite analyses which consist of normality and linearity tests. The hypothesis was analyzed by bivariate correlation and linear regression technique using the variables of learning styles (X1), learning motivation (X2), and learning achievement (Y). The finding of the study reveals that there are (1) a positive and significant correlation between student's learning styles and their Islamic education learning achievement, (2) a positive and significant correlation between student's learning motivation and their Islamic education learning achievement, and (3) a positive and significant correlation between student's learning styles and student's learning motivation towards their Islamic education learning achievement.

Keywords: *learning style, learning motivation, Islamic religious education.*

Abstrak

Tujuan penelitian ini adalah (1) mengetahui hubungan gaya belajar (visual, auditori, dan kinestetik) dengan hasil belajar (2) mengetahui hubungan motivasi siswa dengan hasil belajar, (3) mengetahui hubungan gaya belajar dan motivasi siswa dengan hasil belajar PAI. Penelitian ini merupakan penelitian kuantitatif dan korelasional. Teknik analisis data yang digunakan adalah uji prasyarat analisis meliputi uji normalitas dan linieritas, untuk menguji hipotesis adalah teknik korelasi bivarian dan regresi linear dengan menggunakan variabel gaya belajar (X1), motivasi belajar (X2) sebagai predictor dan variabel terikat adalah hasil belajar (Y). Berdasarkan serangkaian pembahasan dan analisis terhadap hasil angket, ditemukan bahwa (1) terdapat hubungan yang positif dan signifikan antara gaya belajar dengan hasil belajar PAI (2). Untuk variabel motivasi belajar siswa juga pengaruh signifikan. (3). Terdapat hubungan yang positif dan signifikan antara gaya belajar dan motivasi siswa terhadap hasil belajar.

Kata Kunci: gaya belajar, motivasi belajar, prestasi belajar, pendidikan agama Islam.

A. Introduction

Education is the main barometer in human assessment. The order of education today is undergoes on paradigm shift, from the era of studying knowledge through the era of producing knowledge and going into an era of directing knowledge. The role of educator not only as a person who has a teaching function, but also as facilitates learning through mentoring and coaching. These all are the concrete manifestation of educations changes that absolutely cannot be avoided.

Tidal of Indonesian education's quality can be represented by the results of two institutions concerned with education in Indonesia. First, the research conducted by Paramadina University of Jakarta, as a national research institute published in *mossaik* magazine, May 2004 edition, and the results of the study stated that the quality of education in Indonesia is ranked fourth from bottom (rank 102 of 106 countries).

Second, the research conducted by the Organization for Economic Co-Operation and Development (OECD) as an international research institution. The results of their research stated that the quality of education in Indonesia is the second lowest in rank (Chatib, 2011: 22).

The results of both researches indicate that we must continue to improve ourselves to rise the quality of education which is still far from expectation, whether expectation that is resolved by the law and by the stakeholders as an observers of education and generally in society.

Under the Sisdiknas Law no. 20 Year 2003 that the goal of National Education is to develop the potential of learners become human beings who believe and faith to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizens (Yamin, 2012: 24). In the implementation of national education developed based on philosophical, sociological and juridical foundations. Philosophically Pancasila is the main foundation, which rooted from two views there are; the Indonesia people's view and the education's view itself. Sociologically education is an important social institution to create democratic society life. As for the juridical system of national education has legitimacy and based on applicable legislation (Ali, 227). Meanwhile, according to Zakiah Darajat (1994: 19) the basic education seen in terms of Islamic education consists of: Al-Qur'an, Assunnah and Ijtihad.

The quality of good education results are from good learning process. One of an effort to improve the quality of the learning process is both to make the learning process more varied and also more accommodate all the needs of learners. Quality learning is not only "quality control" for students and educational units, but also the demands of law that require every citizen could get a decent and an equitable education. As mandated by Law Number 20 Year 2003 regarding National Education System, Article 3 affirms that national education is functioning to develop capability and to form the character and civilization of dignified nation in order to educate the life of the nation, which aims to develop the potential of learners become human beings who believe and cautious to God Almighty, has a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Among the principles of effective learning apart centered on the learner, as well as develop the creativity of learners and create fun and challenging conditions, full of ethical, aesthetic, logical and kinesthetic values. The lessons are directed from being "notified" to "actively finding out". So the teachers are able to provide diverse learning experiences through applied some strategy applications and learning methods which is fun, contextual, effective, efficient and meaningful in learning process. Measuring the success of education today is more dominant only cognitive ability alone. Furthermore, evidenced by assessment instrument that is more focused on cognitive aspects, without considering or identify the skills and motivation to learn and learning styles of learners.

