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Learning Style Preferences and Self-Regulated Learning and Their Effects on Learning Outcomes Students of the Accounting Education Study Program Faculty of Education - The Islamic University of Riau

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Abstract- This study aims to identify students' learning styles, self-regulation, and learning outcomes of students in learning. This research is an explanatory research using survey approach. Students' learning styles of accounting education have sensing and thinking in high category of self regulation. The study shows that there is no significance effect of learning style preferences on learning outcomes of students' accounting education FKIP UIR. Another findings show that self-regulated learning has an effect on the learning outcomes of accounting education students of FKIP UIR.

Keywords- Learning Outcomes; Learning Style; Self-Regulated Learning

I. INTRODUCTION

The concept of improving the quality of education is one element of the new paradigm of management education in Indonesia. This paradigm contains attributes of the principal that is relevant to the needs of the user community of graduates, academic atmosphere conducive to the implementation of the study program, the institutional commitment of the leadership and staff of the management of the organization effective and productive, sustainability courses, as well as the efficiency of the program selectively based on the merits and adequacy. These dimensions have accrued and are well placed to design and develop the implementation of quality-oriented education in the future.

The quality of the learning process in the courses will be increased if the message delivery strategy applied learning lecturer according to the student's characteristics. Knowledge of the initial characteristics of learners is important in the concept of learning technologies. This is because the lecturer in determining the learning message delivery strategy needs to consider or take into consideration the characteristics of early learners. Knowledge of the initial characteristics of learners will affect the appropriateness or suitability of lecturers in determining the learning message delivery strategy chosen.

This is because in principle no single delivery strategy most good learning message, unless the strategy is timely and appropriate to the characteristics of learners.

One of the initial characteristics of learners who need to be identified is characteristic of the student's learning style. The strategy to deliver a message of learning has an important role in determining the success and improves the quality of the learning process. The quality of the learning process in the courses will be increased if the message delivery strategy applied learning lecturer according to the characteristics of students' learning styles. The fit between messaging strategy applied learning lecturer with the characteristics of student learning styles will affect the increasing ability of students to grasp and understand the message delivered learning.

Increasing students' ability to understand and grasp the material it receives messages reflected on students' ability to respond to any stimulus messages it receives. The ability to respond to stimuli such learning is characterized by an increase curiosity (curiosity), high motivation to ask, craft in university classes, and the students' ability to answer every question that given. This research in accounting education environment which intends to identify the learning style accounting students find that, students with certain types of learning styles show a better performance because they are more satisfied during the lecture [5].

Based on the fact that based on studies of student learning outcomes documentation on some of the subjects showed that the low index of student achievement, and based on interviews with some of the students is also largely due to the difficulty of students to follow and understand the learning material presented by the lecturers. According to the complaints of students, most of the lecturers have not used the strategy of learning appropriate messaging and accommodate the characteristics of student learning styles.

Academic achievement has long been a fascinating study in a variety of research, especially in the field of educational psychology research; this is because the achievement is one of the benchmarks of success in the academic world [2]. In academic achievement, in addition to professors who must consider the characteristics of students, students as learners is also required an effort and seriousness in learning. Thus, students' in achieving a goal of learning is required for the management / regulation in the learning process. The setting / management of this study called self-regulated learning.

Self-regulated learning is learning to manage themselves, which are self-generation and self-monitoring (self-monitoring) in thinking, feelings and behavior to achieve the goal [4]. Self-regulated learner is a student who is meta-cognitive, motivational and behavioral are active participants in their own learning process. Several studies have found that students who actively manage himself in the study tended to have better performance in academics. One of the characteristics of the students who use the self-regulated learning is to have activity in the learning process and have the ability to regulate their learning [9].

The unexpectedly large number of professors who are still not identifying the characteristics of students' style learning and self regulation. Thus, there is interest in doing research with the title "Learning Style Preferences and Self Regulated Learning and Its Effect on Student Learning Outcomes Study Program of the Faculty of Accounting Education Riau Islamic University".

II. RESEARCH METHODS

This research design is descriptive quantitative, which aims to describe and reveal a problem, circumstances, events as they are, as well as revealing the facts in more depth about the style of learning and self regulation learning students and further examine the impact on student learning outcomes Education courses Accounting FKIP UIR.

A. Population and Sample

The study population was all students of accounting education of the 2nd semester to semester 6 2015/2016 academic years. Based on the study the documentation on the number of students with the chairman / secretary of accounting education courses obtained the total number of accounting education students as many as 301 people.

