

# THE INFLUENCE OF LEARNING STYLES DURING THE PANDEMIC ON THE LEARNING OUTCOMES OF ISLAM RELIGIOUS EDUCATION STUDENTS AT SDN 140 LAMPUAWA, LUWU UTARA DISTRICT

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## ABSTRACT

The purpose of this study was to determine the learning styles of students during the pandemic at SDN 140 Lampuawa, North Luwu Regency, to reveal the learning outcomes of students at SDN 140 Lampuawa, North Luwu Regency, and to determine the effect of learning styles on the learning outcomes of Islamic religious education of students at SDN 140 Lampuawa, North Luwu Regency. This study used a quantitative research method of ex post facto type. The research results in getting the data  $t$  count = 4.913 and  $t$ -table = 2.069. So that  $t$  count >  $t$  table is  $4.913 > 2.069$  and the sig.  $0.000 < 0.05$  then HI is accepted. So it can be seen that the learning style during the pandemic affected students' learning outcomes in Islamic religious education at SDN 140 Lampuawa, North Luwu Regency. Based on this description, learning style is a characteristic possessed by each student in responding to the learning received.

**Keywords:** Learning styles; learning outcomes; Islam religious education

## 1. INTRODUCTION

Implementation of the learning process is the core of activities in schools. The learning process, as the core of educational activities, is a stimulus tradition, with the content of memories influencing students so that their actions change from time to time before they experience a stimulus situation after they experience a stimulus situation (Thobroni, 2016). In education, learning is a vital human activity and will be carried out continuously as long as human lives.

Baby, who was just born, has some instincts and the potential needed for his survival. However, these instincts and potentials will not develop properly without outside influences, namely human intervention. As for physical abilities, such as crawling, sitting, eating, and so on, humans need spiritual skills because humans are socio-cultural beings.

Indonesia is currently experiencing a bad condition caused by a virus initially from Wuhan, China called Covid-19. As a result of the Covid-19 pandemic, the government issued a new policy to stop the spread of Covid-19. The spread of the coronavirus pandemic has presented challenges for educational institutions in Indonesia. To anticipate the spread of the virus, the government issued policies such as social distancing, physical distancing, to large-scale social restrictions (Siahaan, 2020). This condition requires people to stay home, study, work, and pray. As a result of this policy, the education sector, such as schools and tertiary institutions, stopped the face-to-face learning process. Instead, learning is carried out online by the Minister of Education and Culture Circular Letter Number 4 of 2020 concerning the implementation of educational policies during the emergency spread of Covid-19 recommends carrying out the learning process from home through online/distance learning to provide a meaningful learning experience for students without burdened with guidance to complete all curriculum achievements for grade promotion and graduation.

During the learning process, it is not uncommon to find students who are lazy and have difficulty accepting lessons. This can happen because the methods used by educators are not to their learning styles, so students cannot learn in their best way and they may be pressured in the learning process (Jannah, 2016).

Recognizing the differences in how each learner learns is one part of the pedagogical competence that every educator must possess. Because this competency is an ability related to understanding students and managers of educational and dialogic learning (Suprihataningrum, 2016). Thus, before the educator starts learning in the classroom, he should be familiar with the differences in the learning styles of each student. Thus educators will be more effective in choosing learning methods.

The psychology of students is also influential. Each student certainly has different characteristics in terms of motivation, creativity, and abilities of each student. The ability to understand and absorb lessons is at different levels. Some are fast, some medium, and some are very

slow. Therefore, students often have to take different ways to understand the same information or lesson.

Therefore, to help students get out of the problem of difficulties in learning, an educator should be able to use a variety of learning styles so that the learning process will be fun and effective and in the interests of students, and provide stimulus and facilities to support the learning process. So that the expected learning outcomes can be achieved optimally.

Several things are witnessed and interesting to study. When making observations by interviewing several students, the author saw that some students preferred their educators to teach by writing everything on the blackboard. That way they can read and then try to understand it. However, some other students like their educators to teach by conveying it orally and they listen to be able to understand it. Meanwhile, some students prefer to form small groups to discuss questions related to the lesson.

Another way that many students often prefer is a learning model that places the educator as a lecturer. Educators are expected to tell a long story about various theories with a myriad of illustrations, while students listen while describing the contents of the lecture in a form that only they understand themselves. The learning styles of students who are preferred during distance learning are learning styles that tend to watch learning videos from educators.

Based on the results of interviews conducted with students at SDN 140 Lampuawa, information was obtained that students experienced difficulties in participating in learning which ultimately had an impact on their learning outcomes. Learners often have difficulty adapting their way of learning to the way educators teach at school. Likewise at home, students must also study according to the rules set by their parents at home (Herman, 2021).

