
THE STUDENTS' LEARNING STYLE FOR MACROECONOMIC THEORY COURSES IN ECONOMIC EDUCATION STUDY PROGRAM OF PAMULANG UNIVERSITY

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui gaya belajar mahasiswa pada mata kuliah teori ekonomi makro, program studi pendidikan ekonomi universitas Pamulang. Gaya belajar mahasiswa penting dipahami oleh dosen. Setiap mahasiswa mempunyai kelebihan dan kekurangan, serta preferensi yang berbeda dalam menerima informasi. Penelitian ini merupakan penelitian deskriptif kuantitatif dengan metode yang digunakan adalah metode survei. Sampel yang digunakan adalah metode non-probability sampling. Peserta terpilih adalah mahasiswa yang telah mengambil mata kuliah teori ekonomi makro pada program studi pendidikan ekonomi Universitas Pamulang. Mahasiswa yang mengisi kuesioner berjumlah 27 mahasiswa. Selanjutnya data penelitian yang ada dianalisis secara deskriptif kualitatif. Hasil penelitian menunjukkan bahwa gaya belajar mahasiswa masih lebih dominan secara visual sebesar 37%, diikuti membaca/menulis sebesar 33,3%, auditori sebesar 14,8%, dan kinestetik sebesar 14,8%. Dosen seharusnya dapat menentukan langkah yang tepat selama kegiatan perkuliahan yang akan dilaksanakan berdasarkan gaya belajar mahasiswa.

Kata Kunci: *Gaya Belajar, Teori Ekonomi Makro*

Abstract

The purpose of this study is to find out the learning style of students in the macroeconomic theory course, economic education study program, Pamulang university. It is important for lecturers to understand student learning styles. Each student has advantages and disadvantages, as well as different preferences in receiving information. This research is a quantitative descriptive research with the method used is the survey method. The sample used was a non-probability sampling method. The selected participants were students who had taken macroeconomic theory courses in the Pamulang University economics education study program. There were 27 students who filled out the questionnaire. Next, the existing research data was analyzed descriptively qualitatively. The results of the study showed that the student's learning style was still more dominant visually by 37%, followed by reading/writing by 33.3%, auditory by 14.8%, and kinesthetic by 14.8%. Lecturers should be able to determine the right steps during lecture activities that will be carried out based on student learning styles.



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INTRODUCTION

The quality of a nation is determined by education. Education supports in creating a peaceful intelligent, atmosphere, democratic and open society. Thus, education must always be carried out in an effort to improve the quality of education of a nation. As said by (Hidayati, 2023) through learning activities carried out in formal and non-formal education aims to be able to produce quality graduates.

During the learning process, teachers should be able to deliver lecture materials well. For this reason, it is necessary for a teacher to understand interesting learning methods that can support his learning. (Hasanudin & Fitriyaningsih, 2019) stated that There are many reasons why teachers need to pay attention to learning methods to know each student's learning style. Although teachers understand how each student learns, they are not necessarily able to help students learn to the fullest. Everyone likes different learning styles and techniques.

According to (Fitrilia et al., 2021) In his article, he emphasized that learning style is a distinctive and unique way of how students receive and absorb new information that can be observed during the teaching and learning process. In line with this, (Mahadi et al., 2022) The learning techniques/styles chosen by students are steps for them to carry out activities of thinking, processing and understanding information.

As we know that students have basic abilities that need to be developed both physically and psychologically through education. This education can be in the form of education from the family (informal), from schools/educational institutions

(formal), and residential environments (non-formal). In this case, it is necessary to have lecturers who help students in efforts to develop the basic potential of students at the University. It is hoped that later students will be able to learn independently and also be able to analyze problems in the learning process. The learning process carried out by each student at the University is different from one another. One of these differences is in terms of learning style, or learning speed.

