

# The Influence of Learning Style on Student Academic Achievement at PTKIN in South Sulawesi

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## ABSTRACT

This research aimed to investigate the influence of learning style (visual, auditory, kinesthetic) on the academic achievement of students at four Islamic State Institutions in South Sulawesi: Alauddin Makassar Islamic State University, Pare-pare Islamic State Institute, Palopo Islamic State Institute, and Watampone Islamic State Institute. Employing an ex post facto quantitative research design, a stratified random sample of 382 students was selected for the study. Data on learning styles were collected using a validated scale based on DePoter & Hernacky's theory. Descriptive and inferential statistical analyses were conducted to examine the relationship between learning style and academic achievement. Results indicated that while visual and kinesthetic learning styles were not significantly correlated with academic performance ( $p > 0.05$ ), auditory learning style was found to be a significant predictor of student success ( $p < 0.05$ ). Based on these findings, it is recommended that lecture-based methods, which cater to auditory learners, be prioritized in instructional strategies to enhance academic outcomes for students at these institutions.

**Keywords:** *Learning Style, Academic Achievement*

## 1) INTRODUCTION

Academic achievement, as measured by the Achievement Index (IP), served as a pivotal indicator of student success within higher education institutions, encompassing colleges, universities, and similar academic settings. The significance of academic achievement in the educational landscape had spurred extensive research, underscoring its role as a barometer of student engagement and overall learning outcomes. Numerous studies had delved into the factors influencing academic achievement, reflecting the ongoing pursuit of strategies to enhance student performance and foster educational excellence.

A survey conducted by the Asian South Pacific Bureau of Adult Education and the Global Campaign for Education revealed that Indonesia's educational performance is notably lower than the regional average. The nation secured a mere 42 out of a possible 100 points, ranking tenth among fourteen Asia Pacific countries (Yaumi, 2005). These findings were corroborated by research from

Said, Rusdi, and Muhammad (in Mulyaningsih, 2014), which indicated unsatisfactory student academic achievement during the 2007-2008 academic year. Specifically, 39.07% of students attained scores below the minimum passing standard of 65 points.

A multitude of factors contributed to the aforementioned academic performance challenges. Sudjana (2006) posited that while individual student ability accounted for 70% of learning outcomes, environmental factors influenced the remaining 30%. Learning style emerged as a critical component of this individual ability.

De Poter and Hernacky (2008) defined learning style as an individual's capacity to assimilate, structure, and process incoming information. This aligned with Nasution's (2003) conceptualization of learning style as an individual's consistent approach to perceiving stimuli, acquiring information, memorizing, reasoning, and problem-solving.

Philbin et al. (1995) asserted that learning style is primarily influenced by experience, gender, and ethnicity. Nugraheni and Pangaribuan (2006) expanded on this by suggesting that individual learning style was shaped by a complex interplay of personality factors, including neurological cognitive processes, psychological attributes, sociocultural background, educational experiences, and academic specialization.

To identify prevailing learning style tendencies, researchers had developed various measurement models. Kolb's Learning Style Inventory (LSI) was one such model, though its limitations included an inability to assess actual behavior and a weak measurement of psychomotor aspects (Kolb, 1985).

Conversely, Canfield's Learning Style Inventory offered the advantage of identifying a balanced combination of learning conditions, areas of interest, and learning modes as individual learning style preferences (Canfield & Knight, 1995). The Myers-Briggs Type Indicators was another commonly employed model in this domain.

Prastiti and Pujiningsih (2009) discovered a correlation between specific learning styles and enhanced academic performance, attributing this to increased student satisfaction during lectures. The learning process encompassed various modalities, including auditory, visual, and kinesthetic learning.

Accurate identification of one's learning style was instrumental in facilitating effective learning and subsequent academic improvement. Consequently, a comprehensive investigation into the

identification and impact of learning styles on student academic achievement within PTKIN institutions in South Sulawesi was warranted.

## 2) METHODS

This research employed an ex post facto design, a research methodology used to investigate events that have already transpired. As defined by Sugiyono (2014), ex post facto research involved examining past occurrences and subsequently identifying the underlying causal factors. Similarly, Ridwan (2008) characterized this research approach as a retrospective analysis aimed at determining the antecedents of a particular outcome.

