

The Relationship between Learning Styles and Learning Outcomes of Class VII Students at SMPN 42 Padang

Alimah Tussadiyah¹, Septriyani Anugrah², Rahmi Pratiwi³, Reni Kurnia⁴

^{1,3}Universitas Negeri Padang

²Departemen Kurikulum Dan Teknologi Pendidikan

Article Info

Article history:

Accepted: 30 January 2025

Publish: 1 March 2025

Keywords:

Relationship;

Learning;

Outcomes;

Students.

abstract

student's learning style. This is the same as the teacher's teaching style, which is the learning style of Chatib students, (2016). If teachers and educators already know the learning style that each individual has in the classroom, then this will help teachers in determining a good and more effective learning plan. Based on the results of the pre-observation conducted by the author, information was obtained that there were several students who during learning focused on the learning process given by the teacher. Other students who were mainly in the back position were lazy. In addition, there are students who like to disturb their friends to study. This observation shows the difference in learning styles of the students. This research is a type of correlational descriptive quantitative research. The population used in this study is 131 students registered in the 2024/2025 school year. The teacher's teaching style must be in accordance with the with a sample of 98 students selected using the Simple Random Sampling technique. Data collection in this study uses a learning style questionnaire and report card scores for learning outcomes. The data was processed using percentage analysis techniques and to test the relationship of the analysis data using the Pearson product moment formula. The results of the study found that in general, the learning style of SMPN 42 Padang students is in the sufficient category. Then, the learning outcomes of SMPN 42 Padang students are in the poor category. After conducting a correlation test analysis using the SPSS program, the results showed that there was a positive relationship between learning style and learning outcomes of SMP 42 Padang students with a correlation coefficient value of X and Y variables of 0.227 with a level of 0.024 with a total of 98 students.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Alimah Tussadiyah

Universitas Negeri Padang

Email: tussadiyahalimah48@gmail.com

1. INTRODUCTION

Education is basically everything that includes a person's learning experience, which takes place in all environments and throughout life Kadir, ddk, (2015). Furthermore, the definition of education according to article 1 of Law no. 20 of 2003 concerning the national education system, that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble morals, and the necessary skills.

Students have various ways of learning. Some students learn best just by watching others do it. Usually, students like a coherent presentation of information. Students prefer to explain what the teacher says. During lessons, students are usually quiet and rarely

disturbed by noise. Visual students are different from auditory students, students tend to rely on their ability to hear and remember. During lessons, students may talk a lot and are easily distracted by sounds or noise (Silberman, 2014).

The teacher's teaching style must match the learning style of the students. This is the same as the teacher's teaching style and the student's learning style Chatib, (2016). If teachers and educators know the learning styles of each individual in the class, this will help teachers determine good and more effective learning plans. The approach that is often and commonly used is a learning style based on sensory modalities, namely visual, auditory, reading and kinesthetic learning styles (Irham and Wiyani, 2014: 105).

Dunn Opal in Sopiadin and Sahrani (2016), explains that in learning, every individual has a trend to one particular way or style. This is called a person's learning style. Student characteristics describe aspects of students' background experiences that influence the effectiveness of their learning process. One of the student characteristics that teachers should pay attention to when designing the learning they will manage is learning style. Learning style refers to a learner's preferred way of learning. Generally, it is considered that a person's learning style originates from personality variables, including the cognitive and psychological makeup of socio-background cultural, and educational experience.

Learning is an action prepared by students to carry out learning activities, either in study groups with school friends or alone. Sopiadin and Sahrani, (2014). Learning styles are modalities Study which is very important. According to Hasrul (2015) "Learning style is a combination of how a person absorbs and then organizes and processes information. Learning styles are not only aspects of dealing with information, seeing, hearing, writing and speaking but also aspects of information processing sequential, analytical, global or left brain and right brain. Another aspect is when responding to something in the learning environment (absorbed abstractly and concretely)".

The problem that is often faced in the learning process is the less than optimal learning results obtained by students. Factors that influence learning outcomes are divided into internal factors and external factors. Internal factors are factors that originate from within the individual. Internal factors include intelligence, talent, interests, motivation, physical health and learning style. External factors are factors that originate from outside the individual. External factors include the family, school and community environment (Slameto, 2015).

