

LEARNING OUTCOMES IN THE STUDY CONTRIBUTION OF
LEARNING STYLE AND EMOTIONAL INTELLIGENCE ON
STUDENT AKIDAH AKHLAQ AT MTS. DARUL QUR'AN DELI
SERDANG DISTRICT

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Abstract

This study aims to determine the contribution of learning styles and emotional intelligence to student learning outcomes. This study uses correlational statistics with 98 respondents in Deli Serdang Regency. Learning style data collection, emotional intelligence through questionnaires. While the learning outcomes data obtained through report cards. Data were analyzed using simple correlation techniques, regression, multiple correlation and partial correlation. The findings of the study are there are positive contributions between: (1) learning styles towards learning outcomes with r_{y1} of 0.430 with a regression equation $\hat{Y} = 34.149 + 0.773 X_1$, (2) Emotional intelligence on learning outcomes with r_{y2} of 0.515 regression equation $\hat{Y} = 59.607 + 0.463 X_2$ and (3) learning styles and emotional intelligence together towards the learning outcomes with r_{y12} of 0.628 with regression $\hat{Y} = 194.566 + 0.826X_1 + 0.236X_2$. The magnitude of the partial correlation of learning styles (X_1) to learning outcomes (Y) if emotional intelligence (X_2) is in a constant state is 0.437. The partial correlation of emotional intelligence (X_2) to learning outcomes (Y) if the learning style (X_1) is constant at 0.520. The results of this study concluded that the higher the learning style and emotional intelligence, the higher the learning outcomes of students at MTs. Daarul Qur'an Deli Serdang Regency.

Keywords: Learning Style, Emotional Intelligence, and Learning Outcomes.

INTRODUCTION

To improve the quality of education must continue to be comprehensively carried out, including one of which is improving student learning outcomes. Improved student learning outcomes include the development of a whole individual dimension, including aspects of intelligence, morals (behavior), behavior, religion, health, skills and arts. This is in accordance with the notion of education in the national education system law number 20 of 2003. The purpose of education in general is to educate students to be able to do thinking activities and solve

problems by providing rational, critical and abstract thinking learning experiences, in addition to the acquisition of knowledge (Uno, 2011: 56). The main objectives of education: (1) prepare students to become members of the community who believe and fear God Almighty, moral, noble, academic and professional ability who can apply, develop or creating science and technology and art. (2) developing and disseminating knowledge, technology or arts and striving for their use to improve people's lives and enrich national culture.

According to Gilles (2012), states that many factors can affect the level of student learning outcomes. One of these factors is the quality of learning. The quality of learning is usually always seen from the quality of learning outcomes obtained by students after learning. Meanwhile, the quality of learning outcomes is very closely related to the quality of the learning process. There is an assumption that quality learning outcomes can only be achieved through quality learning processes, and quality learning processes must begin with quality learning designs. This is very basic, because if the learning process is not optimal, it is very difficult to expect quality learning outcomes. Therefore the main problem of the quality of learning outcomes lies more in the problem of the learning process or the process of teaching activities undertaken by the teacher. Factually it can be stated that student learning outcomes at MTs. Darul Qur'an can be concluded that it is still low, especially in the field of study of akidah akhlaq. Based on the document study, the student learning outcomes in the field of akidla akhlaq have not shown encouraging results, especially the implications of these moral values in the daily lives of students both at school and outside of school. The average achievement of student scores for this field of study is 6.5.

Student success in learning reflects how the learning process is carried out. The main factor comes from inside and outside the learning process. Gagne & Briggs (1979: 12), states that student learning outcomes (the outcomes of learning) in the form of the development of abilities and skills are largely determined by the results of the interaction between internal conditions (internal conditioning of learning) with external conditions (external conditioning of learning). Can be identified as internal conditioning of learning is in the form of conditions and cognitive processes of students (the learner's internal state and cognitive process).

While the external conditioning of learning is in the form of stimuli originating from the environment (stimuli from the innovation).

Furthermore Gagne (1981: 30), states that the external conditions that most determine student learning outcomes are learning events created by the teacher himself both inside and outside the classroom. This means that student learning outcomes are largely determined by the ability of teachers to create approaches and provide learning conditions that are able to overcome deficiencies that occur in the internal conditions of students themselves.

The formulation of the problem in this study is there a contribution to the learning style of student learning outcomes in the field of study of akidah akhlaq individually or together? While the purpose of this study is to determine the contribution of learning styles to student learning outcomes in the field of study of akidah akhlaq Serdang individually or together.

