

Analysis of The Learning Style of Outstanding Students in Class VIII in a Madrasah Tsanawiyah of South Konawe

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Abstract

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This study aims to describe: 1) the learning style of grade VIII outstanding students in a Madrasah Tsanawiyah of South Konawe, 2) how the achievement of grade VIII outstanding students in a Madrasah Tsanawiyah of South Konawe is, 3) Factors that affect the learning style of grade VIII outstanding students in a Madrasah Tsanawiyah of South Konawe. The benefit of this research is to provide information for readers regarding the learning style of outstanding students. This research is qualitative. The data collection techniques used are observation, interviews, and documentation. Data analysis techniques are based on the Miles and Huberman model, namely data reduction, data presentation, and data verification. The results of the study were: 1) the learning style of grade VIII students has three learning styles, namely visual learning style, auditory learning style, and kinesthetic learning style. However, of the three learning styles carried out, some students have a tendency or dominance of learning styles and there are students who do a combination of these learning styles. 2) The learning achievement is divided into two, namely academic achievements and non-academic achievements. 3) Factors that affect the learning style are environmental aspects, sociological aspects, physiological aspects, emotional aspects, and psychological aspects.

1. INTRODUCTION

Education is an important part of our lives. With the help of education, we can develop our potential, acquire the necessary knowledge and skills, and form a good character. In the Constitution No. 20 of 2003 concerning the National Education System, it is stated 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 religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state (Nasional, 2003).

The importance of education lies in its role in shaping and developing the young generation to become responsible individuals and have a positive impact on society.

Teaching and learning are important parts of education; education is incomplete without the teaching and learning process. According to Abdul Majid, learning is a complex matter. The complexity of learning can be seen from two perspectives, namely students and teachers. From the student's point of view, learning is experienced as a process. Students experience mental processes when facing learning materials. Meanwhile, from the teacher's side, it can be observed indirectly (Sapuroh, 2022).

In addition, each student has a different way of understanding, obtaining, and processing information, which is called a learning style. Learning style is a combination of children's ability to absorb information, organize it, and process it into cognitive structures (Hasanah, 2021). Learning style is an important and inseparable part of learning. A person needs a learning style that he or she considers comfortable with what he or she does during the learning process.

According to DePorter, there are three types of learning styles: visual (generally learning through what is seen), auditory (learning through what is heard), and kinesthetic (learning through work, movement, and touch) (Widayanti, 2013). Learning styles come from many factors that make students successful. A good learning style also affects good learning outcomes. With good learning outcomes, it shows that the student is accomplishing.

Achievements are divided into two categories: academic and non-academic achievements. Academic achievement can be interpreted as everything related to science that is definite and measurable in truth. Success is measured by grades; if you get a high score, it is called academic achievement (Suryani, 2021). Meanwhile, non-academic achievement, according to Mulyono, means achievements or skills that students achieve and develop outside of their study activities, usually called extracurricular activities (Sabna, 2021).

Good performance is essential to a student's future. With good achievements, it will be easier for them to achieve what they want to achieve. An example is a school that holds an exam before entering school to identify the most outstanding students. Not only in small schools, but also on large campuses, college entrance exams are always held. Not only in terms of education, high academic achievement is essential for office positions. When one applies for a job, one of the requirements for applying for a job is a diploma, which shows that one has the academic achievements desired by the employee recipient.

In this regard, the researcher made initial observations at Madrasah Tsanawiyah Negeri 1 South Konawe as one of the Islamic schools that has outstanding students who are certainly different from schools in general both in terms of characteristics and abilities of their students. From the results of these observations, the researcher found students who had achievements, both academic and non-academic, especially those in class VIII A at Madrasah Tsanawiyah Negeri 1 South Konawe. Researchers found that there were variations in learning styles carried out by outstanding students in the learning process. This can be seen from the habits that are carried out during the learning process..

Based on the above background, the researcher is interested in researching how the learning styles of these outstanding students are so that they can be seen and emulated by other students in order to maximize the potential of their learning styles. Therefore, the researcher is interested in making a study with the title "Analysis of the Learning Style of Outstanding Students in Class VIII in a Madrasah Tsanawiyah of South Konawe".

2. METHODS

This study uses qualitative research with a descriptive approach that describes or analyzes the learning styles of grade VIII students at Madrasah Tsanawiyah Negeri 1 South Konawe. The study lasted 3 months, from when this research was received until the data collection was completed. The data collection technique in this study was taken through interviews, documentation observation, and then supplemented with questionnaires, while data sources include: Homeroom Teachers of Class VIII A, Subject Teachers, and Outstanding Students. Meanwhile, this study uses data analysis techniques in the form of data reduction, data presentation, and data verification. Furthermore, to check the validity of the data, the researcher uses triangulation (source, technique, time).

3. RESULT AND DISCUSSION

Learning Style of Grade VIII Students at Madrasah Tsanawiyah Negeri 1 South Konawe

According to Gunawan, learning styles are the ways that we prefer to think, process, and understand information (Ghufron & Suminta, 2014). The learning style of grade VIII students at Madrasah Tsanawiyah Negeri 1 South Konawe from the results of the analysis of observation, documentation, and questionnaire data has three learning styles, namely visual learning style, auditory learning style, and kinesthetic learning style. However, of the three learning styles carried out, some students have a tendency or dominance of learning styles, and some students do a combination of these learning styles. The students who have learning style tendencies include CNJ and NUM students with visual learning styles, UU students with auditory learning styles, and ARR, AF, MPA, and FAP students with kinesthetic learning styles. Meanwhile, students who combine learning styles are FNA and AHA with a combination of visual and auditory learning styles and ASP students with a combination of visual, auditory, and kinesthetic learning styles.

