

The Effect of Learning Style and Learning Motivation During the Covid 19 Pandemic Period on the Learning Achievement of Economics Subjects

Rifan Naufal¹⁾ and Sulfi Purnamasari²⁾

¹⁾Pendidikan Ekonomi, Universitas Pamulang, Tangerang Selatan, Indonesia

²⁾ Pendidikan Ekonomi, Universitas Pamulang, Tangerang Selatan, Indonesia

Abstract

In this study, researchers wanted to know the effect of learning styles and learning motivation on learning achievement in economics subjects in the 2020/2021 school year. The population in this study is class XI MAN 2 Pandeglang in the economics subject for the 2020/2021 academic year totaling 45. The sample to be tested in this study is 45, consisting of 24 students in class XI 1 and 21 students in class XI 2 using sampling technique. fed up. This study uses quantitative methods and data collection techniques used consist of questionnaires and value data. The data analysis used was descriptive statistical analysis and inferential analysis using validity test, reliability test, normality test, linearity test, multicollinearity test, heteroscedasticity test, simple regression analysis and multiple linear regression analysis. The results of multiple regression analysis show the value of R square 0.279 where the contribution of learning style and learning motivation simultaneously to learning achievement is 27.9% and 72.1% is influenced by other factors not examined in this study. A significant value was obtained $0.001 < 0.05$. It can be concluded that there is a positive and significant influence between learning style and learning motivation on learning achievement.

Key words: Learning Style, Learning Motivation, Learning Achievement

INTRODUCTION

E Education is a long-term investment that is not only directed at producing human resources who are able to work but are able to optimize the ability to think in carrying out their work in order to achieve this function. community (Saipul Jamal, 2013: 1). In educational institutions, learning achievement is an important indicator of the success of the teaching process. However, it cannot be denied that the level of student performance is strongly influenced by many factors such as learning styles and learning motivation. Therefore, if a student studies well, his grades will be good, and vice versa. Likewise, if students' learning motivation is high, their academic achievement will increase, otherwise if students' learning motivation is low, their academic

achievement will decrease. Abu ahmadi and Widodo Supriyono (2013:138) suggest factors that influence learning achievement can be divided into two kinds, namely 1) internal factors (factors from within students), students' physical and spiritual condition, 2) external factors (factors from outside students). (Kokom Komalasari, 2013:2) says learning is a change in behavior which includes the process of human tendencies such as attitudes, interests, or values and the ability process, namely increasing the ability to carry out various types of performance. According to Tukiran, Irma, and Real (2013:106) learning achievement forms part of this, which is concerned with test results that describe students' ability to master the material. According to (Elly Febriyani, 2013:11) learning achievement is a process of teaching goals determined by students' mental abilities. Furthermore, according to (in Ruhali, 2013: 28) learning achievement is the maximum result achieved by a person after making a learning effort. Based on the description above, it can be concluded that learning achievement is the result of learning activities or learning achievement is the result of learning/school grades achieved by students based on their ability/effort in learning and is usually expressed in the form of numbers. or the letters listed in the report card.

This condition is in the environment around students. However, the Covid-19 pandemic created new rules, namely the need to maintain a distance in social interaction or commonly called social distancing and keep a distance to prevent the spread of the corona virus. Then the government made a policy to work at home and study at home. This also has an impact on students, namely learning activities must be carried out at home. Each student is a unique individual, between students have differences from each other, such as different backgrounds, interests, talents, intelligence, ability to receive information and others. This is called a learning style. In a learning activity each student is able to receive lessons in different ways. Learning styles form a combination of how a person absorbs, then organizes and processes information (De porter and Hernacki, 2011). Learning styles can also state the way a person tends to choose to receive information from the environment and process that information. Karwati and Priansa (2015: 189) explain, "student learning style is a combination of how he absorbs, then organizes and processes information". De Porter and Hernacki (2011:112-124) say that in general learning styles are divided into 3, which are commonly known as VAK (Visual/vision, Auditory/auditory, and Kinesthetic/Movement). The ability of the brain to absorb, control and convey information, individual learning methods can be divided into 3 (three) categories. The three categories are visual, auditory, and kinesthetic learning methods which are characterized by certain behavioral characteristics. This means that learning style is the way that students tend to choose in capturing stimulus or information, remembering, thinking, and solving problems from the environment and processing that information.

