A CRITICAL ANALYSIS ON CORELATION BETWEEN LEARNING STYLE AND ACADEMIC PERFORMANCE OF STUDENTS

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ABSTRACT

The European University Teaching Plans have as one of its key focuses the enhancement of the level of teaching that takes place in educational establishments of higher learning throughout the area. In particular, the study of the processes by which teaching and learning occur has lately been recognised as one of the most important issues in educational psychology. This recognition came about quite recently. There is evidence to suggest that not all individuals learn information in the same fashion at the same time. Because of this, if we want to guarantee that children receive an education that is based on long-term development, we need to take into account the unique characteristics of each student and devise appropriate educational interventions for students who have difficulty learning. This will allow us to guarantee that children receive an education that is based on long- term development. The goal of research should be to provide insight into the learning processes of students in order to facilitate the development of suggestions for teaching strategies that are student- centered. Performing research is one method for accomplishing this goal. It is possible to increase students' academic performance and meaningful acquisition of knowledge by adapting teaching methods to the unique learning styles of each pupils. In a similar vein, it is vital to employ a broad variety of evaluation methodologies when assessing the performance of students. Students should have the opportunity to demonstrate their level of expertise utilising a variety of testing procedures if these techniques are implemented correctly.

Keyword: implemented correctly, education, teaching methods.

INTRODUCTION

The learning style of the student, teaching methods, and performance assessment come together to create a triangle that represents education; the degree to which this triangle is balanced will determine the amount of educational excellence that is attained. Over the course of the last few years, several endeavours have been conducted at educational institutions of higher learning in an effort to include a viewpoint on sustainable development within the course of study. [6] These activities are consistent with the goal of improving the quality of instruction. One of the many goals that are included in Agenda 2030 of the United Nations is the promotion of education that is both equal and of a high quality, that focuses on the abilities and requirements of students in order to foster learning that is meaningful. This is one of the many goals that are included in Agenda 2030. In addition to this, education that is sustainable lays a focus on providing students with the professional skills that are required to be attentive to the demands of society and to make ethical contributions to society. This research places an emphasis on students, the many ways in which they approach learning, as well as both their overall and individual performance across a number of assessment strategies. This is done in order for the study to be successful in achieving its objectives. The purpose of this study is to investigate two significant educational aspects: the learning styles of psychology and education students, differentiating between primary education (Prim. Ed.) and early childhood education (E.C. Ed.) students, and their performance in a variety of assessment methods in order to determine the domains in which university students excel as well as the domains in which they struggle the most.

LEARNING STYLES: EXPERIENTIAL LEARNING THEORY

Within a broad range of theoretical frameworks, researchers have investigated and evaluated a large number of different instructional methods and techniques. Learning styles can be generally defined as the various relatively stable cognitive, affective, and physiological preferences used by the learner to approach and internalise a content or to respond to a learning situation in formal, non-formal, and informal contexts. Learning styles can be broken down into four categories: visual, auditory, kinesthetic, and kinesthetic-kinesthetic.

Visual, auditory, kinesthetic, and kinesthetic are the four distinct types of learning styles that may be distinguished from one another. To hone in on the subject of education for a minute, I would say that when students are actively involved in learning settings, they make use of particular talents in order to manage and comprehend the learning process. Researchers have looked at a person's psychological traits, such as extroversion or introversion, as well as cognitive traits, such as perception, representation, processing, or comprehension of knowledge, when attempting to determine a person's preferred method of acquiring new information. This is known as the "learning style" theory. The idea of experiential learning states that the process of learning consists of first obtaining an understanding of an experience and then constructing meaning from it. This is the order in which the steps should be completed. As a direct consequence of the myriad of responses that were obtained throughout the course of this procedure, a vast range of learning styles have emerged. According to the constructionist ideas that form the basis of the experiential learning theory in the realm of education, learning is conceptualised as an all-encompassing process that positions the learner as the primary protagonist of teaching-learning scenarios.

