
The Effect of Visual Learning Style on Learning Outcomes in Arabic Subjects

Norhidayah

IAIN Palangka Raya, Indonesia

norhidayah0995@gmail.com

Marsiah

IAIN Palangka Raya, Indonesia

marsiah@iain-palangkaraya.ac.id

Saidatul Abidah

MA Al-Irtiqo'

Saidatulabidah26@gmail.com

Abstract

Learning style is a way to absorb, organize, understand and respond to information or teaching materials. There are three kinds of learning styles proposed by Bobbi De Porter and Mike Hernacki, namely: Visual Learning Styles, Audio Learning Styles and Kinesthetic Learning Styles. This visual learning style relies on learning activities on the subject matter he sees. In this visual learning style which plays an important role in the way of learning is vision. The purpose of this study was to describe the effect of visual learning styles on learning outcomes in Arabic subjects in Man City, Palangka Raya. This study uses a quantitative approach and the method used is descriptive. Data collection techniques in this research are questionnaires, documentation and interviews. Data analysis in this study analysis SPSS. The results of this study indicate that there is an influence of visual learning style on learning outcomes with the acquisition of a significant score of $0.00 < 0.05$ in Arabic subjects in Man City, Palangka Raya.

Keywords: *Visual Learning Styles, Learning Outcomes, Arabic*

Abstrak

Gaya belajar merupakan cara untuk menyerap, mengatur, memahami dan merespon informasi atau bahan ajar. Ada tiga macam gaya belajar yang dikemukakan oleh Bobbi De Porter dan Mike Hernacki yaitu: Gaya Belajar Visual, Gaya Belajar Audio dan Gaya Belajar Kinestetik. Gaya belajar visual ini mengandalkan aktivitas belajarnya kepada materi pelajaran yang dilihatnya. Pada gaya belajar visual ini yang memegang peranan penting dalam cara belajarnya adalah penglihatan. Tujuan penelitian ini adalah untuk mendeskripsikan pengaruh gaya belajar visual terhadap hasil belajar pada mata pelajaran bahasa arab di Man Kota Palangka Raya. Penelitian ini menggunakan pendekatan kuantitatif dan metode yang digunakan adalah deskriptif. Teknik pengumpulan data dalam

penelitian adalah angket, dokumentasi dan wawancara. Analisis data pada penelitian ini menggunakan SPSS. Hasil penelitian ini menunjukkan bahwa terdapat pengaruh gaya belajar visual terhadap hasil belajar dengan perolehan nilai signifikan $0,00 < 0,05$ pada mata pelajaran bahasa Arab di Man Kota Palangka Raya.

Kata Kunci: Gaya Belajar Visual, Hasil Belajar, Bahasa Arab

Introduction

Every child born has characteristics of different brain abilities in absorbing, processing, and conveying information (Utami & Gafur, 2015). Learning is a mental activity that involves the brain's ability to absorb, process, and convey information (Sari, 2014). Students as people who are learning and developing have their own uniqueness and character in the learning process. Its uniqueness makes students have different responses in understanding a lesson (Rijal & Bachtiar, 2015).

Many students experience confusion in receiving lessons because they are unable to digest the material given by the teacher. In fact, many students fail to digest information from their teachers due to the incompatibility of the teacher's teaching style with the student's learning style (Falah & Fatimah, 2019). Conversely, if the teacher's teaching style is in accordance with the student's learning style, all lessons will feel very easy and fun (Halim, 2012). Teachers are also happy because they have students who are all intelligent and have the potential to succeed in the type of intelligence they have (Rayesh, 2016).

In theory, there are two categories of how individuals learn. First, is the way individuals can absorb information easily, this concept is called learning style (Kadir dkk., 2020). The second is how individuals organize and manage that information, this concept is called brain dominance (Malik dkk., 2020). Learning style is a person's way to absorb, organize and process information materials or learning materials that have been received during learning (Bire dkk., 2014). Based on this, it is suspected that the tendency of each student's learning style also affects their learning achievement (Hartati, 2015).

In order to understand the material being studied optimally, of course, a teacher must know the learning styles of each student (Widyawati, 2016). There are several

kinds of learning styles developed by experts, but this study uses the theory of Bobbi Deporter and Mike Hernacki, namely, visual, auditory and kinesthetic learning styles (Anas & Munir, 2016). In this study, researchers will examine the visual learning style. Visual learning style is a learning style that tends to be more happy with what is being studied (Rosmansyah & Wicaksana, 2018). Visual learning style is a learning style by seeing, observing, gazing, and the like. The strength of this learning style lies in the sense of sight (Rahman & Yanti, 2016). For people who have this style, the eye is the most sensitive tool to catch any learning symptom or stimulus (Papilaya & Huliselan, 2016). In an effort to facilitate the learning process of students with this visual learning style, several strategies can be taken, including: using visual materials, such as pictures, diagrams, and maps; use color to hilite important things (Kurniati, 2018).