Motivation comes from the word motive which means encouragement aimed at psychological and spiritual fulfillment. According to Mc. Donald (Oemar Hamalik, 2012: 106), motivation is an exchange of energy within a person himself which is characterized by the emergence of actions and responses to achieve goals. Meanwhile, according to Sardiman A. M (2011: 75) in learning activities motivation can be said as the overall driving force in students that causes learning activities to occur, so that the goals desired by the subjects can be achieved. According to M. Dalyono (2011: 57) learning motivation is a driving force that humans get to create a job, namely learning. According to Hamzah B. Uno (2011:23) the basis of learning motivation is internal and

external suggestions for students to learn to run about behavior, generally with several indicators or supporting elements. This learning motivation has a big role in a person's success in learning. Based on this description, it can be concluded that the notion of learning motivation is the overall driving force or encouragement in students to carry out learning activities marked by changes in energy to achieve the desired goals. In addition, the field that must be mastered by students is economics. Economics lessons require very high thinking activities so that many students find economics lessons difficult, confusing, and boring to learn. Explaining the background, problems, importance of research, brief literature review that relates directly to research or previous findings that need to be developed, and ended with a paragraph of research purposes. A balance must be kept between the pure and applied aspects of the subject. This situation will affect the learning motivation of students in economics lessons. In addition to learning motivation, learning style is also a factor of influencing students. Learning style is to form a combination of how a person absorbs, then organizes and processes information (De porter and Hernacki, 2011). This is in accordance with the opinion of Rita Dunn and Kenneh Dunn (Yusnita, 2013), explaining that students who are able to identify their own learning style have an impact on the test scores obtained become high, behave better in learning, and are efficient in utilizing study time.

In the initial observations and preliminary interviews, the researchers received information that there are still many obstacles in the teaching and learning process in schools, seen from the learning styles and learning motivation of students who have different learning styles. Thus, learning motivation and learning style have a relationship in student achievement. In addition, the PTS score data for class XI MAN 2 Pandeglang students is categorized as lacking. Of the 45 students who have not achieved the minimum completeness (KKM) there are 22 students, 9 students who reach the KKM, and 14 students who reach above the KKM. So that the economic learning achievement of these students is not satisfactory.

Based on the description of the background above, the researchers are interested in conducting a research entitled "The Influence of Learning Style and Motivation during the Covid 19 Pandemic on Learning Achievement in Class XI Economics at MAN 2 Pandeglang". This study aims to determine (1) the effect of learning style on the learning achievement, (2) the effect of learning motivation on the learning achievement, and (3) the simultaneous effect of learning style and learning motivation on the learning achievement.

RESEARCH METHOD

This research method uses a quantitative approach with an association survey method. Because it is based on positivism knowledge, it is used to examine certain populations or samples, data collection uses research instruments, and data analysis is quantitative/statistical, with the aim of testing the established hypothesis, according to Sugiyono (2019:16). The population in this study were all students of class XI at MAN 2 Pandeglang, namely 45 students. Because the population used in this study was relatively small, namely 45 people, the entire population was sampled using a saturated sampling technique. Data was collected through a questionnaire made using a Likert scale in the form of a checklist. The Likert scale is used to measure the opinions and perceptions of a person or group of phenomena. The questionnaire was compiled based on each variable in the study, namely learning styles and learning motivation. The data analysis technique used is

statistical and inferential analysis technique by testing validity, reliability, normality, linearity, multicollinearity, heteroscedasticity, simple linear regression analysis, and multiple linear regression analysis