According to Hamzah, (2015), whatever method is chosen, differences in learning styles indicate the fastest and best way for each individual to absorb information from outside themselves. There are several types of learning styles that can be considered, namely, visual learning style, auditory learning style, and kinesthetic learning style. Meanwhile, according to Nasution, what is called a learning style is a consistent way used by a student in capturing stimulus or information, how to remember, think and solve problems. Meanwhile, according to Gunawan, (2017), the definition of learning style is the way we prefer to carry out activities of thinking, processing and understanding information.

Based on the results of pre-observations that the author carried out when the researcher carried out the PLK At SMPN 42 Padang, the research objects were 94 class VII students. Information was obtained that there were several students who during learning focused on paying attention to the learning process provided by the teacher. The other students, especially those in the back position, were lazing around. Apart from that, there are students who like to disturb their friends studying. This observation shows the differences in learning styles of these students. Students who pay attention to the teacher predominantly rely on visuals (seeing), those who are lazy rely predominantly on

auditorium (hearing). Disruptive students behave kinesthetically. This causes their learning outcomes to be different, doesn't it? Because learning style, but rather Because will study them.

Students still experience difficulties or slow in capturing lessons. There are students who are anxious in class and then ask their classmates when the teacher gives lesson material orally. The student asked his friend to explain the teacher's explanation again. Apart from that, there are students who remain silent but when asked by the teacher, the students cannot answer. According to the teacher regarding p the, there is fast and slow Each student obtains knowledge that is absorbed due to the differences in the abilities of each student. According to the student's explanation, the learning style used by students so far is only a listening learning style, because the teacher only presents learning orally or in lectures (*auditory*) so they get bored easily and don't remember the material that has been given for long. Based on this, it can be seen that students who are only given one learning style will easily get bored and will not take long to remember the lesson. Apart from that, students who have a visual learning style usually easily get information by seeing and kinesthetic namely the way students can easily obtain the information they absorb by acting directly or doing practice will be less than optimal in absorbing learning if learning is only through lectures, even though this is beneficial for students who have a learning style *auditorium* (listen).

Each student's learning style is different. This was proven when the researcher taught. When teaching, the researcher found that there were students who preferred to read rather than being read to, and there were some students who preferred to listen. from reading, and there are also those who like to practice. This shows that students' learning styles are different.

Meanwhile, for learning outcomes at SMPN 42 Padang, the average score of class VII students in previous daily tests was not optimal, where the average score was still below the Minimum Completeness Criteria (KKTP) standard. Minimum Completion Criteria (KKTP) applied to SMP 42 Padang, namely 70.

2. LIBRARY STUDY

A. Learning Style

According to Asriyanti and Janah (2018) there are several learning styles that can be observed and perhaps followed if you feel that they suit that style.

a. Visual learning style

This learning style explains that we must first see the evidence to then be able to believe it. There are several distinctive characteristics. There are several characteristics that are unique to people who prefer this visual learning style. First, the need to see something (information/learners) visually to know and understand it; Second, have a strong sensitivity to color; Third, own sufficient understanding of artistic issues; Fourth, have difficulty in direct dialogue; Fifth, too reactive to sound; Sixth, it is difficult to follow verbal recommendations; Seventh, we often make mistakes interpret word or utterance. To overcome the various problems above, there are several approaches that can be used so that learning can still be done with encouraging results. One of them is using various forms of graphics to convey information or student material. Garfish devices can be in the form of films, slides, and a series of images that can be used to explain information sequentially.