On the other hand, the factor of motivation of learners in the learning process is rarely noticed by educators. So, the learning process tends rather to how to convey the material without seeing what kind of condition student's learning motivation.

Learners have different motivation. That's underlying differences in the learning styles of learners. The learning process is commonly done by teachers as facilitators and learners as objects of interaction sometimes producing a quality process, but not a little the learning process only about the obligation of teaching hours and teachers tend not to pay attention into aspects of learning motivation learners and learning styles. Consequently, that the learning outcomes of students do not yet produce on maximum quality.

Learners have different internal conditions, where the internal conditions play a role in the activities of him/her every day. One of the internal conditions is "motivation"

(Hamzah, 2016: 1). Every learner has different motivation each other's, it is based on environmental conditions and their families.

Humans that are born into the world are always different from one another whether physically, behaviorally, naturally or other habits. No human being has the same physical form, behavior, and nature, even though they are twins. It also happens to the learners, not every learner has the same motivation and same learning style.

DePorter and Hernacki (2007: 110) reveal that learning styles are combination of how they absorb, organize and process information. It is clear that learning style is a way that learners do in absorbing and processing information presented by teachers during the learning process takes place.

Learning style is the most preferred way by students to receive and process information effectively and efficiently so the students are able to pass the learning process with fun. Students are easier to undergo learning activities if it can take advantage of learning styles are owned by their respective, and learning is no longer boring for the students to be passionate in following the lessons in school.

The utilization of student's learning style is closely related to learning outcomes. The problem is the utilization of the learning styles of each student is different, no one is able to maximize its learning styles and some not yet able to take advantage of its learning style maximumly.

Implementation of quality learning process has the function to create learners appropriate quality mandated by law. This is evidenced by the fulfilled standard of competence that students have evenly, including all the ability of learners as evidenced by the maximum learning outcomes. Learning outcomes that match expectations is certainly could be a benchmark of the success of the learning process. Because the learning outcomes are the end of result of behavior change done by learners based on their motivation and learning style. The standardization of learner's competence is an absolute requirement that must be fulfilled by an education unit as the institution of education providers which is in time the competence of the students is able not only to make the provision but also to compete and take part in the community as needed.

Based on Permendikbud No 69 of 2013 on Curriculum, SMA / MA, in order to accommodate the concept of equal load between Senior High School/Madrasah Aliyah and Vocational High School/Madrasah Aliyah Vocational, then developed the Structure

of the Secondary Education Curriculum, composed of Subject Group Compulsory Subject and optional subject, for the subjects of Islamic Religious Education are in the compulsory subject group, with the weight of 3 hours of lessons at every level of education.

SMA Islam Al-Azhar BSD as an educational institution that has breath of Islam has a policy and superior quality objectives are immortalized in the vision of the school as a consistent Upper Secondary education institutions in moral coaching, global perspective, leading in the transformation of science and the growth of skills talent (SMM ISO Al Azhar, 2016).

More specifically the Islamic High School Al Azhar BSD holds a distinctive Islamic education by integrating the national curriculum with a religious curriculum, integrating the fields of study taught with the source of Islamic religious values. Therefore, in interpreting the policy and quality objectives, it is necessary to innovate creativity in determining the curriculum structure of 3 hours provided by the government based on the law into 5 hours of lesson as an additional charge and characteristic of SMA Islam Al Azhar BSD.

Based on the curriculum structure of Islamic Religious Education (PAI) above, the teachers are able to take a responsibility in excess teaching hours which are differ from the secondary education unit in general. Therefore, teachers are required to provide quality learning services, so, the target of policy quality and objectives quality can be realized. Real learning process is not merely memorizing activities; many things that we remember will disappear in a few hours when using that process. While learning is not receiving everything, to remember what has been taught, the students must cultivate it or understand it (Silberman, 2011: 27). Therefore, the design of learning planning should be based on the identification of learning styles of learners and motivation of learners so that the results of learning can be observed and measured.