THEORITICAL REVIEW

Gagne in (Slameto, 1995: 25), states: (1) learning is a process to obtain motivation in knowledge, skills, habits and behavior. (2) learning is the mastery of knowledge or skills obtained through instruction. Gagne (in Slameto, 1995: 27), states that to recognize what is meant by learning can be seen important characteristics of learning: (1) learning is the process by which humans can do it, (2) learning generally involves interaction with the external environment , and (3) learning can occur when a change or modification of behavior occurs, and the change stays in mass for a relatively long time in an individual's life. From this description it can be understood that learning has a purpose. Furthermore, the intended purpose is learning outcomes in the form of mastery of the desired knowledge, skills, and attitudes or behaviors.

Winkel (1999: 37), learning that is more comprehensive is a process from not being able to being able. Learning has two dimensions of activity, namely a mental/ psychological activity which takes place in active interaction with the environment that results in changes in knowledge, understanding, skills and values and attitudes. Ormrod (2003: 25), further clarifies the notion of learning which has three main characteristics, namely: (1) the occurrence of new behavior in the form of actual and potential abilities, (2) those abilities are valid for a relatively long period of time, (3) new abilities obtained through effort.

Snellbecker (1974: 76), identifies changes in behavior obtained through learning that can be seen in the following characteristics: (a) the

formation of new behavior in the form of actual or potential abilities, (b) those abilities are valid for a relatively long period of time, and (c) the new capability is obtained through effort. Learning is a phenomenon or symptom that can be directly observed, these symptoms can only be suspected from one's behavior or appearance. Learning objectives are the results that will be achieved through the learning process. Bloom (in Slameto, 1995: 23), put forward the taxonomy of learning objectives into three domains, namely cognitive, affective, and psychomotor.

Diversity in the way students learn is called learning styles, some are calling it a learning modality. Each student has his own learning style, it is likened to a signature that is unique to himself (Ginnis, 2008: 41). Knowledge about student learning styles is very important for teachers, parents, and students themselves to know, because knowledge of this learning style can be used to help maximize the learning process so that learning outcomes can be achieved in accordance with expected goals (Gunawan, 2003: 141-143) . Learning styles are habits that reflect the way we treat the experiences and information we get (Samples, 2002: 146).

Learning style is the way we prefer to do activities of thinking, processing and understanding information. Each individual has a different learning style. Not everyone follows the same way. Each shows differences, but researchers can classify them. Learning styles are closely related to a person's personality, which is influenced by his nature, experience, education, and developmental history.

DePorter & Hernacki (2002: 35), states that learning styles are a combination of absorbing, organizing, and processing information. There are three types of learning styles based on the modality used by individuals in processing information (perceptual modality). A child's ability to understand information or knowledge has different levels and ways of absorption. Understanding information is done by studying it. To have extensive knowledge, one needs to learn.

Based on the literature review conducted by the author, found a number of learning styles that students might do, namely: a) Visual Learning Style b) Auditory Learning Style c) Kinesthetic Learners (Kinesthetic Learners) d) Global Learning Style e) Analytical Learning Style.

Emotional intelligence was first introduced in 1990 by psychologists named Salovey from Harvard University and Mayer from the University of New Hampshire to explain the emotional qualities that seem crucial to

success. According to Salovey & Mayer defines emotional intelligence as a set of parts of social intelligence that involves the ability to monitor social feelings that involve the ability of others, sort through everything and use this information to guide thoughts and actions (Shapiro, 1998: 8).

Steiner (1997: 12) explains the notion of emotional intelligence is an ability that can understand the emotions of oneself and others, as well as knowing how one's own emotions are expressed to increase the ethical maximum as a personal power. In line with this definition, Mayer & Solovey (Goleman, 1999; Davies, Stankov, and Roberts, 1998) express emotional intelligence as the ability to monitor and control one's own and others' feelings, and use those feelings to fuse thoughts and actions.

Patton (1998: 39), argues that emotional intelligence as the ability to know emotions effectively to achieve goals, and build productive relationships and can achieve success. Baron (2000: 58), emotional intelligence is a series of emotions, emotional knowledge and abilities that affect the overall ability of individuals to deal effectively with environmental demands.

Based on this understanding there is a tendency to mean that emotional intelligence is the ability to recognize one's own feelings and the feelings of others, the ability to motivate oneself, the ability to process emotions well on oneself and others. Emotional intelligence is strongly influenced by the environment, not sedentary, can change at any time (Shapiro, 1998: 10).

Salovey (Goleman, 2000: 57) chose interpersonal intelligence and intrapersonal intelligence to be used as a basis for expressing emotional intelligence in individuals. According to him emotional intelligence is a person's ability to recognize self-emotions, manage emotions, motivate oneself, recognize the emotions of others (empathy) and the ability to foster relationships (cooperation) with others. Goleman (2002: 512), emotional intelligence is the ability of a person to manage his emotional life with intelligence (to manage our emotional life with intelligence); maintaining harmony with emotions and their expressions (the appropriateness of emotion and its expression) through the skills of self-awareness, self-control, self-motivation, empathy and social skills. The aspects of emotional intelligence, namely: Recognizing one's emotions, recognizing one's own emotions is an ability to recognize feelings when they occur, manage emotions, motivate yourself, recognize the emotions of others, build relationships,

METHODS

This study uses a quantitative paradigm with ex post facto research design. Ex post facto research aims to test what has happened. Conceptually, the ex post facto research aims to find out whether differences that occur between groups of subjects (in the independent variable) cause differences in the dependent variable (Hajar, 1996: 26). This research was conducted with a correlative study pattern by classifying research variables into two groups, namely independent variables and dependent variables. According to Arikunto (1993: 47), correlative research aims to find out whether or not there is, and how much correlation is found between two or more variables. Based on the obtained correlation coefficient values, it is predicted that the contribution of the independent variable to the dependent variable will be predicted.

The population in this study amounted to 176 students. Determination of the number and size of samples using the Cochran formula (1977: 75-76). The technique used is Stratified Proportional Random Sampling. Based on the calculation results obtained a sample of 119 students.

The questionnaire was arranged based on the concept of construct variables consisting of two parts, namely: learning style and emotional intelligence. Each section contains a number of statements relating to aspects of the variable under study. Learning style and emotional intelligence questionnaire statements consist of positive and negative statements. A positive statement scoring starts with numbers 4, 3, 2, 1 according to the order of four answers, namely: Always (Sl), Often (Sr), Rarely (Jr), and Never (Tp). Conversely, negative statements are given a score of 1, 2, 3, and 4. according to the alternative order of answers. There are two types of instrument tests, namely the instrument validity test (validity) and the instrument reliability test (reliability). The instrument reliability test is the level of instrument consistency, where a good instrument must be consistent with the measured variables. The analysis used is using technique Alpha Cronbach. The reliability of research instruments shows that an instrument is credible to be used as a data collection tool. Instrument reliability test used the Cronbach Alpha formula (Umar, 2008: 170).

RESEARCH RESULTS AND DISCUSSION

First Findings. There is a significant relationship between learning styles and the learning outcomes of Akidah Akhlaq MTs students. Darul Qur'an. Contribution was 18.5% and the relationship was 0.430. This means that if the learning style factors possessed by each student will determine the learning outcomes obtained. The learning styles that each student has are different from each other.

Learning style is the easiest way owned by individuals in absorbing, organizing, and processing information received. Appropriate learning styles are the key to student success in learning. By realizing this, students are able to absorb and process information and make learning easier with students' own learning styles. The use of learning styles that are limited to only one form, especially those that are verbal or with an auditory pathway, can certainly cause an imbalance in absorbing information. Therefore, in learning activities, students need to be assisted and directed to recognize learning styles that are appropriate to themselves so that learning objectives can be effectively achieved.

There are three modalities (types) in learning styles namely visual, auditory, and kinesthetic (Deporter & Hernacki, 2000). Many other experts categorize learning styles based on sensory cognitive preferences. In research that has been conducted by experts, learning styles are more emphasized on sensory preferences, namely visual, auditory, and kinesthetic learning styles. The reason for using sensory preferences is because in the process of student learning activities can be observed through the senses. Based on sensory preferences, visual learners learn through something they see, auditory learning by listening, and kinesthetic learning by moving, working, and touching. Every student has these three learning styles, only one style is usually more dominant. Learning achievement is a final assessment of the process and the recognition that has been done repeatedly and will be stored for a long time because learning outcomes participate in shaping the individual personality.

Each student has a learning style that is different from one another. Certain learning styles are considered better and more effective in understanding material or knowledge, but not necessarily suitable or in accordance with others. Some people who have more ability are also able to absorb information from more than one learning style, but it is very rare. Certain learning styles also affect student achievement and ability in

certain fields. For example, students with visual learning styles are happy and smart in mathematics, children with auditory learning styles are good at telling stories, children with learning styles good kinesthetic in sports, and so on.

Therefore, it is very important for teachers to know their students' learning styles in order to be able to complete or manage their learning abilities and assignments properly. Visual, auditory, and kinesthetic learning styles are a combination of how students absorb, organize, and process information that will ultimately affect student learning achievement. The results of Arylien Ludji Bire, Uda Geradus, and Josua Bire (2014) research on the influence of visual, auditory and kinesthetic learning styles on student achievement shows that visual learning styles, auditory learning styles, and kinesthetic learning styles have a relationship of visual learning styles of 0.080; auditorial learning style by 0,043; and kinesthetic learning style 0.079. This means that the increasing use of visual learning styles, auditory learning styles, and kinesthetic learning styles increases student learning achievement. The results of this study indicate that the influence of visual learning styles, auditory learning styles, and kinesthetic learning styles on learning achievement is in the very strong category (Sugiyono, 2007 in Priyatno, 2008: 78).

Research A. Mushawwir Taiyeb & Nurul Mukhlisa (2015: 12-13), suggests that the path coefficient from visual learning style (X1), auditory (X2), and kinesthetic (X3) to learning style (Y1) is 3.103. So, if the visual, auditory, and kinesthetic learning styles are understood, then the learning styles will be good. The path coefficient from attention (X4), relevance (X5), confidence (X6), and satisfaction (X7) to learning motivation (Y2) is 3.683. So, if attention, relevance, confidence, and satisfaction are good, then motivation to learn will be good. Path coefficient of visual learning style (X1), auditory (X2), kinesthetic (X3), attention (X4), relevance (X5), confidence (X6), satisfaction (X7), learning style (Y1), and motivation to learn (X1) Y2) to learning outcomes (Y3) is 5,141. So, if the visual, auditory, and kinesthetic learning styles are understood, attention, relevance, confidence, and satisfaction are good, and learning styles and learning motivation are good, then the learning outcomes will be high. The order of contribution of visual learning style indicators is difficulty in dialogue (0.281), difficulty in oral commands (0.276), need to see (0.274), and artistic understanding (0.250). The contributions are more or less the same because students find it easier to remember what they have seen. In

the learning process, students create a Mind Map with colors and images that can improve memory. The order of contribution of the auditory learning style indicators is the need to hear (0.494), difficulty in writing and reading (0.371), and difficulty in written information (0.196). This happens because students more easily absorb the information they hear. In the learning process, students discuss to learn easily.

The order of contribution of kinesthetic learning style indicators is physical activity (0.447), hands as informants (0.318), not able to hold sitting (0.282), and gestures (0.248) and team coordination (0.248). This happens because students easily learn by coupled with physical activity. In the learning process, students do practical work that involves the physical.

Second Findings. There is a significant relationship of emotional intelligence to the learning outcomes of Akidah Akhlaq in MTs. Darul Qur'an. Its contribution is 26.5%, and the relationship is 0.515. This means that if the emotional intelligence of the students is good / high, then the learning outcomes of Akidah Akhlaq in MTs. Darul Qur'an will also tend to be high quality. Conversely, if the emotional intelligence possessed by students is low then the learning outcomes of Akidah Akhlaq in MTs. Darul Qur'an will also tend to be low/unqualified. The regression equation obtained is $\hat{Y} = 59.607 + 0.463X_2$.

Based on these equations, it can be explained that there is a positive correlation where if emotional intelligence scores rise, student learning outcomes will also increase. As a prediction it can also be explained that if the emotional intelligence factor increases by one score, the score of learning outcomes is $59,607 + 0,463X_2$. will increase by 0.463. The value of the interception constant (a) of 59,607 indicates that if the value of the emotional intelligence regression coefficient (bX_2) does not continue to be increased, the learning outcomes are $59,607 + 0,463X_2$. tends to decrease even reaching numbers up to 87,052.

This may be because emotional intelligence is an internal factor that exists in students who have a very important function in his life. With this basis and reality it will allows someone to develop their abilities so that they can grow even more optimally, including learning outcomes. Based on the indicators of emotional intelligence determined in this study are: (1) recognizing one's emotions, (2) managing one's emotions, (3) motivating yourself, (4) recognizing the emotions of others (empathy), and (5) the ability to foster relationships (cooperation) with others. These five

indicators are important aspects and even very strategies for someone to determine their success including learning outcomes.

Theoretically, emotional groups can be classified as follows: (1) Anger: violent, angry, hateful, angry, angry, annoyed, disturbed, bitter, angry, offended, hostile, and perhaps most severe, acts of violence and pathological hatred. (2) Sadness: poignant, sad, depressed, melancholy, self-love, lonely, rejected, hopeless, and if it becomes pathological, severe depression. (3) Fear: anxious, afraid, nervous, worried, anxious, feeling very scared, worried, alert, sad, uneasy, horrified, very scared, wry; as pathology, phobias and panic. (4) Enjoyment: happy, happy, light, satisfied, cheerful, happy, entertained, proud, sensory pleasure, amazed, enchanted, satisfied, satisfied, fulfilled, extraordinary, happy, and the end, mania. (5). Love: acceptance, friendship, trust, kindness, close feelings, devotion, respect, love, love. (6) Surprised: surprised, gasped, amazed, stunned. Annoyed: contemptible, disgusted, fed up, nausea, hate, dislike, want to vomit. (7) Embarrassment: guilt, shame of the heart, resentment, regret, contempt, shame, and broken heart (David, 2012: 245-246).

Daud's research (2012: 253-254), about the effect of emotional intelligence (EQ) and learning motivation on biology learning outcomes of State 3 High School students in Palopo city revealed that there was an influence of emotional intelligence on learning outcomes in biology. From the analysis results obtained the value of $F = 63.095$ significance at the level of 5 percent, because the value of $P = 0.000 < 0.05$, $R = 0.689$ and $t = 7.943$. This means that there is a positive and significant influence on emotional intelligence on biology learning outcomes of high school students in the city of Palopo. The determination coefficient value is 0.474 which means that 47.4 percent of Biology learning outcomes of high school students in Palopo City can be explained by emotional intelligence and 52.6 percent is determined by other variables not included in this study, this means that the higher the emotional intelligence the better the results of studying biology for high school students in the city of Palopo.

Third finding. There is a significant relationship of learning style variables and emotional intelligence together to the learning outcomes of the Akidah Akhlaq field of study at MTs. Darul Qur'an. His contribution is 39.4%. Hypothesis testing using multiple regression analysis shows the relationship between the two independent variables is 0.628.

Based on the calculation of the regression equation using multiple regression analysis (multiple regression) obtained the value of the two

direction coefficients (bX_1) of 0.826, and (bX_2) of 0.236 with a constant value of 194,566. Thus the regression equation is $\hat{Y} = 194,566 + 0.826X_1 + 0.236X_2$. This means that the two independent variables in this study, namely learning style and emotional intelligence are very important to be improved continuously as the main supporting factor in improving student learning outcomes.

Based on the results of the analysis above, it can be understood that these two independent variables (predictors variables) are also very dominant factors to be developed and intervened on an ongoing basis, especially by the teacher himself and the head of the educational institution (School principals and education offices, and regional offices of the ministry of religion) as takers policies at the local level in order to improve student learning outcomes.

CONCLUSIONS AND RECOMMENDATIONS

Some conclusions from this study are: (1) there is a significant contribution between learning styles on student learning outcomes in the field of Akidah Akhlaq in MTs. Darul Qur'an Deli Serdang Regency. If students have the right learning style this will contribute positively to student learning outcomes, (2) there is a significant contribution between emotional intelligence on student learning outcomes in the field of Akidah Akhlaq in MTs. Darul Qur'an Deli Serdang Regency. With the better emotional intelligence it will make a positive contribution to student learning outcomes, and (3) there is a significant contribution between learning styles and emotional intelligence together towards Percut Sei District Junior High School in Deli Serdang Regency. With good learning styles and emotional intelligence can contribute to student learning outcomes.

Based on the description in the conclusions and the implications of the results of the study it can be given some suggestions including: (1) the principal is expected to be able to implement policies that allow students to develop learning styles and emotional intelligence more optimally. The application of specialization programs and training for students is one of the tools that allows the growth of these two abilities, (2) teachers should try to improve their knowledge and skills by attending various education and training to improve their abilities in order to know precisely the forms that must be applied to students in terms of learning styles and emotional intelligence, (3) for the Ministry of Religion and the Office of Education

and Teaching should conduct policies, especially in improving academic culture that allows the growth of learning styles and emotional intelligence of students appropriately and optimally, and (4) for other researchers the results of this study can be used as a comparative material for conducting research by involving more predictor and respondent variables, so that other aspects that are thought to have contributed to this research can be analyzed so as to obtain more perfect research results.

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