Characteristics of visual learning style (vision), namely: Neat and organized, Speak quickly, Good long-term planner and organizer, Observant of detail, Cares about appearance, both in terms of clothing and presentation (Supini, 2021). Good speller and can see words the actual words in their minds Remembers what they see, rather than hears Remembers by visual associations Usually not distracted by noise Has trouble remembering verbal instructions unless they are written down and often asks someone to repeat them Fast and diligent reader More likes reading rather than being read (Marpaung, 2015). Requires a holistic view and purpose and being alert before being mentally certain about a problem or project, Scribbles meaninglessly during phone calls and in meetings, Forgets to convey verbal messages to others, Often answers questions politely short answer yes or no, Prefer to do a demonstration of in speech, Prefers art to music, Often knows what to say, but is not good at choosing words, Sometimes loses concentration when they want to pay attention (Sundayana, 2016).

For everyone, language skills become an important thing, including for students when they take part in learning. One of them is learning Arabic (Khoiriyah, 2012).

Arabic is one of the subjects taught in schools today. Especially schools that have an Islamic religious base such as Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah. Even in public schools and at universities where Arabic is a foreign language and many have applied Arabic as a subject (Norhidayah, 2020).

Each student has a different way of learning in understanding information or subject matter, one of which is influenced by differences in student learning styles (Iriani & Leni, 2013). By leveraging the concept of diversity and accepting different styles, teachers become more effective in determining teaching strategies and students will become more confident learners and more satisfied with their learning progress. The right learning style will allow a student to master knowledge more easily and faster. In other words, the right learning style will allow students to learn more effectively and efficiently (Indarto, 2012)

Methods

This research method uses descriptive quantitative methods that aim to determine the effect of visual learning styles on student learning outcomes at MAN Palangka Raya City. As for the sampling technique in this study using Probability Sampling, in this study the samples were students of MAN Palangka Raya City class XI-IPA 1, XI-IPS 1, XI-AGAMA 1, XI-BAHASA which amounted to 135 students. Data collection techniques in this study used questionnaires, documentation and interviews.

In this case, to get the data, the author distributes a questionnaire to all samples via online using the google form application. The Google form in this study has been equipped with alternative answers using the Guttman scale. The alternative models used in this study are 2 choices, namely "YES" or "No". While this Documentation Technique is a supporting method for collecting data, because in this method data can be obtained from Arabic language scores obtained through teachers who teach Arabic, as for the value used in this study is the final test score of the students of Man City of Palangka Raya. In this study, researchers used interview techniques to obtain information about students' learning styles. Interviews in this study were conducted

to students of Man City of Palangka Raya. And in this study the researchers also used online interviews, namely through the WhatsApp application.

From the results of the research data that has been collected, the researchers analyzed the data using SPSS.

Result and Discussion

This research uses descriptive quantitative research. Quantitative approach is to test certain theories by examining the relationship between variables. These variables are usually measured with research instruments so that data consisting of numbers can be analyzed based on statistical procedures. The purpose of this study was to determine the effect of visual learning styles on learning outcomes in Arabic subjects in Man City, Palangka Raya. The sample in this study was the students of Man City of Palangka Raya, amounting to 135 people. This research was conducted at the school "Man City Palangka Raya".

1. Learning Style

In this study to obtain data, the researchers distributed questionnaires to the entire sample of 135 students via online using the google form application. The Google form in this study has been equipped with alternative answers using the Guttman scale. The alternative models used in this study are 2 choices, namely "YES" or "No". And in this study, researchers also conducted interviews with students of Man City of Palangka Raya to strengthen the results of the answers that had been filled out through a questionnaire. As for the results of distributing questionnaires and interviews to one of the students of Man City of Palangka Raya, as follows:



In the statement item number 1, it can be seen from the table above the number of students who answered YES and NO options. That is as many as 48.1% who chose the answer No, while those who chose the answer Yes were as many as 51.9%. In this statement, the purpose of the statements in this questionnaire is to show the visual learning style. based on the results of interviews with researchers with MAN students in Palangka Raya City that these students chose the answer Yes with the reason because these students were quite difficult to understand the lesson if they just listened. So, these students are assisted by visual objects to make it easier for these students to obtain information on Arabic language students.



In the statement item number 2, it can be seen from the table above the number of students who answered YES and NO options. That is as many as 37% who chose the answer No, while those who chose the answer Yes were as many as

63%. In this statement, the purpose of the statements in this questionnaire is to show the visual learning style. based on the results of interviews with researchers with MAN students in Palangka Raya City that the student chose the answer Yes on the grounds that the student was quite disturbed when he saw clothes that were not neat. Because the characteristics of visual learning styles all emphasize vision.



