

**PENGARUH GAYA BELAJAR TERHADAP PRESTASI BELAJAR
MATA DIKLAT LISTRIK OTOMOTIF SISWA KELAS XI TEKNIK
PERBAIKAN BODI OTOMOTIF SMKN 2 DEPOK SLEMAN**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan dan besarnya pengaruh dari gaya belajar visual, gaya belajar auditorial, dan gaya belajar kinestetik baik secara sendiri-sendiri maupun secara bersama-sama terhadap prestasi belajar mata diklat listrik otomotif siswa kelas XI Teknik Perbaikan Bodi Otomotif SMKN 2 Depok Sleman.

Subyek penelitian ini adalah seluruh siswa kelas XI Teknik Perbaikan Bodi Otomotif SMKN 2 Depok yang berjumlah 61 siswa. Penelitian ini termasuk penelitian *ex-post facto*. Metode pengambilan data menggunakan kuesioner model skala *Likert* untuk variabel gaya belajar visual, gaya belajar auditorial, dan gaya belajar kinestetik, sedangkan variabel prestasi belajar menggunakan dokumentasi sekolah. Teknik analisis data yang dipakai untuk menguji hipotesis adalah dengan teknik analisis regresi.

Hasil penelitian menunjukkan bahwa: (1) Terdapat pengaruh yang positif dan signifikan gaya belajar visual terhadap prestasi belajar mata diklat listrik otomotif siswa kelas XI Teknik Perbaikan Bodi Otomotif SMKN 2 Depok Sleman yang dibuktikan dengan $F_{hitung} = 5,286$ dengan kontribusi gaya belajar visual terhadap prestasi belajar listrik otomotif sebesar 8,24%; (2) Terdapat pengaruh yang positif dan signifikan gaya belajar auditorial terhadap prestasi belajar mata diklat listrik otomotif siswa kelas XI Teknik Perbaikan Bodi Otomotif SMKN 2 Depok Sleman yang dibuktikan dengan $F_{hitung} = 5,063$ dengan kontribusi gaya belajar auditorial terhadap prestasi belajar mata diklat listrik otomotif sebesar 7,89%; (3) Terdapat pengaruh yang positif dan signifikan gaya belajar kinestetik terhadap prestasi belajar mata diklat listrik otomotif siswa kelas XI Teknik Perbaikan Bodi Otomotif SMKN 2 Depok Sleman yang dibuktikan dengan $F_{hitung} = 4,116$ dengan kontribusi gaya belajar kinestetik terhadap prestasi belajar listrik otomotif sebesar 6,5%; (4) Terdapat pengaruh yang positif dan signifikan gaya belajar visual, auditorial, dan kinestetik secara bersama-sama terhadap prestasi belajar mata diklat Listrik Otomotif siswa kelas XI Teknik Perbaikan Bodi Otomotif SMKN 2 Depok Sleman yang dibuktikan dengan $F_{hitung} = 3,310$ dengan kontribusi dari ketiga variabel bebas tersebut secara bersama-sama yaitu sebesar 14,82% terhadap prestasi belajar listrik otomotif.

Kata kunci: gaya belajar visual, gaya belajar auditorial, gaya belajar kinestetik, prestasi belajar.

**THE INFLUENCE OF LEARNING STYLE TOWARD LEARNING
ACHIEVEMENT OF AUTOMOTIVE-ELECTRICAL TRAINING AT
STUDENTS FROM CLASS XI OF AUTOBODY REPAIR TECHNIQUE IN
VOCATIONAL HIGH SCHOOL 2 DEPOK SLEMAN**

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ABSTRACT

The aim of this research was to find out the relationship and influence of visual, auditory, and kinesthetic learning style either separately or jointly to learning achievement of automotive-electrical training at students from class XI of Autobody Repair Technique in Vocational High School 2 Depok Sleman.

The subjects of this study were all students from class XI of Autobody Repair Technique in Vocational High School 2 Depok Sleman, totally 61 students. The study design was ex-post facto research. The method of data collection was questionnaire model from Likert scale that was used on visual, auditory, and kinesthetic learning style variables, whereas learning achievement variable used school documentation. Technique of data analysis used to test the hypothesis was regression analysis technique.

The research results showed that: (1) there were positive and significant influence of visual learning style toward learning achievement of automotive-electrical training at students from class XI of Autobody Repair Technique in Vocational High School 2 Depok Sleman, that was evidenced by F-value = 5.286 with the contribution of visual learning method toward learning achievement of automotive-electrical training were 8.24%; (2) there were positive and significant influence of auditory learning style toward learning achievement of automotive-electrical training at students from class XI of Autobody Repair Technique in Vocational High School 2 Depok Sleman, that was evidenced by F-value = 5.063 with the contribution of auditory learning method toward learning achievement of automotive-electrical training were 7.89%; (3) there were positive and significant influence of kinesthetic learning style toward learning achievement of automotive-electrical training at students from class XI of Autobody Repair Technique in Vocational High School 2 Depok Sleman, that was evidenced by F-value = 4.116 with the contribution of kinesthetic learning method toward learning achievement of automotive-electrical training were 6.5%; (4) there were positive and significant influence of visual, auditory, and kinesthetic learning style jointly toward learning achievement of automotive-electrical training at students from class XI of Autobody Repair Technique in Vocational High School 2 Depok Sleman, that was evidenced by F-value = 3.310 with the contribution of all variables toward learning achievement of automotive-electrical training were 14.82%.

Key Words: visual learning style, auditory learning style, kinesthetic learning style, learning achievement