

## THE INFLUENCE OF LEARNING OUTCOMES STYLE DURING THE COVID-19 PANDEMIC

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**Abstract:** *This research is motivated by the problem of the lack of students who are aware of their own learning style, when the learning process students find it difficult to accept the material taught by the teacher. This type of research is quantitative which is descriptive associative. The population of this study was all 35 students in grade VIII PKBM SabilulBelievers. As for the research sample researcher uses a total sampling that all individuals are chosen as sample members. The results of research in this thesis are indicating that the influence of learning styles on learning outcomes of Aqeedah Morals Class VIII Pandemic Covid-19 Academic Year 2020/2021. The Effect of Learning Style has a positive and significant influence on the learning outcomes of the Aqeedah Moral Class VIII Subjects in Pandemic Covid-19 at PKBM SabilulMukminin with a significant level of 5%, seen from the value of  $X^2$  count 20.594 >  $x^2$  9.488 and the coefficient of coattual /level of 0.608, which shows a strong effect.*

**Keywords:** *learning styles, Islamic religious education, learning outcomes*

## INTRODUCTION

Remember achievement results study, for sure background by how is the learning process That myself, how met hod or style done somebody in the learning process, after that get satisfactory results. Like case in achievement self For develop self, control self, too intelligence, needed atmosphere appropriate education with desire from student That alone. Results desired findings achieve disresults optimal learning (Wahyudin and et al, 2019). As subjects involved in the teaching and learning process (Firmansyah, 2015). It says succeed nope student in The achievement of educational goals is very dependent on the learning process experienced by students, both when they are at school and in their own home or family environment (Shah, 2015).

No only about value, learning outcomes obtained by individuals after the learning process, including changes in behavior where among them there is knowledge, understanding, attitudes and skills of students so that they become better than before (Purwanto, 2004). As it is (Dwistia, Latif and Widiastuti, 2013) say that performance e-learning is also affected Because exists from factor environment,

especially from the friend factor peer . No only That course , but factor *classroom engagement* can also influence result Study student (Sunawan *et al.* , 2017) .

For Era 5.0, Learning Style need get attention for educator . Learning style can influence processing information , impactton results learning students , (DePorter and Hernacki, 2011) especially how to remember, think and solve problems(Nasution, 2009) .This was also emphasized by Nur Ghofron and Rini Risnawita thatg I learn is wrongan internal factor that influences student learning outcomes.(Risnawita and Ghofron, 2013)Because learning style is a way of recognizing various learning methods that may be more effectively appliedfor students "(Rahmawati and Daryanto, 2015) .So a person 's ability to understand and absorb lessons is definitely at a different level(Uno, 2008) . Style is also said learning This as a keyword for improving performance at work, at school, and in interpersonal situations(DePorter and Hernacki, 2011) .

According to Nasution in his book " Various Education in the Teaching and Learning Process ", learning style is a consistent way used by a student in capturing stimulus or information . Meanwhile, according to Umi Machmudah and Abdul Wahab Rosyidi in their book " *Active Learning* in Arabic Language Learning " shows that students who learn by using the dominant learning style when doing tests will achieve much higher scores than if they study in a way that is not in line with their learning style(Machmudah and Rosyidi, 2008) .

The condition of education in Indonesia ,especiallyon the *Covid -19* pandemic has completely changed the order of a country globally , so that WHO on March 11 2020 declared it a global pandemic outbreak(Pratama and Mulyati, 2020) . As a result of the *Covid -19* pandemic, the government issued a new policy by implementing *Physical Distancing* , *Work From Home (WFH)* , as wellnetwork-based learning (*Online*) *via E-learning* . The Covid-19 pandemic is also having an effectonCenter for Community Learning Activities (PKBM) Sabilul Mukminin . The implementation of organizing activities in schools needs to be monitored and evaluated for their sustainability in order to avoid things that have a prolonged negative impact(Marlina, 2021) .

The following is pre-survey datalearning styles on learning outcomes on March 30, 2021, class VIII students at the Community Learning Activity Center (PKBM) Sabilul Mukminin, North Lampung.

