



THE INFLUENCE OF AUDITORY LEARNING STYLE ON LEARNING MOTIVATION OF GRADE 6 STUDENTS AT MINU ROMLI AFIFAH, TAJINAN REGENCY

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Abstract

One of the internal factors that determines the success or failure of the teaching and learning process is learning motivation. In teaching and learning activities, of course, learning styles are involved to motivate students to learn. This study aims to analyze the effect of auditory learning styles on the learning motivation of grade 6 students at MINU Romli Afifah, Tajinan Regency. The research method used in this study is quantitative using purposive sampling data collection techniques consisting of 24 students from grade 6. The results of this study indicate that there is a significant influence between auditory learning styles on student learning motivation, with a coefficient of determination (R^2) of 0.313 and a significant value (p-value) of 0.059. This identifies that auditory learning styles are one of the factors that influence student learning motivation.

Keywords: *Influence of Learning Style, Auditory Learning Style, Student Learning Motivation.*

A. Introduction

Education is a conscious effort to grow and develop the potential of human resources through teaching activities. One of the factors from within that determines the success or failure of the teaching and learning process is learning motivation. Teaching and learning activities also certainly involve learning styles to motivate student learning. Learning styles are the easiest way for individuals to absorb, organize, and process the information they receive. An appropriate learning style is the key to student success in learning. By realizing this, students are able to absorb and process information and make learning easier with their own learning style. During teaching and learning activities, each

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student has their own learning style, which can affect the understanding of the knowledge provided. So that learning styles can affect the ease of knowledge absorption during the teaching and learning process.

There are three modalities (types) in learning styles, namely visual, auditorial, and kinesthetic (Deporter & Hernacki, 2000). Every student has all three learning styles, it's just that one style is usually more dominant. According to an extensive study, especially in the United States conducted by Prof. Ken Dan Rita Dunn from St. John's University, in Jamaica in Sagitasari (2010) cited by Saefiana, Sukmawati, Rahmawati et al. identified that there are 3 different types of learning styles, including visual learning styles, auditory learning styles, and kinesthetic learning styles. The three types of learning styles have their own characteristics. By applying the appropriate learning style to students, it is hoped that it will be able to motivate students to learn. Learning motivation is a psychological factor that is non-intellectual. A person who has a fairly high level of intelligence, can fail because of a lack of motivation in learning

Motivation has an important role in the teaching and learning process for both teachers and students. For teachers, knowing the motivation to learn from students is very necessary to maintain and increase students' enthusiasm for learning. For students, learning motivation can foster a spirit of learning so that students are encouraged to do learning acts. Students do learning activities happily because they are motivated by motivation. According to Maslow quoted from Suharni (2021), motivation plays an important role in learning activities, where it describes a hierarchical relationship and various needs are placed in the realm of first needs. This is in line with the opinion put forward by Y. Fernando, P. Andriani and H. Syam where students who have high motivation in learning are more likely to obtain higher learning outcomes. Today, many students are less motivated to learn. This can be seen from the attitude of students who are indifferent to the learning process, do not pay attention to the teacher when explaining the material and do not do the assignments given by the teacher. This is due to the student's inappropriate learning style.

Therefore, learning style has an influence on students' learning motivation so that learning goals can be achieved properly. Based on the above problem, the researcher is interested in conducting a study entitled "Auditory Learning Style Influencer on the Learning Motivation of Grade 6 Students at MINU Romli Afifah, Tajinan Regency".

B. Method

This study uses a type of quantitative research. Quantitative research aims to compare the consequences of a particular treatment with another treatment that is different or with no treatment, so two groups of comparisons are known. This type of research is to test the influence of learning style (x) on student motivation (y). In this

study, the researcher uses *purposive sampling* with a purpose and with a certain consideration. The purposive sampling used by the researcher was grade 6 which totaled 24 students.

The data collection technique in this study is a questionnaire. In this study, the researcher immediately went into the field to get the answers of the respondents who were used as research samples. In this study, the researcher used a linear regency test.

C. Results and Discussion

1. Result

Based on the results of the linear regression analysis that has been carried out by researchers to test the influence of auditory learning style on student learning motivation, it shows that there is a relationship between the two variables. This can be seen from the high value of the coefficient of determination (R^2), which is 0.313, which shows that there is a variation in students' learning motivation. In addition, the results of the ANOVA test and the regression coefficient test which has a significant value (p-value) of 0.059 are equal to 0.05, indicating that the auditory learning style has an influence on the learning motivation of grade 6 students at MINU Romli Afifah, Tajinan Regency in this study.