There are many learning style models that illustrate that each child has a different way of learning. One of the well-known models of learning styles is the VARK model. As quoted in (Widharyanto, 2017) The VARK learning style is a model developed by Neil D. Fleming in 1987 against an existing model, namely VAK (Visual, Aural, Kinesthetic). Furthermore, Fleming distinguishes the preference of the Visual modality with Read/Writing (R) because between the two have different tendencies. From what he read and observed, it became clear that some students had different preferences for written words (graphics) while others preferred symbolic information (pictures) such as in maps, diagrams, and graphs. Both preferences are not always found in the same person. Henceforth, the learning style of the Fleming model has 4 modality preferences, namely Visual, Aural or Auditory, Read/Write, and Kinesthetic and abbreviated to VARK.

The macroeconomic theory course is part of the compulsory courses that are mandatory for students. The learning outcomes of this course are: students can understand the main problems of

macroeconomics, national income, fiscal policy, monetary policy, money, banks, goods market, money market, economic growth and development, business cycle, economics and international trade and current economic issues.

Based on unstructured interviews with several economic education students, information was obtained that the learning students currently carry out still tends to be less varied. It is evident in learning that many lecturers still use the lecture method to explain the material with PPT. In addition, there was a discussion of the material discussed. In this case, there is still a lack of discussion of the latest issues that occur in Indonesia's macroeconomy.

Based on data from FKIP staff, it is known that economic education students come from various different backgrounds which of course have different characteristics. This is also related to their learning styles, of course, they are also very varied.

We can realize quality education by achieving quality learning (Hidayati et al., 2023). As we understand that one of the things that supports the implementation of quality learning is lecturers. In this case, a lecturer should indeed understand the characteristics of students related to their learning style. Thus learning will be more meaningful.

This is in line with research conducted by (Wahyuni, 2017) which states that learning styles are considered to have an important role in the process of teaching and learning activities. In line with what was conveyed by (Papilaya & Huliselan, 2016) In his research, each student has a different

learning style between one student and another. Lecturers in teaching must pay attention to the learning style of students. This is because in every teaching the effectiveness will depend greatly on the student's learning method or style, in addition to their personal nature and intellectual ability.

Based on the description above, the researcher proposed that learning styles are very important to be researched. By knowing a person's learning style, a lecturer can determine what steps will be taken during the lecture activities that will be carried out.

This study aims to find out the learning style of students in learning macroeconomic theory courses in the economic education study program at the university of Pamulang.

METHODOLOGY

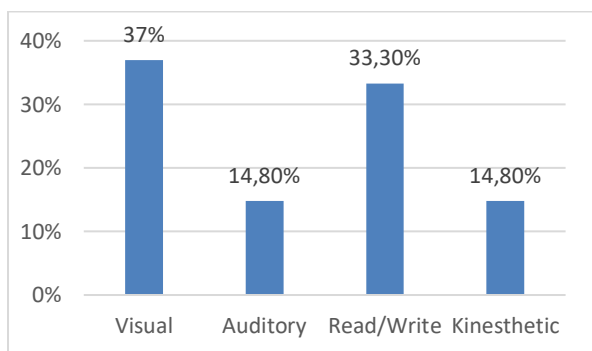
This research is a descriptive quantitative research with the method used is the survey method. Descriptive statistics is a method of statistical analysis which is used to provide an overview or description of the data that has been collected (Sudirman et al., 2023).

This study aims to find out the learning style of economics education students at Pamulang University in the macroeconomic theory course. The samples used were non-probability sampling methods. The selected participants are students who have taken macroeconomic theory courses in the economic education study program at the University of Pamulang. The students who filled out the questionnaire were 27 students. Filling is done through the google form link.

Furthermore, the existing research data is analyzed in a qualitative descriptive manner.

RESULTS OF RESEARCH

Based on the results of the research conducted, it can be seen that the learning style of students of the Economic Education study program at Pamulang University in the macroeconomic theory course can be described in the following figure 1.



