

## **The Correlation Between Students' Learning Style and Discipline Learning Toward Learning Outcomes at SMAN 4 Kediri**

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### **Abstract**

This research generally aims to examine the correlation of learning styles, and learning discipline on the learning outcomes of students at SMA Negeri 4 Kediri. This type of research is quantitative correlation research. The population used was all class XI students of SMA Negeri 4 Kediri, while the number of samples used was 177 students. The data collection techniques used in this research are questionnaires, documentation, and interviews. The analysis technique used is the descriptive analysis technique. Based on the results of the research and discussion that have been described, it can be concluded that: 1) Learning style does not correlate significantly with the learning outcomes of class XI students at SMA Negeri 4 Kediri; 2) Learning discipline correlates significantly with the learning outcomes of class XI students at SMA Negeri 4 Kediri; and 3) Learning style and learning discipline correlate significantly with the learning outcomes of class XI students at SMA Negeri 4 Kediri.

**Key words:** discipline learning, learning outcomes, learning style

### **Introduction**

English in Indonesia has a position as the first foreign language. Apart from that, English is an international language used in various fields such as business, tourism, and education. In education, English has been taught since elementary school, and English has even been a mandatory subject in the English education curriculum. In learning English, students are taught to master English skills, namely speaking, listening, writing, and reading. By teaching these 4 skills since elementary school, students are expected to be able to master English and obtain good English learning outcomes.

According to Hutanto (2021), English learning outcomes are students' ability to understand, use and produce English. English learning outcomes can be measured in various ways, such as written tests, oral tests, or portfolio assessments. These learning outcomes are useful as a benchmark for whether the student has achieved the expected English language skills (Fauziah, 2018). Expected English language skills can be interpreted as students' ability to use English in various situations, both

inside and outside school. This ability includes students' ability to understand the meaning of English texts, produce English texts, and communicate effectively in English. According to Kusumastuti & Kriswanto (2022), English learning results can be used to determine the extent to which students have achieved the expected English language skills. These learning outcomes can be used by teachers to assess the effectiveness of English learning, by students to measure their learning progress, and by parents to determine their child's learning progress.

Learning style has a positive relationship with learning outcomes because by using the right learning style and in line with the learning methods the teacher uses, students will quickly grasp the material explained (Maheni, 2019). Apart from that, the key to a person's success in learning outcomes can be seen in their appropriate learning style (Suciani et al., 2022). Learning style is an approach that explains how an individual learns or the method each person takes to concentrate on the process and master difficult and new information through different

perceptions. Everyone has a different learning style. There are three types of learning styles: visual, auditory, and kinesthetic (Taiyeb et al., 2022).

Discipline learning and learning outcomes are interconnected because students who are disciplined in learning will be obedient and focused in their field of study, and students who are disciplined in their studies obtain superior learning results (Safna & Wulandari, 2022). In English learning outcomes, discipline is needed because to get good learning results and to master the 4 English language skills, it is necessary to have disciplined learning. Discipline will make students trained and have the habit of carrying out their actions so that students will be obedient and obedient to the teacher and be disciplined in the ongoing learning activities in the class (Handayani & Subakti, 2020) Therefore, it is important to have discipline in studying to get good learning results, especially in learning English.

### Methods

This type of research uses a quantitative correlation method. The sample used is class XI students of SMAN 4 Kediri with 177 samples selected by using the Slovin formula. The instruments of this research are a questionnaire and a document. The questionnaire is distributed via the Google form link and analyzed using SPSS Type 27 Software. The document is in the form of students' English Learning Outcomes scores obtained from english teachers based on data they collected through summative score from four english language skills. The test is divided into three, they are descriptive analysis containing mean, median, and modus. The inferential analysis is the Normality test, reliability test, and linearity test. The hypothesis test is using Pearson product moment test and the F test.

### Results and Discussion

The research results for hypothesis 1 state that learning style and learning outcomes do not have a significant correlation. This can be seen in Table 1.

Table 1: Pearson product-moment

Variable	Sig. Value	Note
Learning Style -> Learning Outcomes	0.125	Not Correlated

There is a 0.125 Pearson correlation coefficient ( $0.125 > 0.05$ ) between learning style and learning discipline. These findings indicate that

there is no meaningful relationship between learning outcomes and learning styles, with  $H_{01}$  being accepted and  $H_{a1}$  being rejected. interpreted that Learning Styles have no significant correlation with learning outcomes. These results are supported by research conducted by Sartika, Hatim, and Rosmiyati (2023), which states that learning style does not correlate significantly with learning outcomes. The learning style applied has no correlation with learning outcomes because whatever learning style is applied, if students are unwilling or refuse to progress and succeed in creating good learning outcomes, the results created will also not be good.

Furthermore, the research results for the second hypothesis show that discipline learning and learning outcomes are significantly correlated. This can be seen in Table 2

Table 2: Pearson product-moment

Variable	Sig. Value	Note
Discipline learning -> Learning Outcomes	0.007	Correlated

These findings suggest that the null hypothesis ( $H_{02}$ ) is rejected and the alternative hypothesis ( $H_{a2}$ ) is accepted. This indicates that there is a strong relationship between learning outcomes and discipline learning. According to Safna & Wulandari (2022), learning discipline greatly influences student learning outcomes, because the greater the level of learning discipline carried out by students, the greater or better the results obtained will be. In line with the theory stated by Siahaan & Pramusinto (2018), supports the results of this research. Learning discipline is behavior that students acquire. Students can get good learning results if students can divide their time and carry out learning well. Apart from that, learning discipline is an attitude that is formed through obedient, obedient, orderly, loyal, and orderly behavior as well as having the awareness to carry out the rules and activities that need to be carried out (Harahap & Armayanti, 2020)

The latter is the result of research for the third hypothesis showing that learning style and learning discipline together have a significant correlation with learning outcomes. This can be seen in Table 3:

Table 3: F Test

Variable	Sig. Value	Note
Learning Style and Discipline Learning -> Learning Outcomes	0.027	Correlated

The result obtained was 0.027, so  $H_{a3}$  was accepted and  $H_{03}$  was rejected, which means that learning style and learning discipline are significantly correlated with learning outcomes. Research conducted by Nurkaman & Surapermana (2018) states that learning outcomes are influenced by several factors, one of which is learning style and learning discipline. The research results show that learning style and learning discipline are significantly correlated with learning outcomes. So this can mean that a student's learning style combined with good learning discipline will produce good learning results. The results of the following research are also supported by previous researchers' empirical studies carried out by Matussolikhah & Rosy (2021) that learning discipline and learning style simultaneously have a positive influence on learning achievement. Apart from that, simultaneously learning style and learning discipline have a significant positive effect on learning achievement, meaning that as learning style and learning discipline increase, student learning achievement will also be higher

### Conclusion

The study's findings indicate that there is no substantial correlation between student learning outcomes and learning styles in SMAN 4 Kediri. Specifically, learning styles and learning outcomes do not significantly correspond. However, there is a strong correlation between learning outcomes and learning discipline. This implies that learning outcomes increase with a student's level of learning discipline. This demonstrates that to increase student learning outcomes, learning discipline is a crucial component that needs to be taken into consideration.

This research also found that learning style and learning discipline correlate with learning outcomes. This means that both learning style and learning discipline influence student learning outcomes. This shows that to improve student learning outcomes, comprehensive efforts need to be made to consider these two factors.

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