b. Auditory learning style

Auditory learning style is a learning style that relies on hearing to understand and remember. The characteristics of a learning model like this really are put Hearing is the main tool in absorbing information or knowledge. This means that we have to hear, then we can remember and understand the information. The

first characteristic of people who have this learning style is that all information can only be absorbed through hearing. Second, they have difficulty absorbing information in written form directly. Third, they have difficulty writing and reading. There are several possible approaches to learn if we are among people who have learning difficulties as above. The first is to use a tape recorder as a tool. This tool is used to record readings or notes that are read or lectures taught in front of the class and then listened to again. The second approach can be done by interviewing or being involved in a discussion group. Meanwhile, the third approach is to try to read the information, then summarize it in verbal form and record it so that it can then be listened to and understood. The final step is to do a verbal review with a friend or teacher

c. Kinesthetic learning style

According to Sari (2016), learning styles must touch something that provides certain information so that we can remember it. There are several characteristics of a learning model like this that not everyone can do. The first is to place the hands as the main means of receiving information so that we can continue to remember. Second, just read the explanation. The third character is that we are people who cannot/endure sitting for too long to listen to lessons. Fourth, we feel we can learn better when accompanied by physical activity. The fifth character, people who have this learning style, have coordinated a team and the ability to control body movements. For people who have characteristics like those above, a possible learning approach is learning based on or through experience by using various models or models, working in the laboratory or playing while learning.

B. Learning outcomes

Learning outcomes are changes that occur in students, both regarding cognitive, affective and psychomotor aspects as a result of learning activities. In simple terms, what is meant by learning outcomes are the abilities that children gain after going through activities Study. To find out whether the learning outcomes achieved are in accordance with the desired objectives, it can be determined through evaluation (Ahmad Susanto 2015).

Learning outcomes are a learning process that results in a change in behavior. In science, changes in behavior due to the learning process can be divided into several types. Kingsley differentiates student learning outcomes into three types, namely: 1) skills or habits, 2) knowledge and understanding, 3) attitudes and ideals. Each group can be filled with materials specified in the school curriculum (Naryatmojo, 2018).

According to Dymmia and Mudjiono, (2016) learning outcomes are the level of success achieved by students after participating in a learning activity, where the level of success is then marked by a value scale in the form of letters or words or symbols. Learning outcomes appear as changes in behavior in students, which can be observed and measured in the form of changes in knowledge, attitudes and skills.

C. The Relationship between Learning Styles and Learning Outcomes

To find out how to learn efficiently for students, we must first identify the student's learning style to make it easier for us in the learning and teaching process. In order to be successful in their studies, students want to learn and practice efficient ways of learning, therefore students should have a good mental attitude and behavior in their studies (Dwi Prasetia Danarjati, et al, 2014).

According to Amilda, (2014) recognizing children's learning styles can help us overcome their learning difficulties. If the child follows the illustrations and instructions, it means that his visual abilities stand out. Or maybe the child always asks questions and is easily disturbed by sounds, yes So The child has outstanding

auditory abilities. Children who have kinesthetic abilities usually learn by moving and paying attention to every movement. Learning in a preferred style will make children enjoy their learning activities so that learning becomes optimal.

As for the thoughts of Edgar Dale, (2016) stated, "the results of direct (concrete) experiential learning, existing reality in the environment a person's life then goes through artificial things, until the verbal (abstract) sign. More and more up cone tops the more abstract media for conveying the message. The learning process and teaching interactions do not have to come from direct experience, but begin with the type of experience that best suits the needs and abilities of the group of students faced by considering the learning situation." Direct experience will provide information and ideas contained in that experience; therefore, it involves the sense of sight, hearing, touch, smell, and touch.

3. RESEARCH METHOD

A. Types of research

Type Study used in this research is quantitative research with a correlational descriptive approach, namely research carried out to describe the situation that occurs and look for the relationship between two variables, namely the independent variable and the dependent variable Suryani & Hendryadi, (2015).

B. Population and Sample

1. Population

Population relates to entire groups of people, events or even objects that are the center of research attention to be studied by Cooper in Sudaryono, (2018). According to Sugiyono (2017) population is a region generalization consisting of object/subject which has certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. The population in this study was all class VII students at SMPN 42 Padang, totaling 131 people.

2. Sample

The sampling technique in this research used a simple random sampling technique. Yusuf (2017) stated that the simple random sampling technique is the basis for sampling, in principle it is done by lottery or lottery obtained.

C. Data Types and Sources

1. Data Type

The type of data used in this research is interval data. Interval data is data on a scale that has clear limits on variations in values between one another, so that distances or intervals can be compared (Winarsunu, 2015).

