

**THE RELATIONSHIP BETWEEN LEARNING STYLES AND PPKN LEARNING
OUTCOMES FOR FIFTH GRADE STUDENTS AT GMIM SENDANGAN SONDER
ELEMENTARY SCHOOL**

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Abstract. This research aims to determine 1) The learning styles of fifth grade students at GMIM Sendangan Sonder Elementary School, 2) PPKN learning outcomes for fifth grade students at GMIM Sendangan Sonder Elementary School, and 3) The relationship between learning styles and PPKN learning outcomes for fifth grade students at GMIM Sendangan Sonder Elementary School. This research uses a quantitative approach with a correlation research type. The population in this study was all fifth grade students at GMIM Sendangan Sonder Elementary School, totaling 53 students. Sampling in this study used a simple random sampling technique with an error rate of 5% of the total population, so that the sample used in this study was 30 students. Data collection techniques use non-test instruments or questionnaires on learning styles and PPKN learning outcomes for class V students. Test the validity of the instrument using the Pearson product moment formula and test the reliability of the instrument using the Cronbach's alpha formula. Hypothesis testing in this research uses the Pearson product moment correlation test. Based on the research results, it can be explained that learning styles and learning outcomes have a positive and significant relationship as proven by the results of the Pearson correlation test, namely 0.341, and the significant value is 0.023 or less than 0.05. Knowing the right learning style for students can improve student learning outcomes.

Keywords: Learning Style, Learning Outcomes, PPKN

Introduction

The development of information technology has also changed the virtual learning process through learning platforms using applications via Goggle Classroom, Zoom and Goggle Meet. And after that the hybrid learning system emerged. Hybrid learning is a learning method that combines or combines online learning with face-to-face learning (PTM). Law No. 20 of 2003 article 3 concerning the National Education System, the aim of national education is to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens, currently the education system curriculum in Indonesia uses the 2013 Curriculum (K-13). The 2013 curriculum has three aspects of assessment, namely the knowledge aspect, the skills aspect, and the attitude and behavior aspect, especially in the learning material there is material that has been streamlined and material that has been added. The 2013 curriculum aims to prepare Indonesian people to have the ability to

live as individuals and citizens who are faithful, productive, creative, innovative and affective and able to contribute to the life of society, nation, state and world civilization.

PPKN education has a big role in nation building for the next generation. Good quality PPKN education will certainly produce individuals who can advance their nation. To achieve this, the maximum role of teachers and students is needed to improve the quality of education. However, in reality, the role of teachers in PPKN learning in elementary schools still uses the conference or lecture method. Apart from that, students' way of learning still uses rote memorization which only lasts for a short time. Learning is only considered a process of transferring information from the teacher and does not get a reaction from students. So the teaching and learning process becomes monotonous and students tend to become accustomed to being passive in class, especially during this pandemic, students are required to study online at home.

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.(Widyaningrum et al., 2023). Learning style is an important factor in improving learning achievement and the quality of education. Each student's learning style is certainly different depending on the characteristics of the student. Students will be more focused in learning if the teacher applies strategies and methods that suit their learning style. Increasing learning achievement can be achieved by paying attention to several aspects, both internal and external. External aspects include how the learning environment is prepared and adequate learning facilities, while internal aspects include aspects of child development and the personal uniqueness of individual children.

One benchmark for determining the level of success of a learning process is to look at the learning outcomes obtained by students(A Sagitarsi, 2015). Learning outcomes are changes in behavior resulting from the educational process in accordance with educational goals. The purpose of learning is the change in behavior desired by the education provider or in certain contexts the wishes of the students themselves(Sianipar et al., 2022). According to(Halimah. Nur & Adiyono. Adiyono, 2022) Learning outcomes are the abilities that students have after receiving their learning experience. This ability can be determined through various evaluation techniques in the form of tests that can produce scores.

Learning success can be said if a student's learning achievement is higher/can increase, but the level of learning achievement between one student and another is different. These differences in student achievement are influenced by factors originating both from the students themselves and external factors.

After conducting observations at GMIM Sendangan Sonder Elementary School, it can be said that this school uses the 2013 curriculum with conventional methods in PPKN subjects with the theme Our Friendly Environment for class V students who show low learning outcomes. Apart from that, learning that uses conventional methods shows less active student behavior during learning and makes students bored when the teacher explains the material. Students are also noisy during learning, playing alone and not paying attention because they are busy drawing.

To overcome student problems, teachers must have the ability to understand students' conditions and students' learning styles in the learning process. 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. (Ghufron and Risnawati, 2014:42).

