

**THE CORRELATION BETWEEN LEARNING STYLES AND SELF-
CONFIDENCE ON STUDENT'S MOTIVATION AT SMK PERIKANAN
PROVINSI RIAU**

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Received: 30 Oktober 2021; Accepted 22 Februari 2022; Published 1 Maret 2022
Ed 2022; 3 (1): 19-25

ABSTRACT

This research was aimed at finding out the correlation between learning styles and self-confidence on student's motivation At SMK Perikanan Provinsi Riau. This research was a correlational study using quantitative method. The subject of the research was all students of SMK Perikanan Provinsi Riau consisting 10 classes. The research sample was taken by using random sampling method from ten classes which each class has different number of students. The total population was 227, and the total sample was 114. The data was analyzed by using SPSS version 17. Based on the descriptive statistic of learning styles showed that group was the favorite styles who has chosen by student at Smk Perikanan Provinsi riau with mean score 18.64, another favorite styles was kinesthetic with means score 15.49. Furthermore, the total students who have high self-confidence were 80 persons and 34 students for average score. Additionally, students who have medium level were 69, 30 students for high level and 15 students for low level. The research findings showed that first; there was no significant correlation between learning styles and student's motivation with score $0.18 > 0.05$. Second, there was significant correlation between self-confidence and student's motivation with score $0.00 < 0.05$. Third, there was significant correlation between learning styles and self-confidence on student's motivation with score $0.00 < 0.05$ at Smk Perikanan Provinsi Riau.

Keyword : Learning Styles, Self-Confidence, Student's Motivation

INTRODUCTION

Student is main object of education. Most of students at SMK Perikanan Provinsi Riau think that learning English is big matter for them. They left English class without hesitation meanwhile feeling upset. The problem of learning process is student not interesting and less motivation especially in learning English.

Teacher learns some strategies, methods or learning style to make student more comfort while they learning in the class and teacher also has explained the material by used media such as power point, video, sometimes method or strategy such as kinesthetic, group to increase students' motivation, it supposed to be increase the motivation better but most of the student about 60% still in their less motivation. It can proved by student who sleep in the middle of class, excuse to go to toilet, excuse to go to canteen, focus on teacher explanation but their mind outside, and looks stress. At the end of learning they will get nothing.

Motivation is one of the most important ingredients of critical components of learning. According to Anderman, et.al 2011 (cited in Slavin, 2017; 248) say that motivation as an internal process that activates, guides, and maintains behavior over time. Motivation is a key to reach process in learning that determine what where you are trying to go, and what gets you going. Student must have motivation, because it can engage the student for intensity activities in learning, determining the functional of activities and can applying active and student with high motivation can learn use cognitive process, they can check it the information. Sims (1995;12) state that learning styles can be defined as characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Murray, (2005;3) explains that confidence is also motivation. Low motivation can become high confidence only when strong motivation drives repeated experience.

Motivation can be happened in student who has noisy but they have big motivation in otherwise. Some of them might be motivated by learning style but another might more strongly motivated by self-confidence. Based on the aforementioned condition, the researcher interest to conduct a research entitled "The Correlation between Learning Styles and Self Confidence on Students' Motivation at SMK Perikanan Provinsi Riau."

METHODE

This research is correlation research as one of the quantitative studies. Gay and Airasian (2000:345) says that correlation research attempts to determine whether, and to what degree, a relationship exist between two or more variables.

The objective of this research is to establish the relationship between these variables. Furthermore, Creswell (2012:49) states that correlation research designs are quantitative design in which investigators use a correlation statistical, technique to describe and measure the degree of association (relationship) between two or more variables or sets of a score.

This research was conducted to find out the correlation between learning styles and self - confidence on students' motivation at SMK PERIKANAN PEKANBARU. Furthermore, The population of this study is all classes of SMK Perikanan provinsi riau of Dumai in 2018/2019 academic year. There are 10 classes which consist of *Nautika Kapal Penangkap Ikan*, *Agribisnis Perikanan*, *Agribisnis Pengolaha Hasil Perikanan*, and *Teknika Kapal Penangkap Ikan Programs*. The total number of all students of SMK Perikanan Provinsi Riau of Dumai, in 2019/2020 academic year is 227 students.

In this research writer used sample random sampling to select sample. The systematic selects the sample, provide the pieces of paper in the box, and then samples were to be taken randomly from box by choosing a piece of paper but the sample was limited each classes. Table II showed that the population size was 227, the sample was around 144 students. Because of the population of the present study was 227 students, 114 students (50%) were taken as the sample of this study. Beside on the explanation, it was taken 50% each class to be the sample of this research.