To produce maximum and qualified learning outcomes, not only learning process quality which is conducted by teachers, but also learning styles and motivation to be a factor that should be taken into calculated. The identification of learning styles and motivation of students should be done by educators, on that basis; the writer wants to know more about learning styles and motivation of learners. Consequently, it will be known student's learning outcomes.

Learning Style

The learning style consists of the word style and learning. In Indonesian language Dictionary; style is behavior, gestures and attitude (KBBI, 2008: 422). Learning is trying to gain intelligence or knowledge, while learning is the process, the way of deed, making the person or being learns (KBBI, 2005: 17).

Many experts define learning styles, such as; Kolb (1981) explains that; *“learning style as the way students prefer to process new information including strategies that are consistently adopted to learn”* learning style is student’s way how to receive information processes and strategies are adapted in learning. In harmony with Kolb, Drysdale stated that (1999: 36), learning style is an individual preference in using its ability. While Drummond (1998) defines learning styles as "an individual's preferred mode and desired conditions of learning" with the intent of learning styles considered a way of learning or learning conditions favored by students.

According to DePorter and Hernacki, (2007) define the learning style as "The Combination of how someone absorbs and manages an information" that is a combination of how they absorb, then organize and process an information. Learning styles is not the only aspect of the face information, seeing, hearing, writing and speaking, but also but also the aspect of processing information securely, analytically, globally or right brain and left brain, another aspect is when responding to something in the learning environment (DePorter and Hernacki, 2007).

In other words, learning styles is cognitive characteristics, affective and psychomotor behavior, as an indicator that acts relatively stable for learners to feel interconnected and to feel reacted in the learning environment (Willing, 1988). From the definition suggested by experts above, it can be concluded that learning style is an approach used by learners in the learning or learning the lessons and made reference to learners in understanding the learning process. The learning styles that are intended in this study have Grinder's learning style or Grinder's VAK (Visual, Auditory and Kinesthetic) used by students in absorbing information or subject matter based on a sensory preferences approach.

As follows same theories about learning style, elaborated from Kolb (1981), Canfield (1998), Filder and Silverman (1988), Honey and Mumford (1992), Jung (1990), Grasha and Reichman (2001), and Griner (2005).



Table. 1
The Comparison among Learning Style Theories

Theories	The Principles	Main Idea	How it views behavior pattern
Experiential	<p>a. The core of the learning process is to process concrete experiences, especially in the process of reflecting on the experience of the mind</p> <p>b. Individual learning styles differ from each other such as on dimensions <i>social, independent, applied</i> and <i>conceptual</i></p>	<p>a. <i>Diverging, assimilating, converging, acomodating</i></p> <p>b. <i>Condition for learning, area of interest, and mode of learning</i></p>	<p>a. Humans generalize, make conclusions and load hypotheses from experience. The integration of elements of concrete experience, reflective observation, abstract conceptualization, and active experimentation produce an experiential cycle model.</p> <p>b. Individuals have a learning style preference that is a balanced combination between condition of learning, <i>area of interest</i> and <i>made of learning</i></p>
Converger	<p>a. Choosing the concret things with <i>Thinking, feeling</i>, expsresing through verbal, apply it and being reflected.</p> <p>b. Using logical thinking, combine the experiences with creativities, and reflect so.</p> <p>c. Determine the different way in connecting with others.</p>	<p>a. <i>Thinking & feeling</i></p> <p>b. <i>Information</i></p> <p>c. <i>Social interaction</i></p>	<p>a. Individuals in the learning process, choosing and sorting concrete things by thinking and tend to verbal in delivering decisions taken either inductively or deductively Individu in the learning process, select and sort things concrete by thinking and verbal tends to convey the decisions taken both inductive and deductive.</p> <p>b. Humans analyze experience with logic, make decisions and then seek new experiences, re-analyze, take action and reflect.</p> <p>c. Individuals learn through interpersonal relationships and determine different methods with others.</p>
MBTI (<i>Myers brings Type Indicator</i>)	Individual personality reflects the style of learning he was chosen	<p>a. <i>Extrovert Vs Introvert</i></p> <p>b. <i>sensingVs Intuition</i></p> <p>c. <i>Thinking Vs Feeling</i></p> <p>d. <i>Judging Vs Perceptive</i></p>	Individuals have different learning styles according to the personality they possess whether they are extropert <i>or introvert, sensing</i> (five senses) or <i>intuition, thinking</i> (analyses), <i>feeling</i> (measure), <i>judging</i> (before deadline) and perspective (after deadline)
VAK (Visual, Auditorial & Kinestetik)	<p>a. Learning by seeing</p> <p>b. Learning by listening</p> <p>c. Learning by doing fisically</p>	<p>Preferensi Sensori:</p> <p>a. <i>Visual</i></p> <p>b. <i>Auditorial</i></p> <p>c. <i>Kinestetik</i></p>	Human has a learning style since they born. The chosen approach in learning new things in the learning process selected as a consequence of what he had experienced through sensory preference