Source: Author's Primary Data (2023)

Figure 1. % of Student Learning Style

Based on the data, the results were obtained that students' learning styles still tend to read/write as much as 33.3%, auditory as much as 14.8%, kinesthetic, 14.8%, and 37% visually. This shows that students in macroeconomic theory courses still tend to be visually dominant.

Lecturers really need to be consistent in using visual and audio aspects in learning. Another link is that in compiling learning media, lecturers also need to compile or utilize audio aspects such as podcasts and utilize visual aspects such as illustrated stories or what we know as educational comics.

DISCUSSION

If lecturers want what is conveyed to

be really acceptable, we must collaborate on various approaches so that it will be a kind of orchestra of material that is easy to convey, especially according to the learning styles that students have (Wahyuni, 2017). In an effort to improve the quality of human resources in higher education, there are many factors that affect its success. One factor is to adjust the right teaching and learning methods for students (Nur Habibah et al., 2019).

The dominant factor that determines the success of the learning process is to know and understand that students are unique with different learning styles from one another. Recognizing students' learning styles is an important key to producing more effective learning. Learning style is one of the characteristics of students which is the ability to absorb information, remember, think and solve problems faced (Malau & Setiawan, 2016).

The research subjects have four different learning styles including visual, auditory, Read/Write, and kinesthetic learning styles. The VARK model is a fairly simple instrument in determining a person's preferences in receiving information (Fawwas et al., 2022).

It can be said that the VARK model is a new alternative model that is modified by taking advantage of the possibilities possessed by students. Masnur in the article (Nurhidayah, 2021) identify this VARK learning style in learning. The learning with the VARK model can be described in detail as follows.

First, visual learning, namely learning in which there are ideas and concepts as well as information that can be

presented in the form of images and techniques. Students who have a visual learning pattern are able to receive information if it is presented in the form of images.

Second, auditory learning, namely learning to use hearing. Auditory learning relies heavily on hearing or speech heard by students during the learning process of macroeconomic theory courses. Auditory learners need to hear words to understand better, but conversely, students will have more difficulty understanding if they receive written instructions.

Read/write learning, which is learning in which a person is more likely to read or write anything that is listened to or obtained from the surrounding environment. Students who have reading and writing skills usually have to read to find information and write down the information as a form of reinforcement.

Fourth, kinesthetic learning, which is learning where students carry out student activities to understand the material being taught. Students with kinesthetic learning abilities usually learn by practicing.

VARK's learning style can actually provide information about what, who, and how students are in class. In line with (Widharyanto, 2017) in his article stated that Over the years Fleming examined a person's sensory modality preferences using the VARK questionnaire and the results were as follows. First, a student may have a preference for one modality or more than one modality (multimodal). Second, the preferred learning modality affects individual behavior, including learning. Third, learning style preferences are not

fixed, but stable in the medium term. Third, both teachers and students are believed to be able to identify and provide examples of the use of preference modalities in learning. Fourth, information accessed using strategies that align with the student's modality preferences is more likely to be understood and can motivate. Fifth, matching learning strategies with modality preferences also tends to lead to persistence of learning tasks, a more in-depth approach to learning, and active and effective metacognition. Sixth, knowledge of, and acting on, one's capital preferences are essential conditions for improving one's learning.

CONCLUSIONS

It can be concluded that the learning style of students of the Economics Education Study Program at Pamulang University is still more dominant visually by 37%, followed by reading/writing by 33.3%, auditory by 14.8%, and kinesthetic by 14.8%. By knowing a person's learning style, So lecturers should be able to determine the right steps during the lecture activities that will be carried out. The treatment of each student who has a different learning style will certainly be different.

Thus, it can be suggested that lecturers should be able to recognize the learning style of each student. It can be said that the lecturer's understanding of the learning style of each student can be useful for the sustainability of learning activities that are carried out later to achieve the expected lecture goals. . In addition, students should be able to adjust during classroom learning and be able to know

well what characteristics of their learning styles are, making it easier to absorb lecture materials well. This research was only conducted on students who had taken macroeconomic theory courses. Researchers should then be advised to conduct research related to other courses.

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