2. Data source

The data source is the source from which the data is obtained Arikunto, (2014). The data source used in this research is primary data, namely according to Suryani & Hendryadi (2015) primary data is data that is collected and processed by an organization or individual directly from the object. The method or approach that can be used in the process of collecting primary data is using a questionnaire.

D. Research Instrument

The instrument in this research is to use a questionnaire which will be distributed to class VII students at SMPN 42 Padang. This research uses a scale *Liked* which is used for measuring attitudes, opinions and perceptions of a person or group of people about social phenomena. With scale *Liked*, then the variables to be measured are translated into indicator variables. Then these indicators are used as a reference for compiling question items or statements Sugiyono, (2017). Scale *linked* has five alternative answers, answers to each scale item *liked* have scores ranging from very positive (+) to very negative (-).

E. Data Collection Techniques

This research uses data collection in the form of a questionnaire. Questionnaires are a demanding data collection technique where respondents answer the statements provided by the author. This research uses data collection techniques with questionnaires.

F. Data Analysis Techniques

1. Descriptive Analysis

According to Widodo, (2018) descriptive analysis is a data analysis technique used to describe the condition of research variables. The function of descriptive analysis is to describe or provide an overview of the object being studied through sample or population data, Suparno, (2014). This research uses interval data analysis using the Irianto (2015) formula.

2. Correlation Analysis

The research carried out by this research uses techniques *product moment correlation* namely where the aim is to see whether there is a relationship between learning styles and student learning outcomes. *Pearson product moment correlation* is a technique for finding the direction and strength of the relationship between the independent variable (X), namely learning style and the dependent variable (Y), namely learning outcomes.

4. RESEARCH RESULTS AND DISCUSSION

This research was conducted at SMP 42 Padang with 98 students from 3 class VII respondents. Based on the research data, the researcher will then describe according to the research objectives, namely (1) Describe the learning styles of students at SMPN 42 Padang. (2) Describe the learning outcomes of students at SMP 42 Padang. (3) Testing the significant relationship between learning styles and student learning outcomes at SMPN 42 Padang.

4.1. Research result

1. Learning Style

The results of the overall processing of learning styles based on data processing criteria can be seen in the following table:

Table 4.8 Learning Style Processing Criteria

Category	Interval	f	%
Very good	≥ 148	0	-
Good	120-147	1	1,02
Enough	92-119	49	50
Not enough	64-91	46	46,94
Less than once	≤ 63	2	2,04
Amount		98	100

Based on the table above, there is 1 student who has a learning style in the good category with a percentage of 1.02%, then there are 49 students who have a learning style in the sufficient category with a percentage of 50% then there are 46 students who are in the poor category with a percentage 46.94% and there are 2 students who have a learning style in the very poor category percentage 2.04%. So, it can be concluded that the learning style of students at SMP 42 Padang is in the sufficient category. This means that most of the students at SMP 42 Padang already have a learning style that is good enough to help them learn.

Based on the research results, it was found that students have different learning styles. This is in line with the opinion of Maulah, Nurul A, & R. Ummah, (2020) where students generally have different learning styles, such as visual, auditory and kinesthetic learning styles. From data processing, it was found that each class tested had a different learning style, where in class 7.1 the visual learning style was dominant, in classes 7.2 and 7.2 the kinesthetic learning style was dominant. Visual learning style is a learning style through the sense of sight. Students can understand when teachers can show real evidence, such as describing information in the form of maps, diagrams, graphs, flow charts and visual symbols to present things that can be conveyed with words (Permana, 2016; Putra Sanjaya, 2021). Meanwhile, kinesthetic learning style is a learning style through physical activity and direct involvement such as moving, touching and feeling or experiencing it yourself Rosin (Mustafida, 2013).

