The Relationship Between Learning Style And Learning Independence With The Results Of Economics Learning In Xi Social Studies Class At Shs 1 Banyuke Hulu Regency Landak

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Abstract.

Teachers are faced with the characteristics of various learning styles and independence of students. Not a few also experience learning difficulties in classroom learning activities. This statement is supported by an observation on April 27, 2024 conducted by researchers at Banyuke State High School. The results are that there is a varied delivery of student assignments, collecting assignments, some are fast and some are slow, the results of economic learning from the test in general answer economic material also varies. The condition is seen in the learning results that do not reach completeness. Low learning outcomes are related to students' learning style and learning independence. In addition to learning independence, the learning style factor is believed to be strongly related to learning outcomes, namely learning styles. The method used in the study is a correlational study through a quantitative research approach. The design form is correlational. The conclusions in this study are 1) the relationship between learning style and economic learning outcomes is relatively strong, 2) the positive and significant relationship between learning independence and economic learning outcomes is relatively strong, and 3) the positive and significant relationship between learning style and independence is relatively strong with economic learning outcomes. So that if the learning style and learning independence are done well, the economic learning outcomes will increase because of the seriousness of students in learning and thinking critically in doing assignments.

Keywords: Learning Style, Learning Independence and Economics Learning.

I. INTRODUCTION

Learning outcomes are related to students' learning styles and learning independence Interaction between students and students, teachers, and school administration staff is an important experience to mature students' learning styles and independence. To achieve good learning outcomes, students play an active role in utilizing learning styles and learning independence as a manifestation of their behavior in the learning process. The goal of education is to produce quality students through the curriculum as a learning guideline consisting of various interrelated components. One of them is the teacher's strategy to provide knowledge to students. Teachers are required to understand the learning style and independence of students so that the economic material presented.Teachers are faced with the characteristics of various learning styles and independence of students. Not a few also experience learning difficulties in classroom learning activities. This statement is supported by an observation on April 27, 2024 conducted by researchers at Banyuke State High School. The results are that there is a varied delivery of student assignments, collecting assignments, some are fast and some are slow, the results of economic learning from the test in general answer economic material also varies. The condition is seen in the learning results that do not reach completeness. Low learning outcomes are related to students' learning style and learning independence. In addition to learning independence, the learning style factor is believed to be strongly related to learning outcomes, namely learning styles. (Tung, 2015) mentions three learning styles, namely visual learning style, auditory learning style and kinesthetic learning style.(Nurhayati, 2016) stated that "learning independence is seen as a result if after following the learning process, learners become independent".

Learning independence is an internal factor that is closely related to the achievement of learning outcomes. Good learning outcomes can be obtained by students using appropriate learning style and independence strategies. For this reason, teachers can identify the learning needs of students that the ability of students who are still lacking in learning ability teachers provide guidance, for students who have more abilities, they will continue to learn on other topics systematically (Rusman, 2016).Based on the results of

observations, it was found that there are still 40% of students from XI Social Class who have not reached the minimum completeness criterion (KKM) 75. Meanwhile, the average score of economics lessons for all classes is still KKM 75. The problem of student learning outcomes in economics subjects is still new to the good category. Based on the description above, the researcher is interested in conducting research on "The Relationship between Learning Style and Learning Independence with Learning Outcomes at SHS Banyuke Hulu. The reason for the need for this research is that learning outcomes are related to learning styles and learning independence. Teachers are required to identify the learning style and independence of students so that students can easily gain knowledge of the economic material conveyed by the teacher.

II.   METHODS

The method used in the study is a correlational study through a quantitative research approach. The design form is correlational. Correlational research in this study is used to answer the formulation of the relationship problem of several variables according to the reality faced. Correlation research is a study that examines the relationship between several variables so that they can recognize and understand the strength of the relationship of the research variables. In addition, correlational research is also used to describe the magnitude of the influence of several independent variables on bound variables to determine the magnitude of the influence of several independent variables together on the bound variables. Explanatory research in this study explains the associative causal relationship between learning style (X1), learning independence (X2), and learning outcomes (Y), both partial and simultaneous causali\ty qualities through hypothesis testing. The location of the research is SHS 1 Banyuke Hulu XI Social ClassLandak Regency. The total population of students in XI Social Classat SHS 1 Banyuke Hulu is 62, consisting of: XI Social Class1 33 people, XI Social Class2 29 people. Since this study does not use samples, this study is a population study.In data collection, the authors use Indirect communication techniques.

