

Comparison between Auditory and Kinesthetic Learning Style of Student Athletes in Achieving Grade Point Average

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Abstract: The purpose of this study was to determine the learning style which is more influential between auditory and kinesthetic towards achieving cumulative grade on the student athletes. Method used that is descriptive method with case study approach. Samples in this study amounted to 50 student's athletes consisting of various sports in Sport Education program. The instrument used to measure the student's learning style teaching style questionnaire athletes use student athletes who have tested the validity and reliability to student's athlete Pelatda PON West Java, 2016. Furthermore, to measure learning outcomes seen from the achievement of the GPA shows that the value of F count equal to 2,818 with significant value 0.083 greater than the probability of 0:05 it is proven that there is significant influence between auditory and kinesthetic towards GPA. Further correlation coefficient product moment (r_{x1x2y}) between auditory learning styles (x1) with GPA. The product moment correlation coefficient (r_{x1x2y}) between kinesthetic (x2) and Ipk (y) is 0.419 with p 0.05 indicating that there is a significant correlation between kinesthetic learning styles with GPA.

1 INTRODUCTION

Being an athlete is a pride. In addition to success in the world of sports athletes want to succeed in the world of education to get a bright future and promising future. However, in real life there are many athletes who have to fall out of education because of things that can not balance the world of sports and education.

To gain success in the world of education, athletes must learn. According to Spears in Thobroni (2013, pp. 21) "Learning to observe, read, imitate, try something, hear, and follow a certain direction.

Two individuals who grow in the same environment and are given the same treatment do not necessarily have the same view, understanding and thought to the world around. Each has its own way of every event seen and experienced. One such way of view is known as the learning style, so each individual has a different learning style to capture all stimuli and process in different ways. Various styles of learning according Thobroni and Mustafa (2013, pp. 262-266) "man has a wide range of learning styles, namely: visual, auditory and kinesthetic."

This study is intended to answer some questions
1) How big is the academic achievement and graduation student athletes learn shortly NOTICE auditory learning style? 2) How big is academic achievement and graduation student athletes who learn to use kinesthetic learning style?

2 METHOD

In this study, the authors used descriptive method because they want to know how to describe the learning style of athlete students in the Ministry of Education coaching. As Hartoto explained in Nasution (2008, p.69) that "descriptive research is a method of research that seeks to describe and interpret objects as they are." So in this study the results obtained in accordance with the conditions at the time of the study conducted without changing the slightest result which is obtained. Furthermore clear about the descriptive method described by Furchan in Lutan (2014, p.27) regarding its characteristics as follows:

The characteristics of descriptive method are: (1) Descriptive research tends to describe a phenomenon

as it is by studying a phenomenon as it is by regularly reviewing it, using objectivity and done carefully; (2) Absence of any given or controlled treatment; (3) Absence of hypothesis test.

For a best viewing experience the used font must be Times New Roman, on a Macintosh use the font named times, except on special occasions, such as program code (Section 2.3.7).

In the study entitled Athlete Student Learning Styles on Achievement of Academic Achievement and Graduation, the research location on the title was held at Universitas Pendidikan Indonesia (UPI), Faculty of Sport and Health Education (FPOK) at the athlete students of the Education Department of Coaching precisely in the 4th floor Auditorium room. The reason for choosing the location is because the studying places all the research samples are on Campus FPOK precisely in the Ministry of Education coaching, so that the location close to college student athletes can simplify the research process to be more effective and efficient.

2.1 Population and Sample

2.1.1 Population

To obtain data in this study required data sources that are generally called population and sample research. According to Arikunto (2010, pp. 173) "the population is the whole subject of the research." The population referred to in this study is an athlete student of the Ministry of Education at the Faculty of Sport and Health Education (FPOK) at the University of Education Indonesia (UPI) totalling 162 athletes, consisting of 31 martial art sports of athlete students, 87 sports of athlete students, 36 measured sports of athlete students, and 8 precision sports of athlete students. This population was chosen because the students of the Ministry of Education have many athlete students with achievements at provincial, national and international levels from various sports. Besides student athletes have some concerns regarding the low GPA (IP) and a grade point average (GPA), which resulted in student athlete graduation rate exceeds the normal time (4 years / 8 semesters) as shown in appendix 4. Low Grade (IP) in the previous semester resulted in at least SKS that can be a student contract for athletes in the next semester in SIAK so as to cause some courses can not be contracted on time, even to repeat some courses so that student graduation is delayed or exceeds normal time (4 years / 8 semesters).