Based on the description and problems above, researchers are interested in conducting research with the title "The Relationship Between Learning Styles and PPKN Learning Outcomes for Class V Public Elementary School Students in West Kotamobagu District"

Research methodology

This study aims to determine the learning styles of class V students at GMIM Sendangan Sonder Elementary School, PPKN learning outcomes for fifth grade students at GMIM Sendangan Sonder Elementary School, and the relationship between learning styles and PPKN learning outcomes for fifth grade students at GMIM Sendangan Sonder Elementary School. The type of research used in this research is research with a quantitative approach with research methods, namely correlation research which is used to investigate the extent to which variations in one variable are related to variations in one or more variables based on correlation coefficients so that the dependent variables in this research are PPKN learning outcomes and The independent variable in this research is student learning style. This research was conducted in elementary school GMIM Sendangan Sonder will be held in August 2023. The population in this study is all class V students at GMIM Sendangan Sonder Elementary School, namely 53 students. The sample in this study used a simple random sampling technique using an error rate of 5% of the population, namely 37 students. The data collection technique in this research is by using questionnaires. The research instrument uses a learning style instrument which consists of 23 items and a PPKN learning outcomes instrument which consists of 21 items. Validation and reliability of the research instrument was carried out with the help of the SPSS version 27 for window application. The data analysis technique in this research is using descriptive statistical analysis, the prerequisite tests are linearity test and normality test, then hypothesis testing using Pearson correlation with the help of the SPSS version 27 for Windows application. Next, test the hypothesis using Pearson correlation.

Results and Discussion

Results

This research aims to determine the correlation or relationship between learning styles and the learning outcomes of fifth grade students at SD GMIM Sendangan Sonder. This research began by carrying out a needs assessment with the aim of finding out problems in class V of SD GMIM Sendangan Sonder. Based on the results of the needs assessment, the differences in learning styles found in students determine the appropriate and good way for students to absorb any ongoing learning. differences in processing information are also different for each individual, so that the problem of learning styles found in class V students at GMIM Sendangan Sonder Elementary School was found to be that learning still uses conventional methods so that students are less involved in the learning experience which results in less active student behavior and boredom during learning. , students are also noisy, play alone and busy with their own activities during learning, resulting in student learning outcomes being low or 87% of students having an average score below the KKM, namely 75. So based on the description of the existing problems, this research aims to find out the relationship Basic literacy activities on the learning styles of fifth grade students at SD GMIM Sendangan Sonder.

The second stage is to test the validity and reliability of the learning style instrument and student learning outcomes. The validity test aims to determine whether the learning style questionnaire instrument and student learning outcomes can be trusted. The validity test was carried out on 80 respondents then tested using the help of the IBM SPSS Ver 27 for Windows application with decision making criteria, namely if $R_{count} > R_{tabel}$ then the instrument is said to be valid. Below are presented the results of the validity test of the learning style instrument and student learning outcomes.

Table1. Validity Test Results of Student Learning Style Instruments

Respondent	Rcount	Table	Information
1	0.528	0.220	Valid
2	0.402	0.220	Valid
3	0.411	0.220	Valid
4	0.558	0.220	Valid
5	0.225	0.220	Valid
6	0.400	0.220	Valid
7	0.200	0.220	Invalid
8	0.521	0.220	Valid
9	0.335	0.220	Valid
10	0.221	0.220	Valid
11	0.063	0.220	Invalid
12	0.465	0.220	Valid
13	0.511	0.220	Valid
14	0.293	0.220	Valid
15	0.435	0.220	Valid
16	0.478	0.220	Valid
17	0.465	0.220	Valid
18	0.365	0.220	Valid
19	0.401	0.220	Valid
20	0.338	0.220	Valid
21	0.457	0.220	Valid
22	0.474	0.220	Valid
23	0.471	0.220	Valid

Based on the results presented in table 1, it shows that in the 23 learning style instrument items based on decision making $R_{count} > R_{tabel}$, 21 instrument items were found to be valid and 2 items were invalid. So 21 items can be used in research to measure the learning styles of fifth grade students at GMIM Sendangan Sonder Elementary School. Below are presented the results of the validity test of the student learning outcomes instrument.

Table2. Validity Test Results of Student Learning Outcome Instruments

Respondent	Rcount	Table	Information
1	0.538	0.220	Valid
2	0.433	0.220	Valid

3	0.434	0.220	Valid
4	0.504	0.220	Valid
5	0.280	0.220	Valid
6	0.431	0.220	Valid
7	0.189	0.220	Invalid
8	0.471	0.220	Valid
9	0.397	0.220	Valid
10	0.170	0.220	Invalid
11	0.512	0.220	Valid
12	0.546	0.220	Valid
13	0.343	0.220	Valid
14	0.308	0.220	Valid
15	0.459	0.220	Valid
16	0.467	0.220	Valid
17	0.395	0.220	Valid
18	0.307	0.220	Valid
19	0.444	0.220	Valid
20	0.480	0.220	Valid
21	0.456	0.220	Valid

Based on the results presented in table 2, it shows that in the 21 instrument items student learning outcomes are based on decision making $R_{count} > R_{table}$, 19 instrument items were found to be valid and 2 items were invalid. So 19 items can be used in research to measure the learning outcomes of fifth grade students at GMIM Sendangan Sonder Elementary School.