Learning Style's Grinder's VAK

1. Visual Learning Style

Learning by seeing, observing, using strong visual associations, the visual method is divided into two, namely: visual-verbal and non-verbal visuals. Children who have a visual learning style is more likely to have visual intelligence and good if it's compared to other intelligence. Visual intelligence includes interrelated set of capabilities, including visual differences, visual recognitions, projections, mental images, space considerations, the image manipulations or external pictures, any or all can be expressed (Linda, 2006: 108).

The characteristics of learners who have visual learning styles are:

- a) Be organized, show everything, keep up appearances;
- b) Remember by an image, rather read than read out;
- c) Requires an overall picture or purpose. (DePorter, 2014: 123)

Some of the learning characteristics that are appropriate for highly visual students as disclosed by Ariesta in the *Edutic Scientific Journal* are;

- a) The teacher stands quietly while presenting the information segment, and moves slowly between the segments;
- b) Encourage students to describe information, by creating diagrams, colored symbols and images;
- c) The existence of tables and graphs will deepen students' understanding;
- d) The existence of making concept map will greatly help the students in giving an overall picture of a concept;
- e) Use visual symbol language in teacher presentations that represents a key concepts;

2. Auditorial Learning Style

Learn by listening to the verbal instructions, example: recall by composing the voices of the word. The following characteristics of individuals who have an auditoria learning style are;

- a) Their attention divided easily;
- b) Speaking with rhythmic pattern;
- c) Learn by listening, moving the lips or voices while reading;
- d) Internal and external dialogue. (DePorter, 2014: 124)



In accordance with these characteristics, the following are the characteristics of the corresponding learners noted by Ariesta (2014: 9):

- a) Provide information repeatedly, could take an advantage from question and answer method;
- b) Use repetition techniques, ask students to recall concepts and instructions;
- c) Teachers use the kind of vocal variations in presentations;
- d) Sing a key concept or ask students to create a song related to the concept.

3. Kinesthetics Learning Style

Students are physically involved and doing something of what is being learned. Kinesthetic types prefer to learn through experience and participate in various learning process activities. Among the characteristics of individual who has kinesthetic style are:

- a) Often touch people, standing close together and moving when interacting with others.
- b) Learning by doing.
- c) Pointing writing while reading.
- d) Remembering while walking and seeing. (DePorter, 2014: 124)

Characteristics of learning appropriate to students who are highly kinesthetics are;

- a) Kinesthetic students prefer tasks in the form of applied projects.
- b) Using instructional media or teaching aids to generate curiosity and to emphasize key concepts.
- c) Demonstrating the concept while giving students an opportunity to learn it step by step.

From the description of learning styles above become the basis for the researcher to find out how much the influences of students' learning motivation grinder's VAK (visual, auditory and kinesthetic) through the learning scores in Islamic religious education.

B. Research Method

Based on the research objectives that have been formulated, the research is descriptive quantitative research, with the type of correlational research by questionnaire (questionnaire) and the exam or test (test).

