



## **Efforts to Increase Learning Activity in History Subjects According to the Learning Styles of Class X-2 Students at SMA Negeri 3 Medan**

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### **ABSTRACT**

#### **ARTICLE INFO**

*Article history:*

Received

04 August 2024

Revised

24 August 2024

Accepted

08 September 2024

This research was conducted because the learning activity of students in class X-2 of SMA Negeri 3 Medan in history subjects was very low. The aim of this research is to increase students' active efforts in learning history. This research was conducted in the odd semester of the 2024/2025 academic year. This research uses the Kemmis and Taggart model. Data collection techniques through student observation and questionnaires. The data processing technique in this research uses descriptive analysis with percentages. The indicators assessed in this research are problem solving, expressing opinions, cooperation and social relations, and discipline. The results of this research show an increase in student learning activity in class X-2 from pre-cycle, cycle I and a very good improvement in cycle II.

#### **Keywords**

*Active Learning, Student Learning Styles.*

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## **INTRODUCTION**

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence and noble morals, as well as the skills needed by themselves, society, nation and state. (National Education System, 2004). The Indonesian government has set 9 years of compulsory education. In fact, currently the lowest education can be said to be at the high school level. Everyone is competing to continue their education to a higher level for the sake of a bright future.

Education starts from an early age, it's just that the learning models and methods applied differ from one level to the next. Especially in the current era and especially the Gen Z generation, they are required to provide education

that suits the needs of today's generation. At the high school level, students are emphasized to learn more independently. The learning that is applied now is: student center which means student-centered learning. The teacher is only a motivator and facilitator in the learning process.

Often in history subjects students feel bored because they learn theories from historical events. Therefore, teachers are required to be able to develop learning that is fun and in accordance with students' learning needs. Based on the explanation above, researchers will conduct research on efforts to increase active learning in history subjects according to the learning styles of class X-2 students at SMA Negeri 3 Medan.

### **Student Learning Activeness**

Student learning activity is an important element for the success of the learning process. In the Big Indonesian Dictionary, active means being active in work or business. The work and business activities carried out by students in the learning process are in accordance with the learning material presented by the teacher. Activeness is activity that is both physical and mental, namely doing and thinking as a series that cannot be separated (Sardiman, 2001).

Student activity in the learning process in class creates high levels of interaction between teachers and students, and between students and other students. Active learning in class provides opportunities for students to develop themselves to be better in the field of knowledge and train students' skills in critical thinking and being brave enough to express opinions. Apart from that, students will also compete healthily through active learning in class. Each student is given the same opportunity to ask questions, express opinions, and explore the material being studied. This activity allows students to interact actively with their group environment, as a medium for developing their abilities (Djamarah, 2013). Through learning that requires activity, students explore the potential they have through their activities in achieving learning goals. However, it is not uncommon for the facts on the ground to show that there is a gap between the facts and the expected conditions.

The learning process in class is expected to achieve the specified learning objectives. In reality, learning conditions in the classroom are still far from expectations. Many students are not active in the learning process so that the class atmosphere feels boring and not all learning objectives can be achieved. This factor can also trigger student success in learning.

### **Factors that Influence Learning Activeness**

The learning process of active students in learning activities is influenced by several factors, namely internal factors and external factors. According to

Syah (2003:132) internal factors are factors that originate from within students which include the following:

1. Physiological factors, including physical health
2. Psychological factors, consisting of intelligence, learning motivation, and interest in learning.

Meanwhile, external factors are factors that originate from outside students, consisting of social environmental factors and non-social environmental factors (Syah, 2003). Social environmental factors include teachers and peers. Non-social factors include place and facilities.

Teachers are a supporting factor in teaching and learning activities so that learning can run smoothly. There are many ways that teachers can take to activate students, such as providing varied learning methods, the attention the teacher gives to all students, the motivation given by the teacher to students, the way the material is delivered, the learning media used by the teacher, and the teacher's attitude. towards all students is a supporting factor for active student learning. Factors that influence the student learning process are external factors, one of which is the teacher as a guide for students in learning (Dimiyati & Mudjiono, 2013).