Table for Handling Student Learning Styles

No	Learning Style	How to Handle
1.	Visual Learning Style	To help students who have a kinesthetic learning style, teachers can do the following: <ol style="list-style-type: none"> Using animated videos or images as learning media Make <i>mind mapping</i> for learning media Engage students in hands-on experiences that involve visualization Use visual reading materials
2.	Kinesthetic Learning Style	To help students who have a kinesthetic learning style, teachers can do the following: <ol style="list-style-type: none"> Do direct practice Do lessons related to physical activity Doing lessons experiment and simulation Applying learning <i>role-playing</i>

2. Learning outcomes

The overall processed learning outcomes based on data processing criteria can be seen in the following table:

Table of Criteria for Processing Learning Results

Category	Interval	f	%
Very good	≥ 75	3	3,06
Good	61-74	14	14,28
Enough	47-60	30	30,61
Not enough	33-46	32	32,65
Less than once	≤ 32	19	19,38
Amount		98	100

Based on the table above, there are 3 students who have learning outcomes in the very good category with a percentage of 3.06%, then there are 14 students who have learning outcomes in the good category with a percentage of 14.28%, then there are 30 students who are in the good category. enough with a percentage of

30.61%, then there are 32 students who have learning outcomes in the poor category with a percentage of 32.65% and there are 19 students who have learning outcomes in the very poor category with a percentage of 19.38%. So it can be concluded that the learning outcomes of SMP 42 Padang students are in the poor category. This means that most of the students at SMP 42 Padang do not have good enough learning results, but there are several students who have satisfactory learning results.

3. Hypothesis analysis results

The hypothesis in this research is that there is a positive and significant relationship between learning styles and student learning outcomes. So, the better the student's learning style, the better the student's learning outcomes. Before carrying out the correlation test, the prerequisite tests are first carried out, namely the normality test and linearity test as follows:

1) Normality Test

The normality test functions to determine whether the data has a normal distribution or not. The normality test of variables X and Y uses the One-Sample Kolmogorov-Smirnov method by looking at the significant value of α 0.05. If the resulting significant value is greater than α 0.05 then the data is normally distributed. The following are the results of the normality test for variables X and Y, namely:

**Table of Normality Test Results for Variables X and Y
One-Sample Kolmogorov-Smirnov Test**

	Relationship of Learning Styles	Connection Learning outcomes
N	98	98
Normal Parameters ^{a,b}	Mean	46,65
	Std. Deviation	13,160
Most Extreme Differences	Absolute	,101
	Positive	,055
	Negative	-,077
Kolmogorov-Smirnov Z		,740
Asymp. Sig. (2-tailed)		,644

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, the significant value of variable x is 0.644 and y is 0.273, which means it is greater than 0.05. This means that the distribution of data on learning style variables and learning outcomes is normally distributed.

2) Linearity Test

The linearity test in research II was carried out with the help of the SPSS version 20 program, looking at a significant value of 0.05. If the resulting significant value is greater than 0.05 then the data is said to be linear. The following is the linearity test data for variables X and Y using Table Anova.

Table of Linearity Test Results for Learning Styles and Learning Outcomes

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Hubungan Gaya Belajar * Hubungan Hasil Belajar	Between Groups	(Combined)	4336,481	22	197,113	1,186	,286
		Linearity	867,963	1	867,963	5,224	,025
		Deviation from Linearity	3468,519	21	165,168	,994	,481
	Within Groups		12462,213	75	166,163		
Total			16798,694	97			

Based on the table above, it can be seen that the linearity significance value is 0.481, which is greater than 0.05, which means there is a linear relationship between learning style variables and learning outcomes.

3) Correlation Test for Variables X and Y

The correlation test aims to see whether there is a relationship between time management and students' academic procrastination. The hypothesis proposed in this research is whether there is a significant relationship between learning styles and student learning outcomes. This hypothesis testing was carried out using correlation analysis techniques *Pearson product moment* using the help of the SPSS version 20 program. This was done by comparing the significant value of *r product moment* with 0.05. If a significant value of *r product moment* ≤ 0.05 means there is a relationship between variables X and Y. Vice versa if the value of *r product moment* ≥ 0.05 then it is declared that there is no relationship between variables X and Y.