The sample used in this study using cluster sampling technique is based on the level of the semester students. Based on the questionnaire learning styles and self-regulated learning that has been distributed to all the students obtained the return of questionnaires or that could be used for research data as much as 207 questionnaires, which are divided into various levels or semesters that student 2nd half as much as 45 questionnaires, student semester of 4 cm 78 questionnaire, and half of 6 to 84 questionnaires.

III. RESULTS AND DISCUSSION

A. Description of Accounting Education Student Learning Styles

Based on the questionnaire learning styles and self-regulated learning that has been distributed to all the students obtained the return of questionnaires or that could be used for research data as much as 207 questionnaires, which are divided into various levels or semesters that student 2nd half as much as 45 questionnaires, student semester of 4 cm 78 questionnaire, and half of 6 to 84 questionnaires.

Table 1. The student's learning style

LEARNING STYLES MBTI	SEMESTER			TOTAL
	II	IV	VI	
ENFJ	4	2	7	13
ENFP	0	1	0	1
ENTJ	0	8	4	12
ENTP	0	1	0	1
ESFJ	4	5	4	13
ESFP	3	1	5	9
Estj	11	15	21	47
Estp	11	9	10	30
INFJ	0	2	2	4
INFP	1	2	0	3
INTJs	2	3	5	10
INTP	3	4	4	11
ISFJ	1	4	4	9
ISFP	0	2	3	5
ISTJ	2	12	10	24
ISTP	3	7	5	15
TOTAL	45	78	84	207

Table 1 shows the distribution of student learning styles MBTI in Accounting Education. The table shows the tendency of learning styles of students most is the group Extrovert, Sensing, Thinking and Judging (estj) as many as 47 students, 30 students with the tendency of learning styles estp (Extrovert, Sensing, Thinking, Perceiving), and 24 with fashion trends belajar ISTJ (Introverted, Sensing, Thinking, Judging).

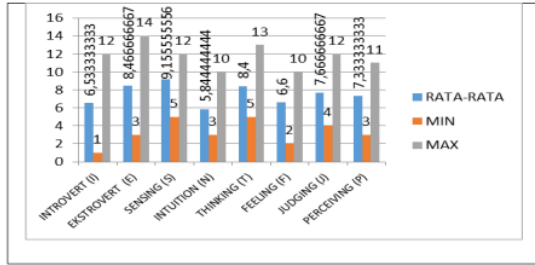


Figure 1. 2nd semester of student learning styles

On average respondents second semester students of the highest, amounting to 9.16 with a tendency to choose indicators that show the student's learning style has a tendency sensing (S). The second trend that students have a learning style Extrovert (E) with an average of 8.47. While learning styles intuition (N) has the lowest average inclination of 5.84.

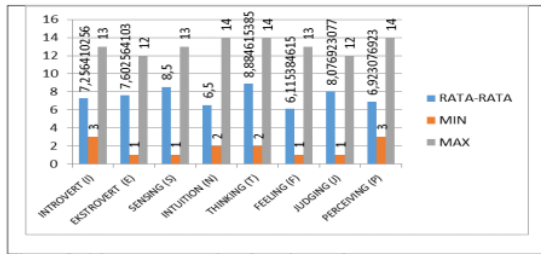


Figure 2. 4th semester student learning styles

On average respondents fourth semester students of the highest, at 8.88 with a tendency to choose indicators that show the student has the tendency of learning styles thinking (T). The second trend that students have a learning style sensing (S) with an average of 8.5. While learning styles Feeling (F) has the lowest average inclination of 6.11.

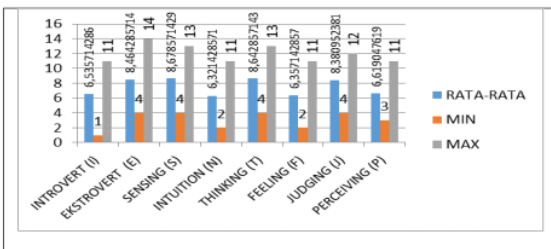


Figure 3. 6th semester student's learning style.

On average respondents sixth semester students of the highest, amounting to 8.68 with a tendency to choose indicators that show the student's learning style has a tendency sensing (S). The second trend that students have a learning

style thinking (T) with an average of 8.64. While learning styles Intuition (N) has the lowest average inclination of 6.32.

B. Description Self-Regulated Learning Student Accounting Education

Table 2. Categories of self-regulated learning

Class	interval	Semester			Total	%
		II	IV	VI		
Very high	84-100	0	0	0	0	
High	68-83	6	23	24	53	25.6
moderate	52-67	25	50	53	128	61.8
Low	36-51	14	5	7	26	12.6
Very low	20-35	0	0	0	0	
		45	78	84	207	

Table 2 shows that the self-regulated learning student of accounting education is divided into three classes: low, medium, and high. Self-regulated Learning with low category many as 26 or 12.6%, 128 people in the medium category, or 61.8% of the total number of students, and 53 people or 25.6% with the high category. In the second semester students, self-regulated learning in middle category have more number of students (14 people) compared to the very high self-regulated learning (6).