RESULTS AND DISCUSSION

Simple Linear Regression Test X1 against Y

Tabel 1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.425 ^a	.180	.161	5.780

a. Predictors: (Constant), Learning Style

Tabel 2. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	315.840	1	315.840	9.454	.004 ^b
	Residual	1436.471	43	33.406		
	Total	1752.311	44			

a. Dependent Variable: Learning Achievement

b. Predictors: (Constant), Learning Style

Tabel 3. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.396	4.266		14.390	.000
	Gaya Belajar	.184	.060	.425	3.075	.004

a. Dependent Variable: Learning Achievement

Source: processed by researchers (2021)

Based on the output of the Summary model, it is obtained that $R = 0.425$, which means that the relationship level is low, $R^2 = 0.180$, which means that the contribution effect of learning style on economics learning achievement is 18.0% and 82.0% is influenced by other factors. Based on the output of the Anova model, the value of Sig is $0.004 < 0.05$ (5%) then $H_0(1)$ is rejected and H_1 is accepted. Based on the output Coefficient, a simple linear regression equation is obtained as follows: $= 61.396 + 0.184 X_1$ This means that the average score of Y criteria will change by 0.184 for every change that occurs in X_1 .

Based on the results of the statistical tests described above, it shows that learning styles have a positive and significant effect on learning achievement in Class XI Economics at MAN 2 Pandeglang. The results of this study are supported by the theory of De porter and Hernacki (2011) which states that learning styles form a combination of how a person absorbs, then organizes and processes information and learning styles can also state the way a person tends to choose to receive information from the environment and process that information. The research conducted by Ibnu R. Khoeron (2014) which states that learning style has a significant effect on learning achievement. Learning style has a contribution or influence of 52% on student learning achievement and the remaining 48% is influenced by other variables that are not analyzed in the model.

Simple Linear Regression Test X_2 against Y

Tabel 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.418 ^a	.175	.156	5.798

a. Predictors: (Constant), Learning Motivation

Tabel 5. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	306.684	1	306.684	9.122	.004 ^b
	Residual	1445.627	43	33.619		
	Total	1752.311	44			

a. Dependent Variable: Learning Achievement

b. Predictors: (Constant), Learning Motivation

Tabel 6. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	62.372	4.025		15.497	.000
Motivasi Belajar	.209	.069	.418	3.020	.004

a. Dependent Variable: Learning Achievement

Source: processed by researchers (2021)

Based on the output of the Summary model, it is obtained that $R = 0.418$, which means that the relationship level is low, $R^2 = 0.175$, which means that the contribution effect of learning style on economics learning achievement is 17.5% and 82.5% is influenced by other factors. Based on the output of the Anova model, the value of Sig is $0.004 < 0.05$ (5%) then $H_0(2)$ is rejected and H_2 is accepted. Based on the output Coefficient, a simple linear regression equation is obtained as follows: $= 62.372 + 0.209 X_2$. This means that the average score of Y criteria will change by 0.209 for every change that occurs in X_2 .

Based on the results of the statistical test described above, it shows that learning motivation has a positive and significant effect on learning achievement in Class XI Economics at MAN 2 Pandeglang. The results of this study are supported by the theory of M. Dalyono (2011: 57) learning motivation is a driving force obtained by humans to create a job, namely learning. The research conducted by Irvan Zulpadri (2019) which states that the results of the study show that learning motivation has a significant influence on learning achievement as indicated by the regression coefficient of 0.454 and the termination coefficient of R Square of 0.640.