The indirect communication technique used is questionnaire, which contains a number of questions that must be answered by the respondent. Respondents have the freedom to give answers or responses according to their perceptions. Statement communication techniques in each questionnaire totaled 35 items. The data on the questionnaire used a likert scale with interval data. The Likert Scale is a psychometric scale commonly used in questionnaires, and is the most widely used scale in research in the form of surveys. There are two forms of questions that use Likert, namely positive questions to measure positive interest, and negative questions to measure negative interest (Dryon et al., 2019).The author also uses Documentation, which is collecting information by studying written data sources to obtain secondary data of other written data that supports this research. Data Analysis The data analysis technique in this study uses regression analysis with the help of the SPSS version 20 program. Regression analysis is a statistical process to estimate the relationship between variables, namely in the form of modeling techniques and analyzing several variables on the basis of the form of the relationship between one non-free variable and one or more independent variables (predictors) (Amstrong in Basri, 2018). Regression analysis is used for hypothesis testing purposes. Before conducting a hypothesis test, a normality and linearity test is first carried out as a prerequisite.

III.   RESULT AND DISCUSSION

(Irham, 2016) stated that learning style is a specific behavior pattern of individuals in the process of receiving new information and developing skills and information storage during learning. This is explained about how students learn that are different from others, process knowledge in their own way and have their own needs. Therefore, educators are obliged to monitor students related to the necessary needs so that learning activities run smoothly. Based on the results of his monitoring, educators can decide the best way to apply to students to adjust to their learning style. So a learning style is a specific consistent style shown by individuals with different personal uniqueness from other individuals to absorb, receive, manage information. The indicators of learning style are: visual learning style, auditory learning style and kinesthetic learning style. Visual learning styles include learning by seeing, not being distracted by noise, neatly and orderly, speaking quickly, remembering in visual associations. Auditory learning styles include learning by

listening, easily distracted by noise, and fluent speakers. Kinesthetic learning styles include learning by doing, responding to a person and using body cues. Some types of learning styles that teachers must pay attention to are: Visual Learning Style (Visual Learner) An idea, opinion, data and news that is manifested in the form of a picture. Students who have this style certainly have a high interest when shown concept maps, visual illustrations, graphs and images. As for the way that can be used with the aim of advancing his abilities, he is more concerned with his eyesight. Learning using this style requires a learning method that prioritizes demonstrations, image media, concrete media, and the environment so that students immediately see or witness clearly. They tend to sit in the front and prefer to take as much notes as possible to obtain information.

Auditory Learner Auditive is defined as a learning style by listening. Children who have this learning style prioritize the ear as a learning tool. Teachers should observe their students more about learning to use hearing aids. Verbal discussions, teacher explanations, pitches and sounds are faster digested by auditory children. By listening to music or reading aloud, students can quickly memorize. Kinesthetic Learning Style (Tactual Learner). Activities by doing, touching something, feeling, moving and experiencing are characteristics of kinesthetic learning. Children want to do activities. Exploration activities related to movement like this are difficult to sit down, silent for hours because their desire to do activities and exploration is very strong. Therefore, the learning needed is more contextual and practical learning. (Rachmawati, 2015) stated that there are three types of learning styles, namely visual, auditory and kinesthetic. Visual learners are learning through what they see, prioritizing appearance, liking to watch movies, preferring to see someone's expression when speaking, enjoying watching maps, looking neat and orderly, prioritizing demonstrations, diligent reading, quick when reading, ignorant of noise, quick to speak. Auditory learners are learning through listening, liking lectures, liking seminars, prioritizing speaking, noise being the main influence, difficulty in writing, great storytelling, no eye contact when speaking, being able to repeat the tone of one's speech. Kinesthetic students are learning by movement, using fingers, using walking to memorize, happy to practice, ignorant of noise, speaking slowly, needing time to think, touch, and enjoy games that provoke movement.

(Danim & Khairil, 2014) added that learning styles are divided into four types, namely: active learners (likes group learning) and reflective (learns alone), intuitive learners (likes facts) and sensory, visual and verbal learners (as opposed to verbal learners), sequential learners who think down and global learners So the types of learning styles consist of visual learning styles, auditory learning styles and kinesthetic learning styles. These three learning styles are used as research indicators. Each learning style also has characteristics. Each individual has independence and can be seen from his or her learning activities. Independence is defined as the attitude that individuals have when doing tasks to not depend on others also argue that independence means being free to act according to the rules, not depending on others, being able to do it alone, being able to learn and understand something that is somewhat difficult with the limited help of participants from others (Rusman, 2016). (Desmita, 2019) expressing independence is "the ability to freely control and regulate one's own thoughts, feelings, and actions and to make an effort to overcome feelings of shame and indecision. Independence is also characterized by individual initiative, being creative and acting freely and being able to manage excessive behavior, being able to make and bear the risks of personal decisions, being able to solve problems faced without the invitation, influence and help of others.