C. Description of Accounting Education Student Learning Outcomes

Table 3. Description of Student Learning Outcomes

	Semester		
	2	4	6
mean	3.332667	3.344222	3.262222
median	3:38	3:38	3:27
modus	3:41	3:45	3:32
min	2.77	2.63	1.5
max	3.94	3.9	3.95

Learning outcomes in this study were obtained from the data GPA semester to study the documentation by the chairman of the Accounting Education Program. Based on Table 3 above, it can be seen student respondents from the 2nd half had an average of learning outcomes range from 3.33 to a maximum value of 3.94 and the lowest value was 2.77. In the 4th semester students of the respondents had an average value of 3.34 to a maximum value of 3.9 and the lowest value of 2.63. While in the 6th semester student respondents showed an average value of 3.26, with a maximum value of 3.95 and a minimum value of 1.5.

D. Differences in learning styles influence and Self Regulated Learning to Student Learning Outcomes Accounting Education

Table 4. Results of analysis of variance test

source	Type III Sum of Squares	df	mean Square	F	Sig.
corrected Model	.779a	5	.156	2191	.068
intercept	377 524	1	377 524	5307.937	.000
Gaya_belajar	.119	1	.119	1,673	.201
SRL	.483	2	.242	3,399	.041
Gaya_belajar * SRL	.299	2	.150	2105	.132
Error	3912	55	.071		
Total	673 278	61			
corrected Total	4,691	60			

a. R Squared = .166 (Adjusted R Squared = .090)

Based on the analysis of data in Table 4, the result that there is no difference between a student's learning style Accounting Education semesters 2, 4, and 6. Thus there is no impact on the student's learning style student results. This can be seen by 0,201 sig> of sig α (0.05). In addition, student learning styles Accounting Education semesters 2, 4, and 6 are the same in the highest tendency indicator learning styles thinking and sensing.

Table 4 also shows no difference in self-regulated learning among students of Accounting Education semesters 2, 4, and 6. The difference can be seen from the sig of 0,201> of sig α (0.05). Therefore, there is the influence of self-regulated learning on student results.

IV. DISCUSSION

The results showed that the students of Accounting Education has characteristics that vary mainly in the style of learning and self-regulated learning. This study produced interesting findings seen from the indicator MBTI learning style. An interesting finding in this study shows that most of the students of Accounting Education has a personality indicator Thinking, Sensing, and Extrovert.

Wang [7,6] describes a student who has a type of thinking (T) is an objective student and base their decisions on logic and real facts. They tend to analyze the pros and cons of the situation and inconsistencies. They prefer to be task oriented. Students with type Sensing (S), referring to the data processing through the five senses. Sensing type person focus on the present and prefer to learn by doing. They are concrete thinkers who know the detail. They are more excited by the practical use of an object / idea than the theory behind it.

Students with type Extraversion (E), refers to the act or the circumstances in which a person's energy is obtained from the outside world. Extravert enjoy socializing and tend to be more enthusiastic, determined, active speaking.

Based on the findings in this study, it is necessary for Accounting Education faculty understand and identify the characteristics of students with diversity to serve as a basic guideline in developing learning activities and facilitate these differences in order to obtain optimal learning for students. Lecturers should provide group tasks in order to enhance the student's understanding of the theories being taught. It is also supported by the opinions Dennis [1] that explains more student-oriented sensing, visual, inductive, sequential and liked the balance between active and reflective models.

In addition to being a guide for Accounting Education lecturers, students also need to recognize their individual learning styles to get the most excellent way of learning and in accordance with each personality type. The results of this study can provide feedback to the students in providing the type of learning style, so that students have concrete steps in achieving optimal learning. Nevertheless, although the type of learning style is already known without a good self-regulated learning, achievement of optimal learning impossible to be achieved by the students. After knowing the type of learning style, then the need for self-regulation in learning. Need a strong commitment within the student in self-regulated learning, motivations, and pengetahuan juga environment can affect the self-regulated learning [8].

V. CONCLUSION

The results showed: 1) the tendency of student learning based on MBTI type is the type of Thinking (T), Sensing (S), Extrovert (E); 2) there is no effect of different styles of learning styles on learning outcomes; 3) self-regulated learning affect student results Accounting Education.

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