This study examined the relationship between learning style (independent variable) and academic achievement (dependent variable). Data were collected through scale administration and documentation of Student Achievement Index values. Descriptive and inferential statistical analyses were conducted using SPSS 24.00 for Windows. The study population encompassed all students enrolled in State Islamic Religious Universities in South Sulawesi, including Alauddin Makassar State Islamic University, Watampone State Islamic Institute, Pare-pare State Islamic Institute, and Palopo State Islamic Institute. A stratified random sampling technique was employed, with strata defined by university level, faculty, and department. A total of 382 students constituted the research sample, as detailed in the following table.

**Table 1**  
**Sample Research Data**

No	Educational Institutions	Total
1	Alauddin Makassar Islamic State University	264
2	Watampone Islamic State Institute	22
3	Palopo Islamic State Institute	62
4	Pare-pare Islamic State Institute	34
	Total	382

## 3) RESULTS AND DISCUSSION

### Normality Test

#### a. Learning Style Variable

Normality testing was conducted using the Kolmogorov-Smirnov test. Data were considered normally distributed if the significance level (p-value) exceeded 0.05, and non-normally distributed if

the p-value was less than 0.05. The results of the normality test for learning style were presented in the following table.

**Table 2**  
**Learning Style Visual Normality Test**  
**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Learning style visual	.093	382	.000	.982	382	.000

a. Lilliefors Significance Correction

**Table 3**  
**Learning Style Audio Normality Test**  
**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Learning style audio	.102	382	.000	.977	382	.000

a. Lilliefors Significance Correction

**Table 4**  
**Learning Style Kinestetik Normality Test**  
**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Learning style kinestetik	.090	382	.000	.982	382	.000

a. Lilliefors Significance Correction

**b. Academic Achievement Variable**

**Table 5**  
**Normality Test of Academic Achievement**  
**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Prestasi Belajar	.491	382	.000	.041	382	.000

a. Lilliefors Significance Correction

The overall results of the residual normality test were summarized in the table below.

Paper presented at The 1<sup>st</sup> ICONETT on August 21<sup>st</sup>-22<sup>nd</sup>, 2024  
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Table 6

## One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		382
Normal Parameters <sup>a, b</sup>	Mean	.0000000
	Std. Deviation	7.81792319
Most Extreme Differences	Absolute	.417
	Positive	.417
	Negative	-.375
Test Statistic		.417
Asymp. Sig. (2-tailed)		.000 <sup>c</sup>

Based on the Kolmogorov-Smirnov Test, the data was 0.000, which was normally distributed statistical methods.

## Descriptive Analysis

a. Test distribution is Normal.  
b. Calculated from data.  
c. Lilliefors Significance Correction.

p-value) for the data determined to be non-parametric

Table 7

## Data by Educational Institution at PTKIN

No	Educational Institution	Total	%
1	UIN Alauddin Makassar	264	69.11 %
2	IAIN Watampone	34	8.9 %
3	IAIN Palopo	62	16.23 %
4	IAIN Pare-pare	22	5.76 %
5	Total	382	100 %

Table 8  
Data by Faculty

No	Semester	Total	%
1	II	62	16,23 %
2	IV	124	32.46 %
3	VI	165	43.19 %
4	VIII	27	7,06%
5	X	4	1,05 %
5	Total	382	100 %

Table 9  
Data by Semester Level

No	Semester	Total	%
1	II	62	16,23 %
2	IV	124	32.46 %
3	VI	165	43.19 %
4	VIII	27	7,06%

5	X	4	1,05 %
5	Total	382	100 %

**Table 10**  
**Data by Gender**

No	Gender	Total	%
1	Man	152	30,79 %
2	Woman	230	60,21 %
3	Total	382	100 %

### **Description of Learning Style and Academic Achievement of PTKIN Students in South Sulawesi**

This study aimed to describe the learning styles (visual, auditory, and kinesthetic) and academic achievement of PTKIN students in South Sulawesi based on statistical analysis of the respective score values. Preliminary findings indicated that visual learning style was the most prevalent among students, followed by kinesthetic learning style, with auditory learning style being the least common. Categorical intervals for data interpretation were determined using the formula outlined in the table below.