### **Student Learning Style**

Each individual's way of learning varies from one to another. How to learn is often called learning style (learning style). One factor that is very influential in determining student learning success is learning style. There are students who learn more dominantly through their senses of sight, hearing and body movements. Students' abilities to absorb information have different levels (Khoeron, I, & T, 2016).

In classroom learning, teachers are expected to be able to provide a learning style that suits students' learning needs and learning styles and interests. De Porter and Hermacki interpret that learning style explains the simplest way of absorbing information by utilizing appropriate learning media so that learning objectives can be achieved (Cholifah, 2019). Learning style can be categorized as a type of character for each student which theoretically will influence their learning outcomes.

Fleming and Mills (1992) in (Slameto, 2003) stated the categories of learning styles (Learning style) which includes VARK (Visual, Auditory, Read-write, Kinesthetic). The visual learning style is owned by students who predominantly learn by looking at everything they learn. The auditory learning style is owned by students who tend to learn by hearing, students with an auditory learning style find it easier to absorb new information and knowledge through what they hear. The kinesthetic learning style is owned by students

who tend to move actively in learning. The kinesthetic learning style is usually more common among students whose hobbies are sports and students who like to move around in the learning process.

## RESEARCH METHODE

This research is Classroom Action Research (PTK) carried out in class X-2 in the odd semester of the 2024/2025 academic year using the Kemmis and Taggart model. Data collection through surveys, questionnaires and documentation, the tools used to collect data in this research are through observation and student activity questionnaires. The data obtained in this research was analyzed using descriptive analysis techniques with percentages, apart from that it was also based on reflections on each action cycle. To determine the percentage of student learning activity, use the following formula:

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage Number

F = Frequency for which the percentage is being sought

N = Number of Cases (Number of frequencies/number of individuals)

(Sudjana, 2006)

## RESULT AND DISCUSSION

The implementation of learning before research is carried out (pre-cycle), namely teacher-centered learning. Students only follow learning in accordance with all the directions given by the teacher. The teacher observes student activity through observation sheets. The indicators assessed by the teacher are problem solving with a result of 40.67%, the indicator of expressing opinions or ideas with a result of 50.00%, the Cooperation and social relations indicator with a result of 35.50%, and the discipline indicator with a result of 50% of the maximum score. determined to be 75%.

### Cycle 1

In cycle 1 of Classroom Action Research (PTK), learning is based on student learning styles, which have been grouped into 3 large groups, namely: groups with auditory learning styles, groups with visual learning styles, and groups with kinesthetic learning styles. Based on the questionnaire, in cycle I the results were obtained as in the table below.

**Tabel 1.**  
**Cycle 1 Questionnaire Results**

No	Indicator	Pre Cycle	Cycle I
1.	Solution to problem	40.67	45.50
2.	Express opinions or ideas	50.00	55.50
3.	Cooperation and social relations	35.50	40.50
4.	Discipline	50.00	55.50

## Cycle II

Based on the data obtained in cycle I, student activity was still low so further research was carried out in cycle II. In cycle II, student activity increased more than pre-cycle and cycle I. The results in cycle II can be seen in the table below.

**Tabel 2.**  
**Cycle 2 Questionnaire Results**

No	Indicator	Pre Cycle	Cycle I	Cycle II
1.	Solution to problem	40.67	45.50	80.00
2.	Express opinions or ideas	50.00	55.50	80.00
3.	Cooperation and social relations	35.50	40.50	90.00
4.	Discipline	50.00	55.50	100.00

## CONCLUSION

From the data above, it can be concluded that there has been an increase in student activity in class X-2 of SMA Negeri 3 Medan through learning carried out by teachers according to students' learning styles. Applying learning by knowing students' learning styles is very effective for learning. By presenting learning that suits the needs of students' learning styles, it makes students more enthusiastic and learning becomes more meaningful.

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