2.1.2 Sample

According to Lutan, Berliana, and Surnandi (2014, pp. 80) "the sample is the group used in the study where the data / information is obtained, while the population is the larger group in which the results are generalized."

Samples to be used in this study amounted to 50 students athletes. The selection of samples using the Simple Random Sampling method, according to Sunaryadi (2014, pp. 5.7) explains that "simple random samples are one method in which every member of the population has the same opportunity to choose." Based on that opinion, it means that every athlete student has the same and independent possibilities to choose from.

The sample selection will be randomly randomized with a 30% percentage of the total of each force in each sport category. For more details can be seen in Table 3.2 as follows.

3 RESULTS AND DISCUSSION

3.1 Test F-test

F test is used to determine whether the independent variables simultaneously have a significant effect on the dependent variable. The degree of trust used is 0.05. If the value of F calculation results greater than the value of F according to the table then the alternative hypothesis, which states that all independent variables simultaneously have a significant effect on the dependent variable. The output is as follows:

Table 1: Test F test ANOVA.

MODEL	sum	df		f	Sig
Regression	445	1			
Residual	9,1	48			
total	9,6	9,6	49		

- a. Dependent Variable: IPK1
- b. Predictors: (Constant), Learning Styles

Table 2: Test Anova a.

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,354	,177	2,818	,083 ^b
	Residual	1,255	,063		
	Total	1,609			
a. Dependent Variable: IPK2					
b. Predictors: (Constant), Kinesthetic, Auditory					

Table 3: coefficients a.

coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	2,344	,559		4,193	,000
	Learning Styles	,009	,006	,215	1,524	,134
a. Dependent Variable: IPK1						
b. Predictors: (Constant), Learning Styles						

Test F 'shows that F count equal to 2,323 with level (sig) 0,134 or can significance value 0,134 greater than probability value 0.05. "It proves that there is a significant relationship between Learning Styles of GPA".

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3.2 Test T-test

The t test is used to find out whether the independent variables are partially significant or not to the dependent variable. The degree of significance used is 0.05. If the significant value is less than the degree of trust then we accept the alternative hypothesis,

which states that an independent variable partially affects the dependent variable. The output is as follows:

Based on these results, it is known product moment correlation coefficient (rx 1 x 2 y) between Learning Styles (x) with GPA. (Y). Learning Style Correlation (x) with GPA (Y) of = 0,134 with p = 0,05. It turns out that p is greater than the specified alpha (level of significance) of 5%. So it can be concluded that there is a significant relationship between Learning Styles with GPA.

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4 CONCLUSIONS

Based on this research, calculations, data analysis avg se, the writer can draw conclusions about the student's learning style against achievement athlete academic achievement and graduation:

- The percentage of students' learning styles athletes Coaching Education Department are: 26% auditory learning styles, and 66% kinesthetic learning style.
- Students of athletes of the Department of Coaching Education with an auditory learning style have an average GPA of 3.09 and the average graduation ranges from 8 semesters to 9 semesters.
- Students of athletes of the Ministry of Education with a kinesthetic learning style have an average GPA of 3.27 and the average graduation ranges from 8 semesters to 9 semesters.
- Percentage of student learning style athletes Department of Education coaching based on sports category that is: Martial Art Sports (auditory 44.44%, 55.56% kinesthetic), Measured Sports (auditory 30%, kinesthetic 70%), Game Sports (auditory 21:43%, kinesthetic 71.43%), Precision Sports (auditory 0%, kinesthetic 33.33%).

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