The third stage is conducting a reliability test which aims to see whether the learning style instrument and learning outcomes of class V students at GMIM Sendangan Sonder Elementary School can be trusted to be used as a tool for collecting data. The basis for decision making in the reliability test is based on the significance value, namely > 0.60 . The reliability test in this research was tested with the help of the IBM SPSS Ver 27 for Windows application. Below are presented the results of the reliability test of the learning style instrument.

Table3.Reliability Test Results of Student Learning Style Instruments

Reliability Statistics	
<i>Cronbach's Alpha</i>	N of Items
,724	23

Based on the results of the reliability test presented in table 3, it shows that the learning style instrument carried out on 80 respondents with a total of 23 items was declared reliable. This is proven by the test significance value *Cronbach's Alpha* amounting to $0.724 > 0.60$. So it can be concluded that the learning style instrument is reliable and can be used in research to measure the learning style of fifth grade students at SD GMIM Sendangan Sonder. Below are presented the results of the reliability test of the student learning outcomes instrument.

Table4.Reliability Test Results of Learning Outcome Instruments

Reliability Statistics	
<i>Cronbach's Alpha</i>	N of Items
.736	21

Based on the results of the reliability test presented in table 4, it shows that the learning outcomes instrument carried out on 80 respondents with a total of 21 items was declared reliable. This is proven by the test significance value *Cronbach's Alpha* amounting to $0.736 > 0.60$. So it can be concluded that the learning outcomes instrument is reliable and can be used in research to measure the learning outcomes of class V students at SD GMIM Sendangan Sonder.

In accordance with the aim of this research, namely to determine the relationship between learning styles and the learning outcomes of fifth grade students at GMIM Sendangan Sonder Elementary School, so the data obtained in this research needs to be tested for conditions consisting of normality and linearity tests. The normality test in this study used the Kolmogorov Smirnov test with the help of the IBM SPSS Ver 27 for Windows application. decision making in the normality test, namely if the sig. > 0.05 then the data is normally distributed. Below are presented the results of the normality test

Table5.Normality Test Results *Kolmogorov-Smirnov*

One-Sample Kolmogorov-Smirnov Test		
		<i>Unstandardized Residuals</i>
N		30
<i>Normal Parameters, b</i>	<i>Mean</i>	.0000000
	<i>Std. Deviation</i>	7.90249012
<i>Most Extreme Differences</i>	<i>Absolute</i>	.109
	<i>Positive</i>	.069
	<i>Negative</i>	-.109
<i>Statistical Tests</i>		.109
<i>Asymp. Sig. (2-tailed)</i>		.200d

Based on normality test results using the test *Kolmogorov Smirnov* with the help of the IBM SPSS Ver 27 for Windows application presented in table 5 shows the sig. of 0.200. based on decision making rules in the sig value normality test. $0.200 > 0.05$, thus it can be concluded that the research variable data on learning styles and learning outcomes is normally distributed.

The next stage is to carry out a linearity test with the aim of finding out whether student learning style variables and student learning outcomes have a linear relationship or not. The linearity test in this research used a test of linearity with the help of the IBM SPSS Ver 27 for Windows application. decision making in the linearity test, namely if the sig value. > 0.05 , then the relationship between learning style variables and learning outcomes is linear. On the other hand, if the sig value. < 0.05 , then the relationship between learning style variables and learning outcomes is not linear. Below are presented the results of the linearity test.

Table6.Linearity Test Results

ANOVA Table

			Sum of		Mean		
			Squares	df	Square	F	Sig.
Learning Outcomes *	Between Groups	(Combined) Linearity	1292.250	18	71,792	,887	,604
Learning Style		Deviation from Linearity	371,636	1	371,636	4,591	,055
	Within Groups		920.614	17	54,154	,669	,779
	Total		890.417	11	80,947		
			2182,667	29			

Based on the results of the linearity test using the IBM SPSS Ver 27 for Windows application which is presented in table 6, it is known that the significant value is 0.779. based on the basis for decision making $0.779 > 0.05$ so it can be concluded that there is a linear relationship between learning style variables and learning outcome variables.