In the statement item number 3, it can be seen from the table above the number of students who answered YES and NO options. That is as many as 21.5% who chose the answer No, while those who chose the answer Yes were as many as 78.5%. In this statement, the purpose of the statements in this questionnaire is to show the visual learning style. based on the results of interviews with researchers with students of MAN Palangka Raya City that the student chose the answer Yes with the reason because the student is quite difficult to do an activity if the place is not neat. Because the characteristics of visual learning styles all emphasize vision.

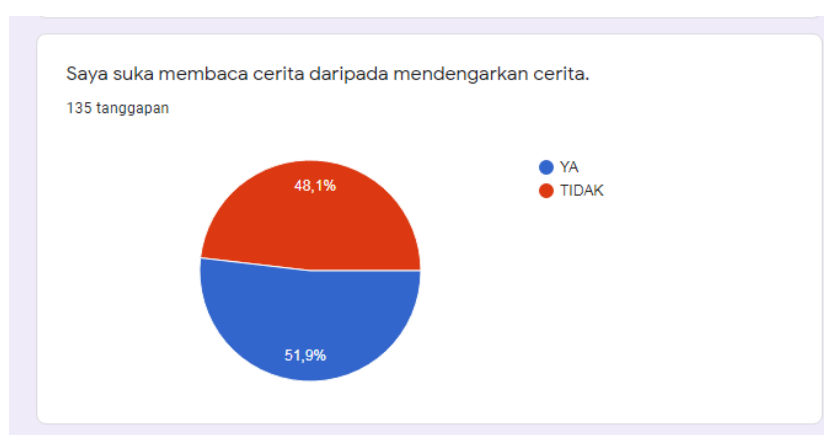


In the statement item number 4, it can be seen from the table above the number of students who answered YES and NO options. That is as many as 39.3% who chose the answer No, while those who chose the answer Yes were as many as 60.7%. In this statement, the purpose of the statements in this questionnaire is to show the visual learning style. Based on the results of the researcher's interview with the students of MAN Palangka Raya City, the student chose the answer no because the student was quite difficult to remember without writing. Because the characteristics of visual learning styles all emphasize vision.

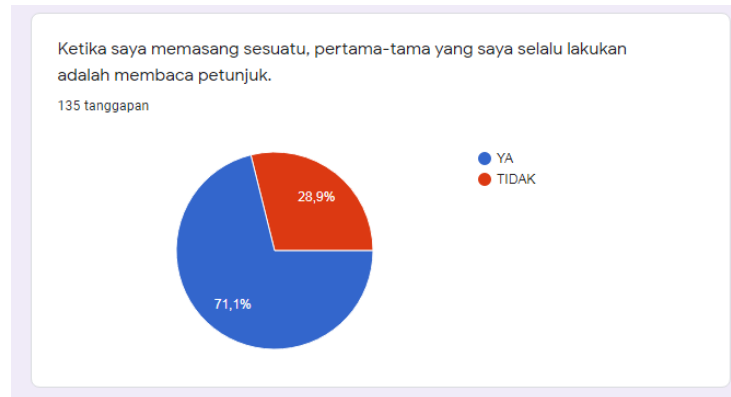


In the statement item number 5, it can be seen from the table above the number of students who answered YES and No options. That is as many as 35.6% who chose the answer No, while those who chose the answer Yes were

64.4%. In this statement, the purpose of the statements in this questionnaire is to show the visual learning style. Based on the results of the researcher's interview with the students of MAN Palangka Raya City that the student chose the answer Yes on the grounds that the student likes to observe patterns, shapes or colors because for these students there is a beauty of its own. Because the characteristics of visual learning styles all emphasize vision.



In the statement item number 6, it can be seen from the table above that the number of students who answered YES and NO options. That is as many as 48.1% who chose the answer No, while those who chose the answer Yes were as many as 51.9%. In this statement, the purpose of the statements in this questionnaire is to show the visual learning style. based on the results of interviews with researchers with MAN students in Palangka Raya City that the student chose the answer Yes on the grounds that the student likes to read stories and can see the object visually that way, the student is easier to understand. Because the characteristics of visual learning styles all emphasize vision.



In the statement item number 7, it can be seen from the table above the number of students who answered YES and NO options. That is as many as 28.9% who chose the answer No, while those who chose the answer Yes were as many as 71.1%. In this statement, the purpose of the statements in this questionnaire is to show the visual learning style. based on the results of interviews with researchers with MAN students in Palangka Raya City that the student chose the answer Yes with the reason that it was easier for the student to understand the instructions first or read the instructions first. Because the characteristics of visual learning styles all emphasize vision.