This is done in accordance with the experiential learning theory. During this process, the student, with the support of the teacher, will make discoveries, develop new experiences, and build upon the ones they already have. When it comes to education, it is the responsibility of the teacher to understand the student as the sum of his or her cognitive abilities, which are something that can be taught, and the personal characteristics that affect learning styles, such as how the individual thinks, feels, perceives the world, and acts. In addition, it is the responsibility of the teacher to understand the student as the sum of his or her cognitive abilities, which are something that can be taught. In point of fact, according to the experiential learning theory, the process of learning is circular or spiralling in the sense that the learner experiences, reflects on, thinks, and acts at different points along the process. This is because the learner is actively engaged in the process of learning. However, the importance that a particular student puts on the different aspects of the subject matter determines the manner in which that particular learner absorbs the knowledge. The combination of two fundamental components—the learner's perception of a specific topic and the learner's

processing of the information or experience—leads to the development of a learner's unique learning style. Learning styles are the result of this combination. According to this method of teaching, different types of learning styles emerge from the interaction of these factors. One definition of perception is that it is the method in which the learner makes sense of the things that are in their surroundings as well as the experiences that they have.

This realisation is the product of a significant amount of study that has been carried out in the area of different types of learning styles. Several aspects of learning styles, including perceptual learning styles, field reliance and independence, analytical and global learning styles, introspective and impulsive learning styles, and global and analytical learning styles, have been the subject of study. Some of the potential benefits of helping students better understand their individual learning styles include "more interest and motivation in the learning process," increased student responsibility for their own learning, and an improved sense of community within the classroom. These are just a few of the many potential benefits. These are changes in feelings, and as a direct result of those changes, there has been an improvement in the effectiveness of learning (Reid, 1999).

LITERATURE REVIEW

Jesús Maya (2021) Universities work hard to provide students with a high-quality education that takes into account the varied backgrounds of its pupils. Students exhibit a variety of learning preferences, which may be explained by the notion of experiential learning. This study has three main goals: first, to investigate the differences in learning styles based on personal and educational factors; second, to investigate the connections between learning styles, the level of academic performance, and the consistency of performance across four assessment methods; and third, to investigate the impact of learning dimensions on students who have a medium-to-high level of achievement across these assessment methods. Two universities in Spain contributed 289 students from the disciplines of psychology, early childhood education, and primary education to the process of developing an interdisciplinary approach.

The objective of Serkan Demirtas and Hatice Onuray Egilmez's (2018) research was to determine the learning styles of undergraduate students enrolled in Music Education Departments in Turkey and, as a result, to develop a scale on learning styles that could be used to piano exercises. In addition, we want to investigate whether or not there is a connection between the learning styles of students as determined by the developed scale and their level of academic performance in piano exercises. In this regard, an achievement test was developed in order to assess the understudy's demonstrations in the piano exercises. The social screening model, which was one of the screening models, was used to figure out the examination. Undergraduate students in Turkey's Music Education Departments make up the population of the research's population study. These students are in their third year of study. The sample for the investigation includes 473 students in their third year out of a total of 730 students in their third year who are majoring in Music Education Departments. The scales "Pamukkale Piano Learning Style" and "Piano Performance Test" have been used to evaluate students' performance in piano practise. These scales were developed by experts and were created specifically for this purpose. Taking into consideration the findings of the inquiry, a learning style model has been developed so that people may learn to play the piano. A distinction has been made between the independent, scientific, dependent, and joyful learning styles of the understudy based on this paradigm. According to the findings of the research, there is not a significant link between the various learning styles and the academic performance on the piano.

N. Roashani, R (2021) The researcher focuses on the learning styles and academic accomplishments of members of Generation Z Learners in this article. The concept of differentiated learning styles has received a great deal of attention in recent years, both in educational theory and in approaches to managing classrooms. The cognitive, emotional, and environmental variables of one's surroundings, as well as one's previous experiences, all play a role in one's unique learning style. Students who were enrolled in higher education programmes in the Andaman and Nicobar Islands made up the study's population. The method of sampling that was employed by the investigator was a stratified random one. A total of 331 individuals, each from a different institution, are chosen at random. The purpose of this study is to determine whether or whether there is a statistically significant difference

in the learning styles and dimensions of college students based on demographic factors such as gender, geography, and Mainstream. When it comes to their linguistic learning style, logical learning style, spatial learning style, bodily-kinesthetic learning style, and intrapersonal learning style, there is not a discernible difference between college students majoring in the arts and those majoring in the sciences. The present research looked at the relationships between different learning styles and levels of academic success. The most important discoveries are as follows: (a) students with diverse learning styles do not statistically substantially vary in their academic performance depending on the manner of their study; (b) the academic accomplishment of students with different learning styles does not have a significant influence on academic achievement.