Table of Correlation Test Results for Variables X and Y
Correlations

		Relationship of Learning Styles	Connection Learning outcomes
Relationship of Learning Styles	Pearson Correlation Sig. (2-tailed)	1	.227* ,024
	N	98	98
Connection Learning outcomes	Pearson Correlation Sig. (2-tailed)	.227* ,024	1
	N	98	98

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

Based on the table, it can be seen that the correlation coefficient value between the Learning Style variables (X) and Learning Outcomes (Y) is 0.227. These results indicate that there is a moderate relationship between the two variables with a significant value of 0.024. This proves that the hypothesis proposed in the research, namely that there is a significant positive relationship between learning styles and student learning outcomes, is acceptable. The better the learning style a student has, the better the student learning outcomes will be.

4.2. Discussion

Based on the research results, it was found that in general the learning styles of students at SMP 42 Padang were in the sufficient category. This happens because the majority of students at SMP 42 Padang are not yet able to manage learning under what conditions, where, when and how to learn properly. This is in line with research conducted by Sitorus et al., (2023) where there are still some students who have not been able to learn optimally, the cause is that some students do not know their abilities and learning styles so they cannot learn according to what they should need. his.

Abante et al., (2014) said that *Learning or thinking styles refer to the preferred way an*

individual processes information and also describe a person's typical mode of thinking, remembering or problem solving, learning style is oriented to the way a person likes to process information and also describes a typical way of thinking someone, remembering or solving a problem. Learning style is a way for students to achieve goals. By understanding learning styles, you can develop steps to achieve the goals you want to achieve (Irawati et al., 2021). In the learning process, a student will be more likely to be sensitive to one of his senses (Milfayetty, etc. 2015). Learning style plays an important role in the learning process (Irawati et al., 2021).

Based on the research results, it was found that in general the learning outcomes of students at SMP 42 Padang were in the poor category. This happens because the majority of SMP 42 students have not been able to utilize their learning abilities to the maximum so that the learning results they obtain are not optimal. Learning is a process of effort carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with the environment (Slameto, 2010). Meanwhile, according to Suprijono (2012), learning outcomes are "changes in overall behavior, not just one aspect of human potential." This means that the learning outcomes categorized by education experts as mentioned above are not seen fragmentarily or separately but rather comprehensively.

Bloom in Suprijono (2012) Learning outcomes include cognitive abilities, affective, and psychomotor. The cognitive domain is *knowledge* (knowledge, memory), *comprehension* (comprehension, explaining, memory), *application* (apply), *analysis* (describe, determine the relationship), *synthesis* (organizing, planning, forming new buildings), and *evaluation* (evaluate). The affective domain is *receiving* (receptive attitude), *responding* (gives response), *valuing* (mark), *organization* (organization), *characterization* (characterization).

This research was conducted to find out whether there is a relationship between learning styles and learning outcomes for students at SMP 42 Padang. After conducting a correlation test analysis using the SPSS program, the research results showed that there was a positive relationship significant between learning styles and student learning outcomes at SMP 42 Padang with the correlation coefficient value for variables X and Y, namely 0.227 with a level of 0.024 with a total of 98 students as respondents.

Learning style plays an important role in the learning process (Irawati et al., 2021). Learning style is a method or way preferred by each individual to obtain information in carrying out learning activities, thinking, processing and understanding information (Gunawan, 2004). Supit et al., (2023)'s opinion regarding learning style is a person's way of receiving information using different levels of focus in order to get optimal learning results.

Learning style is how information can be well received by students. Learning style is an approach that explains how individuals learn or the way each person uses to concentrate on the process and master difficult and new information through different perceptions. The learning style that each individual has is capital that can be used when studying. These differences in learning styles can also cause differences in the formation and understanding of information Nurhartiningrum (Azzizah, 2024). Every teacher must understand learning styles to facilitate the learning process. Other research shows that learning styles influence learning outcomes (Asriyanti and Janah, 2018; Irawati et al., 2021).

5. CONCLUSION

Based on the results of the data description, data analysis and discussion previously described, it can be concluded:

1. The learning style of students at SMP 42 Padang is generally in the sufficient category with an average of 91.82 (52.47%). This means that most students at SMP 42 Padang are not yet able to manage learning under what conditions, where, when and how to learn properly.
2. Learning outcomes for students at SMP 42 Padang are generally in the poor category with an average of 47.33. This means that, in general, SMP 42 students have not been able to utilize their learning abilities to the maximum so that the learning results they obtain are not optimal.
3. There is a significant positive relationship between learning styles (X) and student learning outcomes (Y) at SMP 42 Padang with coefficient correlation of 0.227 with a significance value of 0.024. Thus, you can interpret, if the learning style is good, then learning outcomes also tend to be good.