**Table 11**  
**Learning Style Categorization Interval**

Kategori	Rumus	Variabel
Low	$X < M - 1 \text{ SD}$	$X < 16$
Medium	$M - 1 \text{ SD} \leq X < M + 1 \text{ SD}$	$16 \leq X < 24$
High	$M + 1 \leq \text{SD}$	$24 \leq X$

Statistical analysis revealed that visual learning style was the predominant learning style among students, followed by kinesthetic, with auditory learning style being least prevalent.

Regarding academic achievement, the data indicated that the majority of students (204) achieved cum laude status, followed by 152 students in the satisfactory category. A smaller proportion of students attained sufficient (13) and very good (12) classifications.

### **Description of Student Academic Achievement**

Data analysis indicated that the majority of students (n=204) achieved cum laude status, followed by 152 students in the satisfactory category. A smaller proportion of students attained sufficient

(n=13) and very good (n=12) classifications. A detailed overview of student academic achievement at PTKIN was presented in the following table.

Table 12

**Description of Academic Achievement**

Kategori	Jumlah
Cumlaude	204
Sangat memuaskan	153
Memuaskan	12
Cukup	13

**The Impact of Visual Learning Style on Student Academic Achievement**

Results of the Kruskal-Wallis test indicated no significant relationship between visual learning style and academic achievement (asymptotic sig = 0.365 > 0.05). Conversely, a significant influence of auditory learning style on academic achievement was observed (asymptotic sig = 0.047 < 0.05). Finally, the analysis revealed no significant relationship between kinesthetic learning style and academic achievement among PTKIN students in South Sulawesi (asymptotic sig = 0.135 > 0.05).

Analysis of the statistical results revealed that among the three learning styles investigated, only auditory learning style had a significant impact on student academic achievement. These findings aligned with Nurintan's research (2020), which reported a significant effect of auditory learning style ( $p = 0.002$ ) on Islamic Religious Education outcomes, while finding no significant influence from visual ( $p = 0.685$ ) or kinesthetic ( $p = 0.544$ ) learning styles on the same outcome among students at State Senior High School 1 Tinambung.

Nurintan (2020) posited that visual learning, which relied heavily on sight, was often considered crucial for Islamic Religious Education (IRE) due to its emphasis on visual aids such as diagrams, illustrated textbooks, and videos. Given the theoretical and practical components of IRE, teachers frequently employed visual teaching methods, such as distributing handouts or manuals. However, the present study's linear regression analysis yielded a non-significant relationship between visual learning style and IRE outcomes ( $p = 0.685$ ), indicating minimal contribution of this learning style to student performance. This discrepancy might be attributed to external factors, such as the learning

environment. An inadequately enclosed classroom potentially distracted students, as visual stimuli outside the room could divert their attention, hindering their engagement in learning activities.

The findings of this study aligned with the research of Anas & Munir (2013), who reported no significant impact of visual learning style on mathematics achievement among seventh-grade students at SMP Negeri Kab. Soppeng when compared to auditory and kinesthetic learning styles. Given the absence of a correlation between visual and kinesthetic learning styles and academic performance among students at State Islamic Religious Universities in South Sulawesi, it could be inferred that these students predominantly relied on auditory processing for learning. This suggested a preference for verbal interactions, listening to lectures, and auditory instructions both within and outside the classroom.

Nurintan (2020) corroborated this perspective by characterizing auditory learners as those who primarily acquired knowledge through listening. These individuals typically excelled in verbal discussions and benefited significantly from teacher explanations. At SMAN 1 Tiambung, the prevalent lecture method aligned favorably with the learning preferences of auditory learners in PAI courses. Data analysis and hypothesis testing revealed a significant positive correlation between auditory learning style and PAI learning outcomes ( $p < 0.05$ ). Moreover, the  $R^2$  value of 0.158 indicated that auditory learning style accounts for 15.8% of the variance in PAI achievement. These findings suggested a direct relationship between the strength of auditory learning style and academic performance in PAI.

The second hypothesis positing a significant impact of auditory learning style on academic achievement among students at State Islamic Religious Universities in South Sulawesi was supported by the findings. This suggested that auditory processing played a crucial role in knowledge retention at the tertiary level. Consequently, instructional methods should prioritize lecture and discussion formats to optimize learning outcomes.