Furthermore, In this research, there are three variables. One dependent variable and two independent variables. The independent variable (X_1) was learning Styles and Self-confidence (X_2) then the dependent variable (Y) is student's motivation. In this research, the researcher shared the questionnaires and the students were asked to fill the questionnaires. After that, the researcher calculated the result of the questionnaires and used SPSS version 11 to know the correlation between the variables.

RESULT

Result of Learning Styles Score

Table. IV.1
Result of Learning Style Score

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	87.948	8.965		9.810	.000
	learning styles	-.152	.102	-.140	-1.493	.138

a. Dependent Variable: student's motivation

Table IV.12 shows about regression linear between variable X1 and Y with score is 0.13 higher than 0.05 it means that there is no significant correlation between learning style and student's motivation. It means that H_0 is accepted and H_1 rejected.

Table IV.1
Result of linear regression of self-confidence and student's motivation

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.100	6.586		8.518	.000
	self-confidence	.245	.086	.260	2.846	.005

a. Dependent Variable: student's motivation

Table IV.3 shows about regression linear between variable X2 and Y with score is 0.00 is lower than 0.05. It shows that there is significant correlation

between self-confidence and student's motivation. It means that H_2 is accepted and H_0 is rejected.

Table IV.2
Analysis result of multiple regression
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error	Beta		
1.(constant)	68.327	11.256		6.070	.000
Learning styles (X1)	-.133	.099	-.122	-	.184
Self-Confidence (X2)	.237	.086	.251	1.337	.007
				2.753	

Based on the table 1V.1, the result of indicates learning styles influenced student's motivation significantly with because of T_{value} (1.337) is negative means that higher than than T_{table} (0.007) with sig value (0.184) is higher than probability (0.05). Therefore there is no significant correlation between learning style and student's motivation of the student at SMK Perikanan Provinsi Riau Dumai. It means that hypothesis or H_0 is acceptable and H_1 is rejected.

On the other hand, based on the table IV.1 indicates self-confidence also influences student's motivation significantly with T_{value} (2.753) is higher than T_{table} (0.000) with sig value (0.00) is lower to (0.05). It means that there is significant influence between self-confidence on student's motivation the student at SMK Perikanan Provins Riau Dumai. It means that hypothesis or H_2 is acceptable.

Analysis result of multiple regression

The influence of learning styles and self-confidence on student's motivation

ANNOVA

Model		Sum of squares	Df	Mean square	F	Sig
1.	Regression	1040.241	2	520.120	4.971	.009
	Residual	11614.014	111	104.631		
	Total	12654.254	113			

- a. Predictors: (constant), self-confidence(X2), Learning styles
- b. Dependen variable : student's motivation

Based on the table IV.2 above shows that sig value (0.00) is lower than (0.05) which the result can be assumed that it is linear, furthermore with F_{value} (4.971) is higher than F_{table} (0.017), thus H_3 is acceptable. It means that variable learning styles and self-confidence on student's motivation is linear.

Table IV.10
Model summary

Model	R	Rsquare	Adjusted R square	Std. Error of the Estimate
1	.287 ^a	.082	.066	10.22892

In addition to know the percentage of learning style and self-confidence influence on student's motivation with R-square is obtained. The result of analysis revealed that the R-square is (.082) it means that learning style and self-confidence not give the significant effect or model to student's motivation, its proved by the percentage R 2.8% while another 97.2% by other factors. Additionally, the R score is 28.7%.

CONCLUSION

Based on the data analysis which was explained at chapter IV, finally the researcher made conclusion of the research about The Correlation between Learning Styles and Self-confidence on Students' Motivation at SMK Perikanan Provinsi Riau From the research finding the correlation between variable X_1 and Y, It proves that there is no significant correlation between learning styles (X_1) and students' motivation (Y), It can be seen that sig. (2-tailed) is 0,13 and it is higher than significant probabilities 5% or 0,05. It means that H_0 is accepted.

From the research finding the correlation between variable X_2 and Y, there is a significant correlation between self-confidence (X_2) on students' motivation (Y). It can be seen that sig. (2-tailed) is 0,00 and it is lower than significant probabilities 5% or 0,05. It means that H_2 is accepted.

From the research finding the correlation between variable X_1 and X_2 toward Y. it can be seen that sig $0.18 > 0.05$ and $0.00 < 0.05$. From the research finding the correlation between variable X_1 and X_2 toward variable Y using multiple regressions (ANNOVA) on calculated by SPSS 17. The result of calculated that there is a significant correlation between learning styles (X_1) and self-confidence (X_2) on students' motivation (Y), It also can be seen that sig. (2-tailed) is 0,00 and it is lower than significant probabilities 5% or 0,05. It means that H_3 is accepted. So, it is clear to say that Learning Styles and Self-Confidence have correlation on students' motivation at SMK Perikanan Provinsi Riau in Dumai.

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