6. ACKNOWLEDGEMENT

Alhamdulillah, the author would like to express his gratitude to Allah SWT who always gives His mercy, grace, guidance and blessings to all of us, especially to the author for completing the research proposal entitled "The Relationship between Learning Styles and Student Learning Outcomes in Class VII Informatics Subjects in SMPN 42 Padang".

The author received a lot of help, encouragement, advice and guidance from various parties in preparing this proposal. Therefore, the author would like to thank:

1. Mr. Septriyana Anugrah, S.Kom, M.Pd.T as supervisor lecturer who has provided input and suggestions to the author with great patience and willingness to spend time in the midst of his busy schedule to guide, direct and provide support so that this proposal can be completed.
2. Mr. Nofri Hendri, S.Pd, M.Pd as Head of the Curriculum and Educational Technology Department
3. Mrs. Dr. Rahmi Pratiwi, M.Pd and Mrs. Reni Kurnia, M.Eng as examining lecturers who have taken the time, provided direction, suggestions and motivation as well as guidance for making this research proposal.
4. Ladies and gentlemen, lecturers at the Department of Curriculum and Educational Technology, Faculty of Education, Padang State University, who have provided knowledge.
5. Mrs. Ica, as administrative staff of the Curriculum and Educational Technology Department, FIP UNP, has provided the best service and smooth administration during the lecture period.
6. My beloved parents, Mr. Alizar and Mrs. Jeni Anggraini, who are always in the author's heart to accompany every step of the author's journey, sincerely provide continuous prayers, encouragement, as well as moral and material assistance.
7. Friends and fellow students of the Department of Curriculum and Educational Technology class of 2020, as well as all parties who have contributed to completing this proposal.

May Allah SWT reward and glory for all the assistance given to the author. The author realizes that this proposal still has shortcomings, therefore the author hopes for constructive suggestions and input. Hopefully this proposal can be continued into thesis research.

7. BIBLIOGRAPHY

- [1] J. Abante, M. E. R., Almendral, B. C., Manansala, J. E., & Mañibo, "Learning styles and factors affecting the learning of general engineering students.," *Int. J. Acad. Res. Progress. Educ. Dev.* 3(1), 16–27., 2014.
- [2] J. L. Asriyanti FD, "Analisis gaya belajar ditinjau dari hasil belajar siswa. Ilmu Pendidikan.," *J. Kaji. Teor. Dan Prakt. Kependidikan* 3(2)183-187..