Multiple Linear Regression Test X_1, X_2 against Y

Tabel 7. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.528 ^a	.279	.244	5.486
---	-------------------	------	------	-------

a. Predictors: (Constant), Learning Motivation, Learning Style

Tabel 8. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	488.215	2	244.107	8.111	.001 ^b
	Residual	1264.096	42	30.098		
	Total	1752.311	44			

a. Dependent Variable: Learning Achievement

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

Tabel 9. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	54.854	4.886		11.227	.000
	Gaya Belajar	.145	.059	.335	2.456	.018
	Motivasi Belajar	.163	.068	.326	2.393	.021

a. Dependent Variable: Learning Achievement

Source: processed by researchers (2021)

Based on the output of the Summary model, it is obtained that $R = 0.528$, which means that the relationship level is low, $R^2 = 0.279$, which means that the contribution effect of learning style on economics learning achievement is 27,9.0% and 72.1% is influenced by other factors. Based on the output of the Anova model, the value of Sig is $0.001 < 0.05$ (5%) then $H_0(3)$ is rejected and H_3 is accepted. Based on the output Coefficient, a simple linear regression equation is obtained as follows: $\hat{Y} = 54,854 + (0,145X_1) + (0,163X_2)$. This means that the average score of Y criteria will change by 0.184 for every change that occurs in X.

Based on the results of the statistical tests described above, it shows that learning styles and learning motivation simultaneously have a positive and significant effect on learning achievement in Class XI Economics at MAN 2 Pandeglang. The results of this study are supported by theory. According to Djamarah (2012: 23) states that learning achievement is the result obtained in the form of impressions that result in changes in the individual as a result of activities in learning. The research conducted by There is a positive and significant influence between learning styles and student achievement motivation with students' Electrical Installation Practice Learning Achievements with a linear regression equation with the equation = $55.640 + 0.175X_1 + 0.150X_2$, with a contribution of 16.6%.

CONCLUSION

There is a positive and significant effect of learning style on economics learning achievement at MAN 2 Pandeglang. Although the value of $R = 0.425$, which means that the level of relationship between the two variables is low, it is strengthened by the large value of $R^2 = 0.180$, which means that the contribution of the influence of learning style on economic learning achievement is 18.0% and 82.0% is influenced by other factors. . While the sig value states that $0.004 < 0.05$ (5%), which means the sig value is smaller than the coefficient value (α), then $H_0(1)$ is rejected and H_1 is accepted which states that there is a significant influence between learning styles on economics learning achievement at MAN 2 Pandeglang. The simple simple linear regression equation is as follows: = $61.396 + 0.184X_1$ means that the average score of Y criteria will change by 0.184 for every change that occurs in X.

There is a positive and significant effect of learning motivation on learning achievement in economics at MAN 2 Pandeglang. Although the value of $R = 0.418$, which means that the level of relationship between the two variables is low, it is strengthened by the value of $R^2 = 0.175$, which means that the contribution of learning motivation to learning achievement in economics is 17.5% and 83.5% is influenced by other factors. . While the sig value states that $0.004 < 0.05$ (5%), which means the sig value is smaller than the coefficient value (α), then $H_0(2)$ is rejected and H_2 is accepted which states that there is a significant influence between learning motivation on economics learning achievement at MAN 2 Pandeglang. The simple simple linear regression equation is as follows: = $63.372 + 0.209X_1$ which means that the average score of Y criteria will change by 0.209 for every change that occurs in X.

There is a positive influence on learning style and learning motivation simultaneously, this is indicated by the value of sig $0.001 < 0.05$ and the R value obtaining a value of 0.528 and reinforced by a large R^2 value = 0.279 which means that the contribution of learning styles and learning motivation to learning achievement. This proves the influence of learning style and learning motivation on economics learning achievement at MAN 2 Pandeglang together that is 27.9%, while the remaining 72.1% is influenced by other factors not studied in the researcher.

For students with this learning style is expected to increase learning motivation and learning outcomes. And students know their preferred way of learning in the teaching and learning process, so that students can learn better. Enable students to achieve good results in studies. For teachers, learning styles are expected to increase students' enthusiasm for learning and present appropriate

learning methods to help educators carry out a good learning process, thereby improving the quality of schools. With the results of this study, it is hoped that it can provide positive input, by applying a good learning style and in accordance with students and being able to improve a good learning process for students.