Learners generally have different learning styles, commonly called personal learning styles. The most prevalent and brain-aligned method of learning is learning style. Learning styles are defined differently by experts. According to Kolbin Melvin L. Silberman, "learning style" is the way a person does his learning and how he faces situations in everyday learning (Silberman, 2014). Meanwhile, according to Nasution, "learning style" is a consistent way carried out by a student in carrying out stimuli or information, including how to remember, think, and solve problems (Nasution, 2009). Of the various learning theories, the most frequently used approach is the division based on three

learning styles: visual, auditory, and kinesthetic. The visual learning style is more dominant in learning by using the sense of sight, whether the information is in the form of images (for the picture learner) or written words (for the print learner). The dominant auditory learning style uses the sense of hearing, namely sounds, voices, music, or spoken speakers. The kinesthetic learning style is more dominant in learning by direct practice, through movement, or the power of feelings (Windura, 2008).

From the description above, it can be concluded that learning style is a characteristic everyone possesses when responding to the learning received. The learning style referred to in this study is the method used by students to absorb information or subject matter based on a sensory preference approach, specifically a learning style carried out by entering information into the brain through the sensory model they have. There are several types of learning styles that educators can look at and maybe follow if they feel comfortable with that style.

The first learning style is the visual learning style. The eye plays an important role for students with a visual learning style. This learning style explains that you have to see the evidence before believing. People with a visual learning style learn by seeing. Visual people prefer to read and pay attention to the illustrations the speaker or educator has pasted on the whiteboard. They also make good notes (Bobbi and Mike, 2016).

The teaching method used by educators should focus more on demonstrations or media. Educators should invite students to interact with objects related to the lesson by showing the props directly to students or describing them on the blackboard. Children with a visual learning style must see their teacher's body language and facial expressions to understand the subject matter. They prefer to sit near the front so that they can see clearly.

A visual learning style focuses on visual acuity. This means that concrete evidence must be shown first so that they understand. Learning styles like this rely on sight or seeing the evidence first so they can believe it, and people who use the visual learning style obtain information by utilizing the sense of sight. People with a visual learning style like to follow illustrations, read instructions, observe pictures, etc.

Several approaches can be used to overcome the above problems so that learning can still be done with encouraging results. One way is to use various graphic forms to convey information or

subject matter. Graphic devices can be films, slides, illustrations, doodles, picture cards, notes, and series of picture cards that can be used to explain information sequentially (Uno, 2012). The second learning style is the auditory learning style, which is a learning style that relies on hearing to be able to understand and remember it. This means that visual people learn by hearing. To achieve learning success, people who use the auditory learning style can learn by listening through lectures, discussions, dialogues, radio media, and so on.

The characteristics of this learning model place hearing as the primary tool for absorbing information or knowledge. Learners must hear; only then can they remember and understand that information. The first characteristic of people with this learning style is that all information can only be absorbed through hearing; second, they have difficulty directly absorbing information in written form; and third, they have difficulty writing or reading.

As described above, several approaches can be taken to help students with learning difficulties. The first is using a tape recorder as a tool. This tool is readings, notes, or lectures given by educators in front of the class to be listened to later. The second approach can be taken by interviewing or engaging in discussion groups. The third approach is to read the information, summarize it in oral form, and record it to be listened to and understood. The final step is to conduct reviews verbally with friends or educators.

The third learning style is the kinesthetic style. The kinesthetic way of learning is very different from other ways of learning. This modality accesses all kinds of movement and emotion, whether created or remembered. Movement, coordination, rhythm, emotional response, and physical comfort predominate here. In this learning style, an educator must learn by moving, working, and touching to provide certain information so that it can be remembered.

The kinesthetic way of learning is very different from other ways of learning, resulting in those with this way of learning being the most disadvantaged in the current education system. Kinesthetic students need to move, even though in class they sometimes have to sit still and listen to what the educator is saying. Kinesthetic students are frequently categorized as hyperactive, stubborn, or misbehaving kids because they can't sit still. Children like this find it difficult to stay still for hours because their desire for activity and exploration is very strong (Gunawan, 2011).

For people who have the characteristics above, a possible learning approach is learning based on or through experience while learning. Another method is to regularly take a break in the middle of your study session. It's not uncommon for people who tend to have good characters to also be good actual learners, making it easier to absorb and understand information by tracing pictures or words to learn to pronounce them or understand facts (Gunawan, 2004).