These results aligned with the research of Rahman and Yanti (2016), who demonstrated a significant correlation between auditory learning style and social studies achievement among seventh-grade students at SMPN 1 Peudada. With an F-count of 4.064, the null hypothesis was rejected in favor of the alternative hypothesis, indicating a substantial influence of auditory learning style on



Integrated Social Studies performance. However, the  $R^2$  value of 4.53% suggested that auditory learning style accounts for a relatively small portion of the variance in social studies outcomes.

The third hypothesis, asserting a significant impact of kinesthetic learning style on student academic achievement at State Islamic Religious Universities in South Sulawesi, was rejected. The findings of this study indicated no substantial correlation between kinesthetic learning style and academic performance.

These results aligned with the research of Nurintan (2020), which revealed a non-significant relationship between kinesthetic learning style and Islamic Religious Education outcomes. A p-value of 0.544, significantly greater than the alpha level of 0.05, supported this conclusion. Moreover, the  $R^2$  value of 0.012 indicated a negligible effect of kinesthetic learning style on Islamic Religious Education achievement.

Given that kinesthetic learners typically preferred hands-on activities and struggle with prolonged periods of inactivity, the traditional lecture-based and reading-focused approach prevalent in Islamic Religious Education at SMA Negeri 1 Tinambung might not optimally cater to their learning preferences. The infrequent use of group work in the subject further limits opportunities for kinesthetic learners to engage actively in the learning process.

The findings of this study were consistent with Alfarisi's (2012) research, which reported no significant impact of kinesthetic learning style on student outcomes in productive subjects. However, these results diverged from Sugiyono's (2018) findings, indicating a significant influence of kinesthetic learning style on accounting students' performance at SMA Negeri 3 Tapung.

Sugiyono's study suggested that learning style was a strategic approach employed by students to achieve learning objectives. Consequently, the measurement of learning styles should prioritize the strategies students utilize to optimize their learning outcomes.

While previous studies had generally established a significant correlation between visual, auditory, and kinesthetic learning styles and student academic performance, the findings of this research diverged from this established trend. This study identified a significant influence of auditory learning style on student academic achievement at State Islamic Religious Universities in South Sulawesi, but no such impact for visual or kinesthetic learning styles.

These results suggested that individual differences in learning style, particularly the preference for auditory processing, significantly impacted the effectiveness of learning strategies among students in

this context. The findings underscored the importance of recognizing the diverse ways in which students acquired and processed information, and the need for instructional approaches that accommodated these variations.

## Discussion

Based on the research findings, among visual, auditory, and kinesthetic learning styles, only the auditory learning style demonstrated a significant impact on student academic achievement at State Islamic Religious Universities in South Sulawesi. Given these results, it was strongly recommended that the institution maintain lecture and discussion methods in the learning process. The study's evidence confirmed that optimizing students' auditory capabilities through interactions with lecturers and peer-to-peer communication enhanced learning outcomes.

## 4) CONCLUSION

Based on the combined insights derived from existing research and the present statistical analysis, several key findings emerged:

- a. The study sample comprised a diverse student population across various demographic categories. In terms of university affiliation, the majority (69.11%, n=264) were from Alauddin State Islamic University. Regarding gender, the sample was predominantly female (60.21%, n=230). The Faculty of Tarbiyah and Keguruan constituted the largest group of respondents (35.60%, n=136), while the most represented semester level was the sixth semester (43.19%, n=165).
- b. The study revealed that visual learning style was the most prevalent among students, followed by kinesthetic, with auditory being the least common. In terms of academic achievement, a significant majority of students (204) attained cum laude status, while a considerably smaller number achieved satisfactory (12) and sufficient (13) levels.
- c. Statistical analysis revealed no significant relationship between visual learning style and student academic achievement ( $p = 0.365 > 0.05$ ). Conversely, a significant positive correlation was found between auditory learning style and academic performance ( $p = 0.047 < 0.05$ ). However, no significant association was observed between kinesthetic learning style and

academic achievement ( $p = 0.135 > 0.05$ ) among students at State Islamic Religious Universities in South Sulawesi.

- d. The type of auditorial learning style was very influential on student academic achievement in the State Islamic Religious Universities in South Sulawesi.

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