- [3] K. Azizah, A., Mulyadi, M., & Qudsiyah, “Pengaruh Gaya Belajar Terhadap Hasil Belajar Matematika Peserta Didik SMK Nurudh Dholam (Doctoral Dissertation, STKIP PGRI PACITAN).,” 2024.
- [4] S. Arikunto, “Manajemen Penelitian.,” *Jakarta: Rineka Cipta.*, 2014.
- [5] M. Chatib, “Sekolahnya Manusia: Sekolah Berbasis Multiple Intelligences di Indonesia.,” *Bandung: Kaifa.*, 2016.
- [6] J. Dimiyati dan Mudjiono, Belajar dan pembelajaran (Jakarta: rineka cipta, 2006), 97. Ferrari, “Still Procrastinating: The No Regrets Guide to Getting It Done.,” *New York Turn. Publ. Company.*, 2010.
- [7] A. Gunawan, “Genius Learning Strategy Petunjuk Proses Mengajar.,” *Jakarta PT. Gramedia Pustaka Utama.*, 2017.
- [8] A. Gunawan, “Genius Learning Strategy Petunjuk Proses Mengajar.,” *Jakarta PT. Gramedia Pustaka Utama.*, 2015.
- [9] I. M. dan W. NA., “Psikologi Pendidikan Teori dan Aplikasi dalam Proses Pembelajaran.,” *Yogyakarta: Ar-Ruzz Media.*, 2014.
- [10] I. M. Irawati I, Nasruddin, “Pengaruh gaya belajar terhadap hasil belajar ipa.,” *J. Pijar Mipa*, 16(1)44-48., 2021.
- [11] I. F. Madani, A., Sahwari, S., & Ambarsari, “Pengaruh Gaya Belajar Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Informatika Kelas X IPA Di Man 2 Situbondo Tahun Ajaran 2021/2022.,” *J. Pendidik. dan Konseling (JPDK)*, 4(4), 2042-2047., 2022.
- [12] N. Maulah, S., Nurul A, F., & R. Ummah, “Persepsi Mahasiswa Biologi terhadap Perkuliahan Daring sebagai Sarana Pembelajaran Selama Pandemi Covid 19. ALVEOLI,” *J. Pendidik. Biol.* 1(2), 49–61., 2020.
- [13] dan Z. Milfayetty, S., Anita Yus, Nuraini, Rahmulyani, E. Hutasuhut, “Psikologi Pendidikan. Medan.,” *Progr. Pascasarj. UNIMED.*, 2015.
- [14] F. Mustafida, “Kajian Media Pembelajaran Berdasarkan Kecenderungan Gaya Belajar Peserta Didik SD/MI. Madrasah.,” *J. Pendidik. dan Pembelajaran Dasar*, 6(1), 20., 2013.
- [15] D. L. Naryatmojo, “Penggunaan taksonomi bloom dalam pembelajaran keterampilan menyimak bermuatan Pendidikan karakter profetik untuk mengukur keberhasilan hasil belajar mahasiswa. Proceeding seminar nasional pertemuan ilmiah Bahasa dan sastra indonesia 40.601.601-602.,” 2018.
- [16] A. Permana, “Pengaruh Gaya Belajar dan Motivasi Belajar Mahasiswa Terhadap Kemampuan Belajar Ilmu Alamiah Dasar.,” *Form. J. Ilm. Pendidik. MIPA*, 6(3), 276–283., 2016.
- [17] Z. Putra, A., Syarifuddin, H., & Zulfah, “Validitas Lembar Kerja Peserta Didik Berbasis Penemuan Terbimbing dalam Upaya Meningkatkan Pemahaman Konsep dan Kemampuan Penalaran Matematis. Edumatika :,” *J. Ris. Pendidik. Mat.* 1(2), 56., 2018.
- [18] S. & Hendryadi., “Metode Riset Kuantitatif: Teori dan Aplikasi pada Penelitian Bidang Manajemen dan Ekonomi Islam.,” *Jakarta: Prenadamedia Group.*, 2015.
- [19] Sudaryono., “Metodologi Penelitian. Depok: RajaGrafindo Persada. Suparno. (2014). Metodologi Penelitian (Teori dan Praktik). Padang: UNP. Sudjiono, A. (2014). Pengantar Statistik Pendidikan.,” *Jakarta Raja Graf. Persada.*, 2018.
- [20] Sugiyono, “Metode Penelitian Pendidikan.,” *Bandung Alf.*, 2017.
- [21] Slameto., “Belajar dan faktor-faktor yang Mempengaruhinya.,” *Jakarta PT. Rineka Cipta.*, 2010.
- [22] D. Sitorus, S. H., Pangestie, E. P., & Apriatama, “Survei Pemahaman Siswa Tentang Gaya Belajar Di Smp Negeri 8 Palangka Raya.,” *Couns. All J. Bimbing. dan Konseling*, 3(1), 1-9., 2023.

- [23] A. Suprijono, “Cooperative Learning Teori dan Aplikasi PAIKEM.,” *Yogyakarta: Pustaka Pelajar.*, 2012.
- [24] T. Widodo. Metodologi Penelitian Populer & Praktis. Depok: Rajawali Pers. Winarsunu, “Statistik dalam Penelitian Psikologi dan Pendidikan.,” *Malang UMM Press.*, 2015.
- [25] A. Yusuf, “Metode Penelitian: Kuantitatif, Kualitatif, dan Penelitian Gabungan.,” *Jakarta: Kencana.*, 2017.