The variables used by the authors consists of two independent variables (Independent Variable) and a bound variable (Dependent Variable). The variable is grouping of data into the unit. The details of these variables are as follows:

Tabel. 2
Variables Research

Research Variable		Research Subject	Data Sources	Explanation
X1	Learning style	Students	Students	Visual, Auditory, Kinesthetic
X2	Student's motivation	Students	Students	High and low
Y	Student's score	Students	students	Score in semester 2

To calculate the correlation coefficient between the scores grains with a total score of instruments are used statistical formula in accordance with item scores of these instruments. If the score of continuum items, so to calculate the correlation coefficient between the score of the item to the total score of the instrument is used product moment correlation coefficient (r) using the formula:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Explanation:

- X = the first test scores (instrument A)
- Y = the second test scores (instrument B)
- XY = the results of X and Y scores for each respondent
- X² = squares score instrument A
- Y² = squares score instrument B
- n = number of sign

Validity and Reliability

The instruments should be tested for its validity and reliability. Based on the concept of test validity, the instrument or test used by the author matches to the construct validity. Validity is used to measure the validity of the questionnaire items



which is used in research related to student’s motivation. Furthermore, the authors using the formula Cronbach's alpha is formulated as follows for calculating reliability testing:

$$r_i = \left(\frac{K}{K-1} \right) \left(\frac{1 - \sum \alpha b}{\alpha t^2} \right)$$

r_i = instruments realibility

k = the number of questions

$\sum \alpha b$ = the amount of variance item

αt^2 = total varians (Urbina, 2004: 78)

Research Instruments

The research instrument used is a questionnaire. The questionnaire that used by the authors in this study is a closed questionnaire, which is presented in such a way that the respondent only gives a centering (√) or (X) sign to the appropriate column or place. The writer use questionnaires by Likert’s scale with four types of choice for variable X1 of learning style, and respondents give a sign (√) on an appropriate answer of the responden’s statement.

Table B.1.2
Grating learning style instrument

Variables	Dimension	Indicators	Questions		Total		
			Positive	Negative	+	-	Σ
Learning Style	Visual	Be able to see, to observe an objects and to analyze the material delivered. Be organized, show everything, and keep up an appearances. Given by image, prefer reading rather than read out. Requires many pictures or an overall purposes.	1,2,3,4,5,6,7,8,9,10	11,12,13,14,15	10	5	15
	Auditorial	Having a great listening, does not focus too much on the object and capable of receiving the material. Their attantion devided easely. Speaking with rhythmic	16,17,18,19,20,21,22,23,24,25	26,27,28,29,30	10	5	15

		pattern Learn by listening, moving the lips or voices while reading Internal and external dialogue					
	Kinesthetic	Sensitive to body movement coordination control skills through gross and fine motor movements. Has the ability to move, to work and to touch. Relying on physical involvement in receiving materials.	31,32,33,34,35,36,37,38,39,40	41,42,43,44,45	10	5	15
					30	15	45

For a learning motivation grid, the authors included an indicators related to the characteristics of students who have high motivation in following the teaching process and learning process, especially in Islamic education lessons.

Table. 3
Grading Instrument Students' Motivation Variable

Variables	Indicator	Questions		Total		
		Positive	Negative	+	-	Σ
Student's motivation	Completing the task well	6, 13, 29	4, 12, 16, 17, 18	3	5	8
	Like challenging	1, 2, 3, 19	10, 11, 21, 22	4	4	8
	Accepting personal responsibility for success.	5, 15, 24, 25	23, 26, 28, 30	4	4	8
	Courage to face a failure	20, 27	31, 32	2	2	4
	ability to rise from failure	33, 34, 35	36, 37, 38	3	3	6
	Be persistent and keep trying	7, 8, 9, 14	39, 40	4	2	6
				20	20	40

Population and Sample

The population that is intended in this study were student's Islamic high school Al Azhar BSD. The learners in the school year 2015/2016 which is amount to 523 learners, the details of class X 175, class XI 177 students and class XII 171 students. The researcher determines the choice of population in the class XI class of 177 students, whre the sample it is intended to maintain the validity of the learning result data (value), because it is sourced from one subject teacher. As for the sample is used a group sampling technique (cluster sampling), which is 25% of the total population is obtained ± 44 students.



C. Research Findings and Discussion

1. Test Prerequisite Analysis

Here are the results of Kolmogorov-Smirnov test using SPSS version 16.