After the test requirements are met, the next stage is to carry out a hypothesis test. The hypothesis test carried out in this research is the Pearson correlation test with the help of the IBM SPSS Ver 27 for Windows application to see the relationship between learning styles and the learning outcomes of class V students at GMIM Sendangan Sonder Elementary School. Below are presented the results of the Pearson correlation test.

Table 7. Test results *Pearson Correlation of Learning Styles and Student Learning Outcomes*

<i>Correlations</i>			Learning outcomes	Learning Style
Student learning outcomes	<i>Pearson Correlation</i>		1	,413
	<i>Sig.(2-tailed)</i>			.023
	<i>N</i>		30	30
Student Learning Style	<i>Pearson Correlation</i>		,413	1
	<i>Sig.(2-tailed)</i>		.023	
	<i>N</i>		30	30

Based on the results of the Pearson correlation test presented in table 7, it shows the results of the product moment correlation test of learning styles on student learning outcomes with a calculated R value of 0.413 while the R table is 0.361 so $0.413 > 0.361$. The calculated R value of 0.413 shows a positive sign, which means that the relationship between the learning style variables and student learning outcomes is positively related. The significance value is $0.023 < 0.05$ so it can be concluded that there is a positive relationship between student learning styles and student learning outcomes. This can be interpreted as an increase in student learning styles followed by student learning outcomes and vice versa.

Discussion

This research aims to determine the relationship between learning styles and the learning outcomes of fifth grade students at GMIM Sendangan Sonder Elementary School. Based on the results of research that has been carried out and discussed, it shows that learning outcomes result from the right learning style. Many factors can influence students' learning styles on learning

outcomes,(Supit et al., 2023)one of them is learning activities. while the absorption of information depends on how people try to do it, this is caused by different ways of learning or learning styles.(Himmah & Nugraheni, 2023)The uniqueness of students influences learning outcomes and students' learning styles. The learning style of each child cannot be generalized so that in the learning process a teacher requires varied actions using learning strategies that suit the students' needs.

In the results of hypothesis testing using the Pearson correlation test, a coefficient value of 0.431 was obtained, so it can be said that there is a positive influence of learning style on the learning outcomes of fifth grade students at GMIM Sendangan Sonder Elementary School. Judging from the significance value of learning style with a learning outcome of 0.023, it is smaller than 0.05, so it can be concluded that there is a significant influence of learning style on the learning outcomes of class V students at SD GMIM Sendangan Sonder. The hypothesis which states that there is a relationship between learning styles and learning outcomes is accepted. Thus it can be concluded that there is a positive and significant relationship between learning styles and learning outcomes. The higher the level of learning style, the higher the student's learning outcomes, and conversely, the lower the learning style, the lower the student's learning outcomes.

The results of this research are relevant to research conducted bySukmawati et al., (2022)With the research title "The relationship between learning styles and learning outcomes," the research results conclude that there is a relationship between learning styles and learning outcomes. It is stated that students who can recognize their learning styles will improve their learning outcomes. On the other hand, students who do not understand their learning styles will produce low learning outcomes. So it is very important to know learning styles according to their respective characteristics.

Other relevant research was also carried out byRihdo & Aldo (2022)with the research title "the relationship between learning styles and learning motivation and student learning outcomes" the research results conclude that there is a relationship between learning styles and learning motivation together with student learning outcomes. Learning style and motivation have a positive effect on learning outcomes, in the sense that achieving learning success tends to be linear with how much motivation to learn the student has. A similar thing is found in learning styles. Meanwhile, motivation also has a significant relationship with the learning styles adopted by students, which can improve student learning outcomes. Learning styles have a meaningful contribution to learning outcomes. On the other hand, learning motivation apparently does not contribute significantly to learning outcomes.

Based on the hypothesis proven in this research, it can provide information that student learning styles need to be recognized and improved so that learning outcomes increase. So this research can be used as a basis for teachers in a learning process that suits students' needs.

Conclusion

Based on the results of research that has gone through the data analysis process, it can be concluded that there is a positive and significant relationship between learning styles and learning outcomes. The use of appropriate learning styles will produce higher learning outcomes. So the findings of this research provide evidence that how students' learning styles can influence the improvement in learning outcomes of class V students at GMIM Sendangan Sonder

Elementary School. Knowing the learning style of each student is an effort to improve learning outcomes. So the theoretical implications of the results of this research also provide additional references for future researchers who discuss learning styles and learning outcomes. The findings from the results of this research provide implications for SD GMIM Sendangan Sonder as material for consideration and evaluation regarding matters relating to learning outcomes and the factors that influence them. SD GMIM Sendangan Sonder in improving student learning outcomes should be able to look at and consider factors such as student learning styles, because this can influence student learning outcomes.

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