Udhaya Mohan Babu, R., and G. Kalaiyarasan (2020) explore the learning style of the students who are in the understudies as well as the social change in the student and the time at which they observe the consistency of this change. The learning process is broken up into phases, and at each level, understudies pick up new information in surprising ways. Conflicts that arise in the classroom or during private tutoring sessions are typically brought on by differences in teaching and learning styles. It has been suggested that teachers should do an analysis of the learning styles of their students and modify the tactics they use in the classroom so that they are the most effective for each individual student's learning type. These various learning styles played a crucial role in determining the level of achievement that each individual attained. This completed grade will determine what they do for a living in the future. The degree to which our students are successful in their studies is a significant factor in determining the amount to which they will achieve the goals and aspirations they set for themselves. In the examinations, there is not a significant difference between students in the XI standard and those in the XII standard of upper auxiliary schools regarding their learning methods. The application of the concepts provided by the expert to future research will make this study more fruitful, and it will be of remarkable aid to those persons who need to focus more on this topic.

RESEARCH MYTHOLOGY RESEARCH

DESIGN

The purpose of this study was to investigate whether or not there is a connection between students' preferred methods of education and the level of academic success they experience. When it came to the quantitative design of the study, the researcher relied on the correlation approach. This was done in reference to the overall purpose of the study. Collecting data for the purpose of determining whether or not a link exists between two or more variables and to what extent that relationship exists is what is meant by "correlation research."

RESEARCH INSTRUMENT

Sugiyama (2017:148) states that a research instrument is a tool that is used to measure the natural and social phenomena that have been observed. The tool that the researcher used to gather the data was a questionnaire, and the students' score accomplishment served as the basis for the analysis. The questionnaire was closed questionnaire. This indicates that the respondents were given a mark or checklist and asked to choose one of the available alternatives. Each questionnaire included twenty questions, and respondents may indicate their level of agreement using one of five possible responses: strongly agree, agree, uncertain, disagree, or strongly disagree.

Likert Scale Rating

Option	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

The gathering of the data included a few different procedures. To begin, each responder was given an answer sheet and instructed to write their name, as well as their grade and attendance number, in the appropriate spaces. It was requested of the responders that they read the instructions for how to answer the questionnaire. After that, the researcher provided some guidance on how respondents could approach the questionnaire. The next step was the scoring of the responses provided by the respondents and the analysis of the findings.

DATA ANALYSIS TECHNIQUE

After the data had been obtained, the researcher moved on to the next phase, which was to analyse the data. The purpose of the data analysis was to determine the relationship between the learning styles of the students in the eleventh grade English class at SMA Somba Opu and the level of success they had in that subject. The information was collected via the use of questionnaires and. The following is a rundown of each step:

Analysis Through Description This analysis was utilised to characterise each variable in this study, including the learning styles of the students as well as the students' overall accomplishment. In order to provide a response to both the first and the second problem statement, this analysis was used. The questionnaires were used to collect the necessary information. The following is a rundown of each step: 1) Figuring out the overall score that each respondent received on the questionnaire for each variable by applying the formula that is as follows:

Scoring Rubric For Students' Learning Style And Their Achievement

Score Classification	Category	
	Students" Learning style	Students"Achievement
81-100	Very Good	Very High
61-80	Good	High
41-60	Fair	Medium
21-40	Less	Low
0-20	Poor	Very Low

The Analysis of Correlation This investigation was conducted to determine whether or not there is a link between the learning style of pupils and the accomplishment of those students. The third problem statement was answered with the help of this analysis. The Pearson Product Moment formula was used in order to do the analysis on the data.

After the data have been determined with the use of the Pearson Product Moment Link, we will look at the result and be able to understand whether or not there is a significant correlation between the students' motivation in English class and the atmosphere of the classroom.

Standard Of Pearson Product Moment Correlation

Standard	Interpretation
0.00-0.199	Considered as no correlation
0.20-0.399	Low correlation
0.40-0.599	Medium correlation
0.60-0.799	High correlation
0.80-1.000	Very high correlation

The researcher came to the following conclusion about the outcome by performing the following comparison between the r analysis and the r table. The purpose of this comparison was to testify and verify whether the association between classroom atmosphere and student motivation was significant or not. Previously, the researcher had established the degree of freedom by using the formula which is as follows:

df = N- nr df = degree of freedom N equals the number of people who responded nr is short for "number of variable." If rxy is greater than r table, then there is a positive correlation. If rxy is greater than r table, then the correlation is inverse. If rxy = r table, then there is no correlation between the two variables.