Linear Regency Test

Model Summary

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.560a	.313	.244	6.61332

a. Predictors: (Constant), Auditory Learning Style

Figure 1. Linear Regency Test

- R (0.560): Shows the strength of the relationship between auditory learning style and high learning motivation.
- R Square (0.313): Auditory learning style variables, there was a variation in students' learning motivation (31.3%).
- Adjusted R Square (0.244): A positive value indicates that this model is suitable for data.
- Std. Error of the Estimate (6.61332): This is the average of the prediction error in the model.

Anovaa						
Type	Sum of Squares	Df	Mean Square	F	Sig.	
Regression	199.307	1	199.307	4.557	.059b	
Residual	437.360	10	43.736			

Total	636.667	11		
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- a. Dependent Variable: Student Learning Motivation
- b. Predictors: (Constant), Auditory Learning Style

Figure 2. Anovaa Test

Sig. value (0.059): equal to 0.05, meaning the regression model is significant. Auditory learning style has an influence on students' learning motivation.

Coefficientsa

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	15.056	15.240		.988	.346
Auditory Learning Style	.677	.317	.560	2.135	.059

- a. Dependent Variable: Student Learning Motivation

Figure 3. Coefficientsa

Regression Equation:

$$Y = 15.506 + 0.677X$$

- Constant Interpretation (15,506): If auditory learning style (X) = 0, then the average learning interest of students is 15,506.
- Coefficient B (0.677): Every 1 unit increase in auditory learning style only increases learning interest by 0.677 (there is an effect).

Sig. value (0.059): equal to 0.05, so this coefficient is significant.

2. Discussion

A person's tendency to learn is very diverse and influenced by several things. Everyone has different learning styles and typologies, but there may also be those who have similar learning styles/typologies. In fact, learning styles and typologies affect the results obtained. In the reality of daily life, there are people who easily receive new information by listening directly from the source, some are enough with writing or memos, and some must demonstrate their activities. This shows the existence of a learning style/type in humans. Learning styles/typologies can be divided into three. It is based on the way a person absorbs, processes, and conveys information, as well as universally or how a person learns (Ula, 2013: 31).

Learning style is a method that individuals have to obtain information which in principle learning style is an integral part of the active learning cycle. Auditory learning style is one of the learning styles that can affect students' motivation to learn. The results

of the study show that the style. Auditory learning has a positive relationship with students' motivation to learn. The auditory learning style coefficient was 0.059. This means that the more the use of auditory learning styles increases, the more students' motivation to learn. The results of this study show that the influence of auditory learning style on learning motivation is in a very strong category (Sugiyono, 2007 in Priyatno, 2008: 78). The auditory learning style prioritizes the listener's senses. Learning through hearing something can be done by listening to audio tapes, lectures, discussions, debates, and verbal instructions (commands) (Ula, 2013).

Students with auditory learning styles find it easier to digest, process, and convey information by listening directly. They tend to learn or receive information by listening or orally. Students with auditory learning styles have a power in their ability to hear. For students who have an auditory learning style, the ear is one of the sensory instruments that plays an important role because in the ear there are earlobes, ear canals, auditory drums, auditory hammers, parons or anvils, and the gurdi. The auditor's drum transmits vibrations to the listener's bones (hammer, paron and stirrup), while the actual ear consists of twists and turns, a cochlear and three semicircular canals. This ear apparatus is useful for delivering sound stimuli to the brain skin, and these stimuli are processed in the brain as an information (Kartono, 1996: 39).

With an auditory learning style, absorb and process information with good listening skills in an effort to achieve good learning motivation as well. The above theories support the results of this study, auditory learning style (X) is one of the important factors that affect students' learning motivation (Y). The results showed that the auditory learning style variable (X) had an influence of 31.3% on the learning achievement variable (Y) of grade 6 students at MINU Romli Afifah, Tajinan Regency.

D. Conclusion

Based on the results and discussion of the above research, the results of this study show that there is a positive and significant influence of auditory learning style on student learning motivation. The contribution of auditory learning style to the learning motivation of grade 6 students at MINU Romli Afifah, Tajinan Regency with a percentage of 31.3% with a total of 24 student respondents. This means that the higher the auditory learning style, the higher the student's motivation to learn. So students who like to listen to explanations from teachers and friends will easily understand the lesson so that they can increase their motivation to learn.

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