Table. 4
One-Sample Kolmogorov-Smirnov Test

		Learning Style	Student's Motivation	Learning Output
N		25	25	25
Normal Parameters ^a	Mean	68.92	74.96	89.00
	Std. Deviation	10.291	9.779	2.273
Most Extreme Differences	Absolute	.180	.103	.147
	Positive	.179	.082	.093
	Negative	-.180	-.103	-.147
Kolmogorov-Smirnov Z		.900	.513	.733
Asymp. Sig. (2-tailed)		.392	.955	.656

a. Test distribution is Normal.

From the data above can be seen that Sig Value of Learning Style, Motivation, and Learning Outcomes, each of 0.392, 0.955, and 0.656. The third value of Sig is > 0.05, so it can be concluded that the data above is normally distributed.

Linearity Test
Linearity Test Learning Outcome * Student's Motivation

Table. 5
ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Learning outcome * student's motivation	Between Groups	(Combined)	120.333	18	6.685	10.939	.004
		Linearity	23.656	1	23.656	38.709	.001
		Deviation from Linearity	96.678	17	5.687	9.306	.006
	Within Groups	3.667	6	.611			
Total			124.000	24			

Table. 6
Measures of Association

	R	R Squared	Eta	Eta Squared
Learning outcome*student's motivation	.437	.191	.985	.970

*Linearity Test Learning Results * Student's Motivation*

Table. 7
ANOVA Table

	Sum of Squares	Df	Mean Square	F	Sig.
Learning outcome * Groups	47.086	6	7.848	1.837	.148
Between (Combined) Linearity	28.046	1	28.046	6.564	.020
Deviation from Linearity	19.039	5	3.808	.892	.508
Within Groups	76.914	18	4.273		
Total	124.000	24			

Table. 8
Measures of Association

	R	R Squared	Eta	Eta Squared
Learning outcome*student's motivation	.476	.226	.616	.380

From the two tables data above can be seen, Sig Value. Deviation from Linearity between Learning Outcomes with Student Motivation and Learning Outcome Variables with Learning Styles, each having a Value of 0.006 and 0.508. Both value of Sig is > 0,05, so it can be concluded that the data above are linear.

2. Test Validity and Reability Student's Learning Styles Questionnaire

The result of validity test of learning style questionnaire in 45 items indicate that 21 items are valid and 24 items are invalid. The value of r arithmetic > r table (0.312). Here is the result of learning style questionnaire validity.



While the reliability test questionnaire student’s learning style shows;

Table. 9

ReliabilityCase Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

Statistics Reliability

Cronbach's Alpha	N of Items
.878	21

Listwise deletion based on all variables in the procedure. Sources spss

3. Test Validity Questionnaire Student’s Motivation

The result of validity test of motivation questionnaire where as 40 items given to students showed 23 items are valid questions and 17 items are invalid. The value of r arithmetic > r table (0.312). And the result of student’s motivation questionnaire reliability test were calculated using Alpha formula, from 23 items are valid questions obtained coefficient r alpha is good that was 0,870 (high reliability criteria).

Table. 10

Motivation Questionnaires Reliability Outcome

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

Statistics Reliability

Cronbach's Alpha	N of Items
.870	23

a. Listwise deletion based on all variables in the procedure. Sources SPSS

4. The Result of Hypothesis Analysis

The proposed statistical hypothesis in this study is as follows:

- a. H_0 : There is no significant correlation between students learning styles on student’s result of PAI subject in student Class XI IPS of high school.



H₁: There is a significant correlation between students learning styles on students result of PAI subject in student Class XI IPS of high school.

b. H₀: There is no significant correlation between Student's Learning Motivation on Students Result of PAI subjects in student Class XI IPS of high school.

H₁: There is a significant correlation between Students Learning Motivation on Student Results of PAI subjects in students Class XI IPS of high school.

c. H₀: There is no significant correlation between Learning Styles and Student Motivation of Student Results of PAI subjects in XI MIPA students and XI IPS students.

H₁: There is a significant correlation between Learning Styles and Student Motivation to the Student Learning Outcomes of PAI subjects XI MIPA students and XI IPS students.