Table 1 .Pre-Survey Data

**List of Aqidah Akhlak Subject Values Even Semester 2020/2021 Fiscal Year**

| No. | Student's name    | Learning Style | Learning outcomes |
|-----|-------------------|----------------|-------------------|
| 1.  | Abiyyu Al Baihaki | 67             | 65                |
| 2.  | Ade Marzello C.   | 65             | 60                |
| 3.  | Al Mahi           | 68             | 65                |
| 4.  | Hanif Setiawan    | 65             | 60                |
| 5.  | Muhammad Fathi F. | 60             | 70                |

|     |                               |    |    |
|-----|-------------------------------|----|----|
| 6.  | Keyra Rizayu Aqila            | 65 | 65 |
| 7.  | Lutfia Zahra Yasmin<br>Dinata | 70 | 70 |
| 8.  | Raihanun Akifa                | 65 | 65 |
| 9.  | Salwa Tsabitah                | 68 | 68 |
| 10. | Septia Nurjanah               | 65 | 68 |

Source: Results of daily test scores from Aqidah Akhlak subject teachers

Information:

91 – 100 = Very Good

80 – 90 = Good

70 – 79 = Enough

60 – 69 = Less

pre-survey data above, it can be concluded that student learning outcomes included in the less category. With the facts described above, this condition is interesting for further research , where researcher will decip her influence learning style to results learning students , especially on eye lesson aqidah morals . The challenge faced in learning aqidah akhlak is how to implement it, not only teach knowledge about religion but how to direct students to have the qualities of faith, piety and noble character .

Learning a qidah akhlak often experiences a decrease in interest so that learning outcomes are not optimal . This decrease arises because during the learning process, the learning model used by the teacher is not in accordance with the way students learn, and they still use memorization and writing methods only , especiallywhen the covid-19 (PKBM) Sabilul Mukminin was held face to face limited which causedwell difficult teacherForoptimally develop \_intereststudentForlessons of a qidah and morals .

## LITERATURE REVIEW

modalities (types) in learning styles , namely Visual, Auditory and Kinesthetic. Visual learners learn through what they see. Auditory learn by hearing and kinesthetic learn by moving and touching. In reality, everyone has all three learning styles, but most people tend to only use one of the three styles which predominate.(DePorter and Hernacki, 2011) .

## RESEARCH METHODS

This research is a quantitative study, while the population in this study were class VIII students with research subjects totaling 35 students from the Sabilul Mukminin Community Learning Activity Center (PKBM). Data collection techniques using a Likert scale, observation and documentation.

## DISCUSSION

Tutik Rachmawati and Daryanto stated that there are 3 modalities (types) in learning styles, namely Visual, Auditory and Kinesthetic. (Rahmawati & Daryanto, 2015). The relation between learning styles and teaching in the classroom is that it can assist teachers in designing effective teaching models as an effort to help students achieve good performance (Sopiatin & Sahrani, 2011). As we all know, during the Covid-19 pandemic, many changes occurred in the condition of education, as well as learning styles. In implementing an online learning system, there needs to be a commitment that must be carried out jointly between teachers and students so that the learning process can be carried out effectively and mutually beneficial, both for students and teachers (Affauzani, 2020). So that learning outcomes are obtained in accordance with what is expected.

(Faturrohma & Sulistyorini, 2012) Mastery of learning outcomes can be seen from their behavior, both behavior in the form of mastery of knowledge, thinking skills and motor skills. Learning outcomes are the realization of a person's potential or capacity (RI, 2015). Meanwhile, according to Tulus Tu'u, learning outcomes are defined as the results of student achievement in carrying out assignments or learning activities, through mastery of knowledge or skills of school subjects which can usually be formulated by test scores or other numbers given by the teacher" (Tu'u, 2004 ).

Table 2. Classification of Scores on Questionnaire Results on Learning Styles

| No | Class Intervals | Xi   | F  | XiF   | Criteria   | Percentage |
|----|-----------------|------|----|-------|------------|------------|
| 1  | 36 – 39         | 37.5 | 10 | 375   | Good       | 29%        |
| 2  | 32–35           | 33.5 | 15 | 502.5 | Enough     | 43%        |
| 3  | 28 – 31         | 29.5 | 10 | 295   | Not enough | 29%        |
|    | Amount          | -    | 35 | 1.172 | -          | 100%       |

From the table above, it is known that the percentage of Learning Styles of class VIII students at PKBM Sabilul Mukminin out of 35 students who said Learning Styles had an influence on learning outcomes totaled 10 students said good with a percentage of 29%, who said learning styles were sufficient numbered 15 with a percentage of 43%, and those who say less learning styles number 10 with a percentage of 29%.

Teachers must pay attention to the potential of students, in presenting material must always be in line and in line with the competency standards and basic competencies that have been set (Kurnia, 2015). Likewise, teachers must pay attention to teaching methods that are appropriate to their students so that learning outcomes can be in line with expectations. The results of student report cards in class

VIII Aqidah Akhlak subject, it is known that the highest score is 96, and the lowest score students get is 75.