In general, kinesthetic people learn through movement. They need to move to be able to input information into their brains. In addition, kinesthetic learners like to learn by touching or manipulating objects, models, or equipment. They also like to learn while walking, experiencing for themselves what is learned, or interacting in groups.

Methods that are appropriate for students with a visual learning style are more likely to accept all learning methods. For example, in the lecture method, in the learning process, the educator must write material on the blackboard while explaining the material so that students with a visual learning style can see the material written. You can also use the demonstration method because what is demonstrated by the educator can be seen directly by students with a visual learning style. Therefore, it can be concluded that students with a visual learning style can accept learning with the existing methods of auditory or kinesthetic learning styles.

The level of ability of students can be seen through their learning outcomes. Student learning outcomes will measure students' mastery of the subject matter. This is inseparable from the willingness and opportunity of students to learn the subject matter given to them. Students must be active and diligent in learning if they want to get good and satisfying results. Students can take advantage of the available time to understand and learn the lessons given by educators (Syahputra, 2020).

As a result, educators play an important role in ensuring that students' learning outcomes are also satisfying. Learning outcomes are the most important part of changing behavior. Student learning outcomes are essentially changes in behavior as a result of learning in a broader sense, covering the cognitive, effective, and psychomotor.

Whatever method is chosen, the difference in learning styles shows the fastest and best way for each individual to be able to absorb information from outside himself. If teachers are able to recognize how each

student learns differently in all situations, it will be easier for them to help a student, for instance, find the best learning style so that he can achieve his full potential.

## 2. METHODS

This research is a quantitative research type ex post facto which consists of two variables: the learning style variable (X) and the learning outcome variable (Y). The population in this study were all students at SDN 140 Lampuawa, North Luwu district, totaling 127 students, while the sample was class V, totaling 25 students. The instruments used in collecting the data were questionnaires and documentation. Questionnaires were used to obtain learning style data and documentation was used to obtain data on Islamic religious education learning outcomes. The data analysis technique used in this research is descriptive and inferential analysis.

## 3. RESULTS AND DISCUSSION

A description of learning styles during the pandemic at SDN 140 Lampuawa was obtained from the data collected via a questionnaire of 20 questions given to 25 students. The learning style indicators examined in this study are visual, auditory, and kinesthetic learning styles. Below are presented the results of normality test calculations using the SPSS 20 for windows program as follows:

Table 1. Normality Test

<b>One-Sample Kolmogorov-Smirnov Test</b>		
		Unstandardized Residuals
N		25
Normal Parameters, b	Means	0.0000000
	std. Deviation	2.06505683
Most Extreme Differences	absolute	0.147
	Positive	0.147
	Negative	-0.117
Test Statistics		0.147
asymp. Sig. (2-tailed)		<b>,172c</b>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

From the table above, it can be seen from the normality test with sig. 0.172 > 0.05, it can be concluded that the above data obtained from data collection is typically distributed.

linearity tested to see whether the data of each independent variable is bound. The relationship between these variables can be known by showing the results of a significant analysis of linearity storage > 0.05, meaning that the independent variable is linearly dependent. Meanwhile, if the significant storage value of linearity is <0.05, the dependent independent variable is not linear. Below are the results of the linearity test based on the results of the SPSS Version 20 for the windows program:

Table 2. Linearity Test

		Sum of Squares	df	MeanSquare	F	Sig.
Learning Outcomes of Islamic Religious Education *	(Combined)	146,260	16	9.141	1.152	0.438
Between Groups	Linearity	107,413	1	107,413	13,532	0.006
	<b>Deviation from Linearity</b>	38,847	15	2,590	0.326	<b>0.971</b>
	Within Groups	63,500	8	7,938		
Learning Styles	Total	209,760	24			

A simple regression analysis was carried out to see whether there was an influence between learning styles during the pandemic on learning outcomes in Islamic Religious Education. The following are the results of a simple regression test:

Table 3. Simple Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	std. Error	Betas			
(Constant)	<b>61,113</b>	5,765			10601	0.000
1 Learning Style	<b>0.427</b>	0.087	0.716		4,913	<b>0.000</b>

a. Dependent Variable: Y

Based on the table above, it can be seen that the constants (a) and coefficients (b) of the equation can be seen in column B of the table above, so the regression equation is  $Y = a + bx =$



61.113 + 0.427. The analysis shows that the real level ( $\alpha$ ) and the large table value  $\alpha = 5\% = 0.05 / \alpha / 2 = 0.25$ . Camp results obtained from the t analysis count = 4.913 and t table = 2.069. So that t count > t table is 4.913 > 2.069 and the sig. 0.000 < 0.05 then  $H_0$  is accepted.