Table 1. Model Summary Correlation X1 and X2 to Y

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.630^a	.397	.376	3.31034	1.763

a. Predictors: (Constant), Learning Independence, Learning Style
b. Dependent Variable: Learning Outcomes

Source : SPSS

Based on the table above, it is known that the correlation coefficient (R) is 0.630 based on the correlation interpretation value guideline is in a strong correlation range. And it is known that the R Square value shows a determination coefficient of 0.397, meaning that the percentage of influence of learning style variables and learning independence on learning outcomes is 39.7% and the rest is influenced by other factors.

Table 2. Test t table

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.479	6.654		1.875	.066
Learning Style	.385	.154	.278	2.505	.015
Learning Independence	.311	.075	.461	4.147	.000

Source : SPSS

The relationship between learning style (X1) and learning outcomes (Y) is as follows from table T count = 2.969 and T table = 1.670 where T calculate > T table means Learning style (X1) is related to learning outcomes (Y) It is known that the Sig value for the influence of X1 (Learning style) on Y learning outcomes is 0.015 < 0.05 so it can be concluded that the first hypothesis is accepted which means that there is a relationship between X1 and Y.

T count = 4.147 and T table = 1.670 where T calculates > T table This means that learning independence (X2) is related to learning outcomes (Y). It is known that the Sig value for the influence of X2 (Learning independence) on Y (Learning outcomes) is 0.000 < 0.05 so it can be concluded that the second hypothesis is accepted which means that there is an influence of X2 on Y.

Table 3. Anova Test Statistics f table

ANOVAᵃ

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	425.151	2	212.576	19.399	.000ᵇ
Residual	646.542	59	10.958		
Total	1071.694	61			

a. Dependent Variable: Learning Outcomes

b. Predictors: (Constant), Learning Independence, Learning Style

Source : SPSS

From the table above, it can be known: F table = 3.148 and F calculation = 19.399 The F value is calculated > 19.399 3.148 f table, and the p value 0.00 < 0.05 means that the hypothesis (ha3) is accepted (There is a simultaneous relationship) so it can be concluded that there is a relationship between learning style (X1) and learning independence (X2) to learning outcomes (Y) together. Discussion of Research Results Effect of Learning Style (X1) on Learning Outcomes (Y) The results of the correlation analysis and the results of the t-test showed that the learning style. (X1) is positively and significantly related to learning outcomes (Y) So it can be concluded that the first hypothesis (Ha1) is accepted.

The results of this study support the results of the research are the Effect of Learning Independence (X2) on Learning Outcomes (Y) The results of correlation analysis and t-test showed that learning independence (X2) was positively related to learning outcomes (Y). So it can be concluded that the second hypothesis (Ha2) is accepted, this study is in line with the results of the research. The Simultaneous Influence of Learning Style and Independence on Learning Outcomes. The results of regression analysis, correlation and f-test showed that the learning style. (X1) and learning independence (X2) were positively and significantly related to learning outcomes (Y).

IV.   CONCLUSION

The conclusions of the research conducted on XI Social Studies Class students at SHS 1 Banyuke Hulu, Landak Regency are as follows: 1) The relationship between learning styles and economic learning outcomes is relatively strong. Strong means that the correlation coefficient is obtained of 0.630 with the students economic learning outcome scores. It can be explained by learning independence. A positive

relationship means that the higher the learning independence, the more optimal learning results will be. 2) The positive and significant relationship between learning independence and economic learning outcomes is relatively strong. Strong means that the correlation coefficient is obtained of 0.745.

The existence of a positive relationship means that the higher the student's learning style, the higher the learning outcome. Strong relationships are obtained which means that students get high economic learning outcomes. 3) The positive and significant relationship between learning style and independence with economic learning outcomes is relatively strong. It is being interpreted that the correlation coefficient is obtained of 0.397 with the variation in the score of students' economic learning outcomes. It can be explained that there is a high relationship if the learning style and learning independence are done well, the economic learning outcomes will increase because of the seriousness of students in learning and critical thinking in doing assignments.

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