Table 3. Frequency Distribution of Grade VIII Student Learning Outcomes at PKBM Sabilul Mukminin During the Covid-19 Pandemic. Following

| No.    | Mark    | Tally      | F  | Presentation |
|--------|---------|------------|----|--------------|
| 1      | 95 – 98 | II         | 2  | 6%           |
| 2      | 91–94   | II         | 2  | 6%           |
| 3      | 87–90   | III-I      | 6  | 17%          |
| 4      | 83–86   | IIIIIIII-I | 15 | 43%          |
| 5      | 79–82   | III        | 3  | 9%           |
| 6      | 75 – 78 | III-II     | 7  | 20%          |
| Amount |         | 35         | 35 | 100          |

Table 4. Classification of the Akidah Akhlak Learning Outcomes Scores into 3 classes, namely: Good, Adequate, Poor.

| No     | Class Intervals | Xi   | F  | XiF     | Criteria   | Percentage |
|--------|-----------------|------|----|---------|------------|------------|
| 1      | 91–98           | 92.5 | 4  | 370     | Good       | 11%        |
| 2      | 83–90           | 84.5 | 21 | 1774.5  | Enough     | 60%        |
| 3      | 75–82           | 76.5 | 10 | 765     | Not enough | 29%        |
| Amount |                 | -    | 35 | 2,909.5 | -          | 100%       |

From the results of learning aqeedah morals at PKBM Sabilul Mukminin during the Covid-19 pandemic, it can be described that out of 35 students who received good grades, there were 4 students with a percentage of 11%, who received sufficient scores totaled 21 students with a percentage of 60%, and those who received grades less amounted to 10 students with a percentage of 29%.

Table 5. Classification of Scores from the Questionnaire Learning Styles and Learning Outcomes in Class VIII Aqidah Akhlak Subject during the Covid-19 pandemic

| Learning Style | ResultsStudyStudent |        |            | Amount |
|----------------|---------------------|--------|------------|--------|
|                | Good                | Enough | Not enough |        |
| Good           | 2                   | 4      | 4          | 10     |
| Enough         | -                   | 13     | 2          | 15     |
| Not enough     | 2                   | 4      | 4          | 10     |
| Amount         | 4                   | 21     | 10         | 35     |

Analysis of the Effect of Learning Style on Learning Outcomes of Class VII Aqidah Akhlak Subject during the Covid-19 pandemic at PKBM Sabilul Mukminin obtained  $dk = 4$ , while in the Chi square value table ( $\chi^2$ ) with  $dk = 4$  at a significance level of 5% obtained  $\chi^2$  table of 9.48. Then  $\chi^2$  count 20.594 >  $\chi^2$  table = 9.488. So it can be concluded that the working hypothesis ( $H_a$ ) which reads that there is a significant influence between learning styles on learning outcomes in the Aqedah Akhlak class VIII during the Covid-19 pandemic at PKBM Sabilul Mukminin.

Researchers then the level of influence, namely strong, weak, high, low or the size of the learning style on learning outcomes is known from the size of the correlation index number called the contingency coefficient. learning Aqidah Akhlak class VIII during the covid-19 pandemic at PKBM Sabilul Mukminin for the 2020/2021 Academic Year Strong.

## CONCLUSION

There issignificant influence \_between learning style to Results Study On Subjects \_Aqidah Morals Class VIII Period The Covid-19 pandemic at PKBM Sabilul Mukminin North Lampung. Learning style is capabilities \_ \_by somebody with method understand condition moderate study faced And every student own ability different in understand lessons , some are slow , medium And fast . Learning style student class VIII at PKBM Sabilul Believers is at incategory Enough matter This proven with the average yield of 33 is inclassification “ Enough ”. Results learning Subjects Aqidah Morals student class VIII at PKBM Sabilul Believers is atincategoryenough . this \_provenwith the average yield of 83 is inclassification “Enough”.So that can concluded that influence style learning to results style eye lesson aqidah morals class viii periodCovid-19 pandemic at PKBM Sabilul Mukminin North Lampung is positive And Significant . this proven based on findings Which show that The Influence of Learning Styles To Results learning Subjects Aqidah Morals Class VIII Period Covid-19 Pandemic YearTeachings of 2020/2021. The Influence of Learning Styles own positive influence And significant to results learning eye lesson Aqidah Morals class VIII period The Covid-19 pandemic at PKBM Sabilul Believers with level significant 5% .seen fromvalue  $\chi^2_{count} 20.594 > \chi^2 9.488$  and Coefficient coatigency / levelof 0.608 ieshow strong influence . \_

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