Based on the results of research at SDN 140 Lampuawa, North Luwu Regency, 25 students were surveyed on June 10, 2021, using the questionnaire instrument given and explaining in advance the purpose of this research so that the research could collect learning style data.

In this discussion, the researcher will explain the data that has been analyzed using descriptive analysis and inferential analysis. Descriptive analysis aims to see descriptive learning styles and descriptive learning outcomes of Islamic Religious Education students at SDN 140 Lampuawa. The inferential analysis was used to see the effect of learning styles during the pandemic on the learning outcomes of Islamic Religious Education students at SDN 140 Lampuawa, North Luwu Regency.

From the observations of students, the level of student learning styles can be seen by categorizing which is used as a reference in grouping the scores of each respondent. The score was previously determined according to the standard deviation of 5.1 and an average value of 65.7(rounded to 66). The following are categories of student learning style levels:

Table 4. Categorization of Respondents' Scores

No	Score Categorization	Frequency (fi)	Category	Presentation
1	$X < 61$	4	Low	16%
2	$61 \leq X < 71$	15	Currently	60%
3	$71 \leq X$	6	Tall	24%
	<b>Amount</b>	<b>25</b>		<b>100%</b>

Based on the data collection above using a questionnaire instrument which has the aim of seeing learning styles during the pandemic in 25 students. Then it was analyzed using descriptive analysis, which explained that a sample of 25 students found 4 students in the low category with a percentage of 16%, 15 students in the medium category with a percentage of 60%, and 6 students in the high category with a percentage of 24%, while the mean value obtained is 32.9 (rounded to 33). So, it can be concluded that the learning styles during the pandemic for students at SDN 140 Lampuawa, North Luwu Regency, were in the moderate category with a percentage of 60% and an

average of 65.7 (rounded to 66). Based on the observations of researchers and the results of answers from students through questionnaire instruments,

Individual learning styles, or personal learning styles, are the most dominant learning modes and are in harmony with one's brain manual. Of the various learning theories, the most frequently used approach is the division based on three learning styles: visual, auditory, and kinesthetic. The visual learning style is more dominant in learning by using the sense of sight, whether the information is in the form of images (for the picture learner) or written words (for the print learner). The dominant auditory learning style uses the sense of hearing, namely sounds, voices, music, or spoken speakers. The kinesthetic learning style is more dominant in learning by direct practice, through movement, or the power of feelings.

Students learning outcomes at SDN 140 Lampuawa, North Luwu Regency, can be seen by carrying out the categorization used as a reference for grouping each respondent's scores. The limits previously determined the score according to the standard deviation (SD) and the mean. The descriptive analysis obtained a standard deviation of 2.88 (rounded to 3) and an average value of 89.22 (rounded to 89). The following are the categories of student learning outcomes in Islamic Religious Education:

Table 5. Respondent Score Categorization

Intervals	Frequency	Category	Percentage
$X < 85$	2	Very low	8%
$85 < X \leq 88$	5	Low	20%
$88 < X \leq 91$	3	Currently	12%
$91 < X \leq 94$	15	Tall	60%
$X > 94$	0	Very high	-
<b>Amount</b>	25		100%

The table shows that, as a sample of 25 students, two people are in the deficient category with a ratio of 8%, five people are low, or 20%, three people, or 12%, are in the medium category, and 15 people are in the high category with a percentage of 60%. It is known that each category is a shallow, low, medium, high, and very high category (regarding student learning outcomes, namely visual, auditory, and kinesthetic learning styles). So it can be claimed that students' learning outcomes during the pandemic at SDN 140 Lampuawa were in the high category or 60%.

Learning outcomes appear as changes in behavior in students that can be observed and measured in the form of changes in knowledge, attitudes, and skills. This modification can be seen as an improvement over the previous state, such as going from ignorance to knowledge, from impoliteness to politeness, and so forth.

The researchers obtained the following data:  $t$  count = 4.913, and  $t$  table = 2.069. So that  $t$  count  $>$   $t$  table is  $4.913 > 2.069$ , and the sig.  $0.000 < 0.05$  is then accepted. Then it can be concluded that style learning during the pandemic affected the learning outcomes of Islamic Religious Education students at SDN 140 Lampuawa, North Luwu Regency.

Based on the description above, it can be concluded that learning style is a characteristic possessed by everyone in responding to learning received. The better the learning style of students, the better the learning outcomes obtained because learning style will affect student learning outcomes. Learning outcomes are part of the interaction, process, and evaluation of learning. Interaction between students and educators to carry out the learning process and evaluate learning so that the results are satisfactory.

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