In this chapter, the researcher discussed how to conduct and investigated those studies in the

STUDENTS' LEARNING STYLE AND STUDENTS ACHIEVEMENT

In this particular instance, the learning styles of the students served as the first variable (X). This section provided responses to the first issue statements. Calculating each student's response to a questionnaire consisting of 20 questions and distributing it to 22 students as a sample led to the discovery of each individual student's preferred method of education. The responses to the questionnaire that were obtained from students were used to identify the kind of learning style that each student had.

List of Students Learning Styles

No.	Respondent	Score	Students Learning Style
1.	Al-Muspaina	29	Visual
2.	Resky Fitria Ramadhani	29	Visual
3.	Khusnul Khatimah	29	Visual
4.	Samsul Alamsyah	28	Visual
5.	Abdul Jalil	31	Visual
6.	Fahri	31	Visual
7.	Muh. Rafli	28	Visual
8.	Muh. Farid Ikhsan	26	Auditory
9.	Muh. Arya	32	Auditory
10.	Dewa Putra Alamsyah	32	Auditory
11.	Muh. Iswady Saputra	33	Auditory

12.	Siti Erja Zarkasi Kasyim	29	Auditory
13.	Rika Aprilia	31	Auditory
14.	Nuraeni	30	Auditory
15.	Winni Lidya	32	Auditory
16.	Husna	31	Auditory
17.	Devi Sulastri	29	Auditory
18.	Putri Aprilia	30	Auditory
19.	Nurul Anbiya	33	Auditory
20.	Asriani	31	Auditory
21.	Putri Ramadhani	29	Auditory
22.	Sutanzhu	27	Kinesthetic

According to the data presented in the table that can be found above, there were seven students in the eleventh grade of SMA Somba Opu who preferred to learn through visual means, fourteen students who preferred to learn through auditory means, and one student who preferred to learn through kinesthetic means. The score was calculated based on the students' best performance in each block; hence, this represents the students' preferred method of education. The following table presents the students' mean score based on their preferred learning method.

Mean Score of Students' Learning Style

Variable	Mean Score	Classification
Students" Learning Style (X)	79	Good

As can be seen in the picture of the table that is located above, the mean score of students' learning styles at the students in the eleventh grade was 79, and according to the standard categorization, it was regarded as "Good." It is possible to draw the conclusion that the pupils' modes of learning in eleventh grade class were in healthy condition. In addition, the frequency and proportion of students' learning styles may be observed in the following table for students in the eleventh grade:

The Frequency and Percentage of Students' Learning Style

No.	Score	Classification	Frequency	Percentage
1	81-100	Very Good	6	27.27%
2	61-80	Good	16	72.72%
3	41-60	Fair	0	0
4	21-40	Less	0	0
5	0-20	Poor	0	0
Total			22	100 %

According to what is shown in Table 4.2 above, there were six (27.27%) students who had the assumption that the students' learning style was excellent. Seventeen out of twenty-three students (72.72%) thought that the students' learning approach was positive. There was not a single student who claimed to have a bad, less than fair, or adequate learning style among the 22 samples. It is possible to draw the conclusion that the majority of students believed that

the educational approach taken by students in the eleventh grade at SMASomba Opu was in excellent condition.

As was discussed in the last chapter, the researcher gave a test to 22 students to determine their levels of accomplishment and then used those results to draw conclusions about the whole group. It had been established, on the basis of the data acquired from the students' achievements, what score the students had received for their achievements. The following table presents the students' average score on the achievement test as follows:

CONCLUSION

The researcher came to the conclusion about this investigation based on the data that was provided and discussed in chapter four. According to the findings of the questionnaire, the majority of students identify their own personal learning style as being Auditory Learning Style. In order for it to be offered by the students, the learning style that was used by students in the eleventh grade at SMA Somba Opu was Auditory Learning Style. The researcher observed that there was a poor link between the students' learning style and their accomplishment in learning English at the Eleventh Grade Students of SMA Somba Opu based on the results of utilising the Pearson Product Moment formula. This was the conclusion reached by the researcher. The results of the investigation showed that r was 0.334, and it ranged from 0.20 to 0.399, which was taken as indicating a poor correlation.

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