REFERENCES

- A, Morissan M., dkk. (2012). *Metode Penelitian Survei*. Jakarta: Kencana.
- Arikunto, Suharsimi, 2012. *Dasar Dasar Evaluasi Pendidikan*, Jakarta: PT. Bumi Aksara
- A.M, Sardiman. 2014. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers.
- Aras M. Najib M. Dan Hasan M. 2017 “Pengaruh Gaya Belajar Terhadap Prestasi Belajar Ekonomi Siswa Kelas XI IPS SMA NEGERI 1 Takalar” *Tellu Cappa*. Vol 1. No. 1. Hal 455-459.
- Bobby DePorter dan Mike Hernacki, terjemah Alwiyah Abdurrahman. 2011. *Quantum Learning Membiasakan Belajar Nyaman dan Menyenangkan*. Bandung: Kaifa
- Ghozali Imam, 2013 *Aplikasi Analisis Multivariate Dengan Program SPSS*, Universitas Diponegoro, Semarang.
- Hamalik, Oemar. 2011. *Proses Belajar Mengajar*. Jakarta: Bumi Aksara
- Husein Umar. 2013. *Metode Penelitian untuk Skripsi dan Tesis*. Jakarta: Rajawali
- Jumyati. 2016. *Pengaruh Penggunaan Software Goegebra dengan Metode Penemuan Terbimbing terhadap Motivasi dan Hasil Belajar Siswa Universitas Muhammadiyah Kota Tangerang*. (diunduh 07 juni 2021).
- Putri..azrai Eka. Gita. Sulistinaingsi. Ernawati. 2017. *Pengaruh Gaya Belajar David Jolb. (Diverger. Assimilator, converge, accomodator) terhadap Hasil Belajar Siswa pada Materi Pencerahan Lingkungan*. *Jurnal pendidikan.biologi.vol.10. no.1.9-16.ISSN 0853-2451*. (diunduh 06 juni 2021)
- Amalia. Maliza 2017. *Pengaruh Motivasi Belajar Budaya Sekolah dan Gaya Belajar terhadap Prestasi Belajar Siswa SMP Metta Maitreya Pekan baru*. *Pekbis Jurnal*. Volume 9. No.2. juli 2017: 114-124 (diunduh 06 juni 2021).
- Hastuti. Febri. Hutasuhud saidin,syafitri. Indriyani. 2018. *Pengaruh Gaya Belajar terhadap Prestasi Belajar Siswa dengan Motivasi sebagai Mediasi pada Mata Pelajaran IPS kelas VII SMP IT Siti Hajar Medan*. *Jurnal Ekonomi Pendidikan*, volume 7 nomor.5 juli 2018. (diunduh 06 juni 2021).

Kuncoro. Sakti. Tribagus .2019. Pengaruh Kompetensi Pedagogic Guru dan Gaya Belajar Siswa pada Mata Pelajaran terhadap Prestasi Belajar Siswa pada Pelajaran IPS. Jurnal Pendidikan Ilmu Social. Volume 28 no. 1 juni 2019. (diunduh 06 juni 2021).

Noor. Juliansyah, 2011, Metodologi Penelitian, Prenada Media Group, Jakarta

Nurhidayah A Dwi. 2016 “Pengaruh Motivasi Berprestasi Dan Gaya Belajar Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Matematika SMP” Dimensi Pendidikan Dan Pembelajaran. Vol 3. No 2. Hal 13-24.

Permana A. 2016 “Pengaruh Gaya Belajar Dan Motivasi Belajar Mahasiswa Terhadap Kemampuan Belajar Ilmu Alamiah Dasar” Formatif. Vol. 6 No.3.

Sugiyono. 2014. Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta