KORELASI ANTARA GAYA BELAJAR DAN PEMANFAATAN MEDIA BELAJAR TERHADAP HASIL BELAJAR IPA SISWA KELAS VI SD GUGUS VI KECAMATAN GEROKGAK
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ABSTRAK

Penelitian ini bertujuan untuk mengetahui korelasi yang signifikan gaya belajar visual terhadap hasil belajar IPA, korelasi yang signifikan gaya belajar auditorial terhadap hasil belajar IPA, korelasi yang signifikan gaya belajar kinestetik terhadap hasil belajar IPA, korelasi yang signifikan pemanfaatan media belajar terhadap hasil belajar IPA, dan korelasi yang signifikan gaya belajar visual, auditorial, kinestetik, dan pemanfaatan media belajar terhadap hasil belajar IPA. Jenis penelitian yang digunakan yaitu *expost facto*. Populasi dalam penelitian ini berjumlah 156 siswa, sedangkan untuk sampel dalam penelitian ini berjumlah 132 siswa. Analisis datanya menggunakan analisis statistik deskriptif data dan analisis statistik inferensial yaitu analisis uji prasyarat diantaranya uji normalitas, uji linearitas, uji multikolinearitas, uji heterokedastisitas, dan uji autokorelasi. Kemudian, dilakukan uji hipotesis menggunakan analisis regresi sederhana dan analisis regresi berganda. Berdasarkan hasil analisis data yang dihitung dengan *IBM SPSS Statistics 17.0,* maka dapat diketahui: (1) terdapat korelasi yang signifikan gaya belajar visual terhadap hasil belajar IPA dengan $r_{x1y} = 0,364$ dengan koefisien determinasi 13,3%; (2) terdapat korelasi yang signifikan gaya belajar auditorial terhadap hasil belajar IPA dengan $r_{x2y} = 0,467$ dengan koefisien determinasi 21,9%; (3) terdapat korelasi yang signifikan gaya belajar kinestetik terhadap hasil belajar IPA dengan $r_{x3y} = 0,458$ dengan koefisien determinasi 21%; (4) terdapat korelasi yang signifikan pemanfaatan media belajar terhadap hasil belajar IPA dengan $r_{x4y} = 0,249$ dengan koefisien determinasi 6,2%; dan (5) terdapat korelasi yang signifikan gaya belajar visual, auditorial, kinestetik dan pemanfaatan media belajar terhadap hasil belajar IPA dengan $r_{x1,2,3,4y} = 0,626$ dengan koefisien determinasi 37,3%. Hasil analisis data menunjukkan nilai $r_{hitung} > r_{tabel}$ pada taraf signifikansi 5% = 0,171. Sehingga dapat diketahui H_0 (hipotesis

nihil) ditolak dan H$_a$ (hipotesis alternatif) diterima, maka dapat diambil kesimpulan terdapat korelasi signifikan gaya belajar visual terhadap hasil belajar IPA, terdapat korelasi signifikan gaya belajar auditorial terhadap hasil belajar IPA, terdapat korelasi signifikan gaya belajar kinestetik terhadap hasil belajar IPA, terdapat korelasi signifikan pemanfaatan media belajar terhadap hasil belajar IPA, dan secara simultan terdapat korelasi signifikan gaya belajar visual, auditorial, kinestetik, dan pemanfaatan media belajar terhadap hasil belajar IPA siswa kelas VI SD Gugus VI Kecamatan Gerokgak. Sehingga, gaya belajar visual, auditorial, kinestetik dan pemanfaatan media belajar berpengaruh terhadap hasil belajar IPA yang diperoleh oleh siswa. Saran yang bisa diberikan untuk kepala sekolah yaitu mendukung ketersediaan sarana dan prasarana dalam menunjang proses pembelajaran, bagi guru disarankan untuk lebih meningkatkan perhatian terhadap gaya belajar siswa dalam proses belajar dan memanfaatkan media belajar, bagi orangtua disarankan meningkatkan pengawasan anak pada saat belajar di rumah, bagi siswa disarankan untuk meningkatkan kesadaran terkait gaya belajar yang dimiliki, dan bagi peneliti lain disarankan untuk melakukan lebih mendalam terkait dengan hasil belajar IPA, gaya belajar, dan pemanfaatan media.

Kata Kunci: Gaya Belajar Siswa, Pemanfaatan Media Belajar, dan Hasil Belajar

CORRELATION BETWEEN LEARNING STYLE AND UTILIZATION OF LEARNING MEDIA TOWARDS LEARNING RESULTS OF SIXTH GRADE SCIENCE STUDENTS AT SD GUGUS VI GEROKGAK DISTRICT

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ABSTRACT

This study aims to determine the significant correlation between visual learning styles to science learning outcomes, significant correlation of auditory learning styles to science learning outcomes, the significant correlation between kinesthetic learning styles to science learning outcomes, a significant correlation of the use of learning media to science learning outcomes, and a significant correlation of visual, auditory, kinesthetic learning styles, and the use of learning media on science learning outcomes. The type of research used is ex post facto. The population in this study are 156 students, while the sample amounted to 132 students. The data analysis used descriptive statistical analysis of data and inferential statistical analysis, namely the analysis of prerequisite tests including normality test, linearity test, multicollinearity test, heteroscedasticity test, and autocorrelation test. Meanwhile, the hypothesis was tested using simple regression analysis and multiple regression analysis. According to the results of data analysis calculated by IBM SPSS Statistics 17.0, it can be seen that: (1) there is a significant correlation between visual learning styles and science learning outcomes with $rx_1y = 0.364$ with a coefficient of determination of 13.3%; (2) there is a significant correlation of auditory learning style on science learning outcomes with $rx_2y = 0.467$ with a coefficient of determination of 21.9%; (3) there is a significant correlation between kinesthetic learning styles and science learning outcomes with $rx_3y = 0.458$ with a coefficient of determination of 21%; (4) there is a significant correlation between the use of learning media on science learning outcomes with $rx_4y = 0.249$ with a coefficient of determination of 6.2%; and (5) there is a significant correlation of visual, auditory, kinesthetic learning

styles and the use of learning media on science learning outcomes with rx1,2,3,4y = 0.626 with a coefficient of determination of 37.3%. The results of data analysis showed the value of count > table at a significance level of 5% = 0.171. So that, it can be seen H0 (nil hypothesis) is rejected and Ha (alternative hypothesis) is accepted. In conclusion, there is a significant correlation between visual learning styles and science learning outcomes, there is a significant correlation between auditory learning styles and science learning outcomes, and there is a significant correlation between kinesthetic learning styles and learning outcomes. Science learning outcomes, there is a significant correlation of the use of learning media to science learning outcomes, and concurrently there is a significant correlation of visual, auditory, kinesthetic learning styles and the use of learning media to the science learning outcomes of sixth grade of SD Gugus VI, Gerokgak District. Thus, visual, auditory, kinesthetic learning styles and the use of learning media affect the science learning outcomes obtained by students. The suggestions that given by the researcher for school principals are to support the availability of facilities and infrastructure in supporting the learning process; for teachers, it is recommended to increase student learning styles in the learning process and utilize learning media. For parents, it is advisable to increase the supervision of children while studying at home. Students are advised to raise awareness regarding their learning styles. Other researchers are advised to do more in-depth related to science learning outcomes, learning styles, and media use.

Keywords: *Student Learning Style, Utilization of Learning Media, and Science Learning Outcomes*