In the statement item number 8, it can be seen from the table above that the number of students who answered YES and NO options. That is as many as 34.8% who chose the answer No, while those who chose the answer Yes were as many as 65.2%. In this statement, the purpose of the statements in this questionnaire is to show the visual learning style. based on the results of interviews with researchers with MAN Palangka Raya students that the student chose the answer Yes with the reason that the student was because if

he only remembered verbal instructions, the student only remembered the next few hours, but if the instructions were written, the student could take longer to remember the instructions. Because the characteristics of visual learning styles all emphasize vision.



In the statement item number 9, it can be seen from the table above the number of students who answered YES and NO options. That is as many as 40% who choose the answer No, while those who choose the answer Yes are as much as 60%. In this statement, the purpose of the statements in this questionnaire is to show the visual learning style. based on the results of interviews with researchers with MAN students in Palangka Raya City that the student chose the answer Yes on the grounds that the student's eyes were still in good health or not having problems (Minus). Because the characteristics of visual learning styles all emphasize vision.



In the statement item number 10, it can be seen from the table above that the number of students who answered YES and NO options. That is as many as 54.8% who chose the answer No, while those who chose the answer Yes were as many as 45.2%. In this statement, the purpose of the statements in this

questionnaire is to show the visual learning style. Based on the results of interviews with researchers with MAN students in Palangka Raya City, that student chose the answer no because the student preferred the delivery of teaching materials using the lecture method, so students simply listened. Because the characteristics of visual learning styles all emphasize vision.

1. Learning Outcomes

In this study, researchers also used data collection techniques with documentation. Based on the results of the documentation obtained from teachers who teach Arabic in Man City of Palangka Raya, data obtained on the results of the Final Semester Examination of Grade 1 students of Man City of Palangka Raya, the value used is the value of learning Arabic. which will be explained as follows:

Tabel 1
Hasil Belajar Siswa Man Kota Palangka Raya
Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Hasil_Belajar	135	76	16	92	63.76	20.354
Valid N (listwise)	135					

It can be concluded that the student learning outcomes of Man City of Palangka Raya in table 1 are 135 respondents, with an average learning outcome of 63.76, for the standard deviation of 20.354, the range is 76, and for the minimum value of student learning outcomes of Man City of Palangka Raya is 16. , while the maximum value is 92.

2. The Effect of Visual Learning Style on Learning Outcomes

Through the simple regression analysis below, the results of the acquisition of the significance of visual learning styles on learning outcomes will be described, as follows:

Tabel 2

Hasil Uji Pengaruh Gaya Belajar Visual terhadap Hasil Belajar
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.343 ^a	.118	.111	19.192

a. Predictors: (Constant), Gaya_Belajar_Visual

b. Dependent Variable: Hasil_Belajar

The table above shows that the percentage of the influence of the independent variable on the dependent variable is 0.343, which means that the visual learning style on learning outcomes with a percentage result of 3.43%. then the results of the simple regression analysis of the F test are shown in the following table:

Tabel 3

Hasil Uji F Pengaruh Gaya Belajar Visual terhadap Hasil Belajar
ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6523.856	1	6523.856	17.712	.000 ^a
	Residual	48988.559	133	368.335		
	Total	55512.415	134			

Tabel 3
 Hasil Uji F Pengaruh Gaya Belajar Visual terhadap Hasil Belajar
 ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6523.856	1	6523.856	17.712	.000 ^a
	Residual	48988.559	133	368.335		
	Total	55512.415	134			

a. Predictors: (Constant), Gaya_Belajar_Visual

b. Dependent Variable: Hasil_Belajar

The table above shows that the significance value or probability obtained is 0.00 > 0.05. So it can be concluded that visual learning style has no effect on learning outcomes. furthermore, the results of the t-test are shown in the following table:

Tabel 4
 Hasil Uji T Pengaruh Gaya Belajar Visual terhadap Hasil Belajar
 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	86.941	5.750		15.121	.000
	Gaya_Belajar_Visual	3.677	.874	.343	4.209	.000

a. Dependent Variable: Hasil_Belajar

Conclusion

In this study, researchers found that visual learning styles affect student learning outcomes at MAN Palangka Raya City. This can be seen from the results of research obtained based on the distribution of questionnaires filled out by students of MAN Palangka Raya City. With the acquisition of a significance value of $0.00 > 0.05$. So it can be said that this hypothesis test is significant, meaning that visual learning styles affect the learning outcomes of Man City students in Palangka Raya.

Based on the results of the research obtained, students should be able to identify learning styles that suit themselves to make it easier for students to understand the material taught by the teacher. If it is not in accordance with the learning style, it is expected to be able to adjust to the learning style so that optimal results are achieved. For teachers, by looking at the magnitude between learning styles and learning outcomes, the teacher's task is to help students to recognize their respective learning styles, because by recognizing their learning styles students quickly capture, process and store information about the lessons given.

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