According to Markova, in Deporter, a person is not only inclined to one of the three modalities but also takes advantage of a combination of certain modalities that will become the identity of talents or natural shortcomings in the person. So, everyone has all three modalities (learning styles), but only some people can combine them in a learning process while others only tend to one of the learning styles (Noorbaiti et al., 2018).

Achievements of Grade VIII Students at Madrasah Tsanawiyah Negeri 1 South Konawe

According to Sudjana, everything that has been achieved in the lesson is an achievement (Saleh, 2018). In other terms, this learning achievement can also be referred to as a learning outcome. Achievements are divided into two, academic and non-academic achievements.

1. Academic Achievement

The academic achievements of students in class VIII A Madrasah Tsanawiyah Negeri 1 South Konawe based on the student report book were ranked first among CNJ students with an overall score of 2,545. The second place was won by NUM with a total score of 2,488. Third place was won by FNA with a total total score of 2,455. The fourth place was achieved by ARR with a total score of 2,438. The fifth place was achieved by AHA with a total score of 2,407. The sixth place was achieved by AF with a total score of 2,396. The seventh place was achieved by MPA with a total score of 2,392. The eighth place was achieved by ASP

with a total score of 2,383. The ninth place was achieved by Law with a total score of 2,372. Tenth place was achieved by FAP with a total score of 2,354.

Soemantri stated that academic achievement is the result achieved by students in a certain period of time in certain subjects which is manifested in the form of numbers and formulated in the report card (Susanti, 2019).

2. Non-Academic Achievement

Non-academic achievements owned by students in class VIII A Madrasah Tsanawiyah Negeri 1 South Konawe include CNJ students who have won 1st place in the Qasidah competition at the sub-district level, NUM students who have won 1st place in the surah memorization competition at the school level, FNA students who have won 1st place in KSM (Madrasah Science Competition) Science at the district level, ARR students who have won 2nd place in the smart competition at the school level, AHA students have won 3rd place in the TPA level surah memorization competition, AF students have won 1st place in the TPA level surah memorization competition, MPA students have won 3rd place in the school level smart and careful competition, ASP students have won 2nd place in the school level calligraphy competition, UU students have won 1st place in the short surah memorization competition at the school level, and FAP students have won 1st place in the hamlet level prayer competition.

Non-academic achievements, according to Mulyono, are achievements or abilities achieved by students from activities outside of academic hours, often also called extracurricular activities (Yulista et al., 2020).

What factors affect the learning style of outstanding students in grade VIII at Madrasah Tsanawiyah Negeri 1 South Konawe

Factors that affect the learning style of outstanding students in grade VIII at Madrasah Tsanawiyah Negeri 1 South Konawe include: 1) environmental aspects where outstanding students like to study quietly and quietly, bright light conditions, and formal and informal but comfortable sitting positions. 2) Emotional aspects such as the motivation of the students include getting high grades, being able to make both parents proud, being an opportunity to enter their favorite school, and being able to show that they can compete. The students are comfortable learning with teachers, they are responsible in learning, and they also have perseverance in participating in curricular and extracurricular activities. 3) sociological aspects, including how they understand learning through adults such as teachers. 4) Physiological aspects include students more easily absorbing information through sight and hearing; some students prefer to learn by eating something; and some students are enthusiastic about learning in the morning, afternoon, and night. And there are some students who like to learn with certain mobility. 5) psychological aspects, including students having cognitive, analytical, and global tendencies.

Dunn in Hasanah stated several aspects that interact with each other in the learning process, including: 1) Environmental aspects (sound or sound, lighting, temperature and setting, seating). 2) Emotional aspects (motivation, comfort, responsibility, perseverance, and internal or external needs). 3) Sociological aspects (understanding gained through individual learning, pairs, a small or large group peer environment, relationships with adults, and various other types of social situations). 4) Physiological aspects (auditory, visual, tactual, or

kinesthetic perception), food and beverage intake, time utilization, and mobility needs. 5) Psychological aspects (global-analytical or reflective-impulsive skills)(Safitri, 2023).

Thus, it can be concluded that the learning style of outstanding students in Class VIII A has three learning styles: visual learning style, auditory learning style, and kinesthetic learning style. However, of the three learning styles carried out, there are some students who have a tendency or dominance of learning styles, and there are students who do a combination of these learning styles.

4. CONCLUSION

The learning style of grade VIII students at Madrasah Tsanawiyah Negeri 1 South Konawe has three learning styles, namely visual learning styles, auditory learning styles, and kinesthetic learning styles. However, of the three learning styles carried out, there are some students who have a tendency or dominance of learning styles, and there are students who do a combination of these learning styles. The achievements of grade VIII students at Madrasah Tsanawiyah Negeri 1 South Konawe Class VIII A are divided into two categories: academic achievements and non-academic achievements. The factors that affect the learning style of outstanding students in grade VIII at Madrasah Tsanawiyah Negeri 1 South Konawe are environmental aspects, sociological aspects, physiological aspects, emotional aspects, and psychological aspects.

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