The results of the correlation analysis are shown as follows;

Table. 11
Correlations

		Learning style	Students motivation
Learning style	Pearson Correlation	1	.110**
	Sig. (2-tailed)		.602
	N	25	25
Students motivation	Pearson Correlation	.110**	1
	Sig. (2-tailed)	.602	
	N	25	25
Learning outcome	Pearson Correlation	.476**	.437**
	Sig. (2-tailed)	.016	.029
	N	25	25

***. Correlation is significant at the 0.05 level (2-tailed).*

From the results of correlation analysis in the table above that the value of Sig. (2-tailed) between Learning Styles and Learning Outcomes is 0.016 which means its value <0.05 or less than 5%. So it can be concluded that reject H₀ and accept H₁.

Meanwhile, the results of correlation analysis in the table above that the value of Sig. (2-tailed) between Learning Motivation and Learning Outcome is 0.029 which means its value <0.05 or less than 5%. Consequently, it can be concluded that reject H₀

and accept H1. Furthermore, the results of multiple linear regression analysis is used to prove the hypothesis above will be presented in the following table:

Table. 12
ANOVA^c

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	28.046	1	28.046	6.723	.016 ^a
	Residual	95.954	23	4.172		
	Total	124.000	24			
2	Regression	46.612	2	23.306	6.626	.006^b
	Residual	77.388	22	3.518		
	Total	124.000	24			

a. Predictors: (constant), learning style

b. Predictors: (constant), learning styles, students motivation.

c. dependent variable; learning outcome.

Table. 13
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	81.761	2.822		28.974	.000
	Gaya Belajar	.105	.041	.476	2.593	.016
2	(Constant)	75.627	3.720		20.328	.000
	Gaya Belajar	.096	.037	.433	2.555	.018
	Motivasi Siswa	.090	.039	.389	2.297	.031

The result of the analysis as shown in the table above shown that the influence of Learning Style Score (X1) on the Learning Outcome Value (Y) is 22.6%, and the effect of Learning Motivation (X2) on the value of learning result (Y) is 15% (37.6 %-22.6%)

This table is to explain whether there is a significant (significant) correlation between the Learning Style (X1) and Student Motivation (X2) variables simultaneously (Together) to the Learning Results Values (Y). From the output on the second model

shows that $F_{\text{arithmetic}} = 6.626$ with the level of significance or probability $0.006 < 0.05$, so the regression could be used to predict the value of learning outcomes.

For table Coefficients model 2 in column B and Constant line shown the constant value of linear regression equation is 75.627. The constant of the Learning Style variable (b_1) is 0.096 and the constant of the Motivation Learning variable (b_2) is 0.090. Thus, the Regression equation becomes:

$$Y = 75,627 + 0,096 X_1 + 0,090 X_2$$

Based on the previous data above, it can be concluded that: Learning Styles Score with a value of $t_{\text{arithmetic}} = 2.255$ with probability = $0.018 < 0.05$ it means there is a significant influence. Then, for Student Motivation variable t value = 2.297 with probability = $0,031 < 0,05$ these facts were shown there is significant influences.

D. Conclusion

Based on the results of this researchs, it can be concluded as follows:

1. There is a significant correlation between student learning styles on student results PAI subjects in students Class XI IPS high school, with sig 0.016 which means the value $< \alpha 0.05$ or less than 5%. So it can be concluded that H_0 is rejected and H_1 is accepted.
2. There is a significant correlation between student learning motivation on student results PAI subjects in students Class XI IPS with the results of correlation analysis in the table above that the value of Sig. (2-tailed) between learning motivation and learning outcome is 0.029 which means its value < 0.05 or less than 5%. So H_1 is accepted and H_0 is rejected.
3. There is a significant correlation between learning styles and student motivation on the student learning outcomes of PAI subjects in high school students of Class XI MIPA and XI IPS where $F_{\text{arithmetic}} = 6,626$ with significance level or probability $0.006 < 0.05$, then regression can be used to predict the value of learning outcomes. For learning style obtained t value = 2.255 with probability = $0.018 < 0.05$ it means there is a significant influence. Then, for students motivation variable t count = 2.297 with probability = $0,031 < 0,05$ the researcher assumes that there is also significant influence within.

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