

Identification Of Learning Styles In Terms Of Gender Differences And Emotional Quotient Levels

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Abstrak—The aims of the research are to identify: (1) the learning styles secondary schools students of grade VII at Solo in academic year 2015/2016 in term of gender differences, (2) the learning styles secondary schools students of grade VII at Solo 2015/2016 in term of emotional quotient levels, (3) the learning styles secondary schools students of class VII at Solo in academic year 2015/2016 in terms of gender differences and emotional quotient levels. The type of the research is descriptive with survey design. The population of the research is all students of VII grade of SMP Negeri at Solo of even semester in academic year 2015/2016. The research sample consisted of ten schools. The sampling technique use Stratified Cluster Proportional Random Sampling. Methods of data collection use questionnaires and documentation. The instruments of a questionnaire in this study was adopted, for learning styles questionnaire taken from Bobbie DePorter, Mark Reardon, and Sarah it's to determine VAK (Visual, Auditoria, Kinesthetic) learning styles and for determine emotional quotient levels the instruments taken from Lanawati. The instruments of a questionnaire of emotional quotient test is using Goleman's model which is for every item test was modify from Bar-On. The results of the research are: (1) in term of gender differences the tendency of male students have visual learning style in amount 44,6% male students and also the tendency of female students have visual learning style in amount 45% female students. (2) in term of emotional quotient levels 56% students with high EQ tend to have visual learning style, 42,3% students with moderate EQ tend to have visual learning, and 43,3% students with low EQ also tend to have visual learning style. (3) Simultaneously both male and female students tend to have visual learning style with moderate EQ.

Keyword: *Emotional Quotient, Gender Differences, Learning Style*

I. INTRODUCTION

Learning is a knowledge transfer activities, from not knowing to knowing. Budiartanto describes in his article entitled "*The problems Inappropriate Learning Method*" that in the process of teaching and learning in schools, teacher experience various obstacles [1]. Obstacles that occur in the teaching and learning activities include the inability of teachers in selecting appropriate learning methods in the learning process and the lack of ability of teachers to understand the character of each qualitative learner's trouble is catching / receiving material that is given by the teacher. Each character of learner regard to the ability of individuals, as it is known that no two people are alike. In other words, between one and another person are different.

The most fundamental individual differences are gender differences. Murniati defines gender as an attitude inherent in men and women both socially and culturally [2]. Gender can be defined as the difference between men and women in terms of values and behaviors. This gender difference was also affecting how the brain works so that both men and women have the ability to think that differently. Reporting from online media VIVA.co.id written by Siti Ruqoyah and Tommy Adi Wibowo a team of researchers from University of Pennsylvania, USA, found new evidence that the brains of men and women have different functions. The results of recent research shows that the brains of men, on average, better think of some mental tasks, such as navigation. While the female brain, on average, better matters related to intuition [3].

In addition, gender differences that affect the ability to think the emotional level also affect the ability to think. Goleman mentions that the intelligence quotient (IQ) only accounted for 20% of our

success, while 80% is the contribution factor other forces, such as emotional intelligence or Emotional Quotient (EQ): the ability to motivate oneself, overcoming frustration, impulse control, set the mood (mood), empathy and the ability to work [4].

The individual differences lead to different students in the acceptance and understanding of the material in the process of transfer knowledge. There can directly receive the material well, and those that do not. Non-receipt of the material well by most learners influence to the goal of learning process is not fully achieved, it is the implications of individual differences in education. Each student must have its own way to understand the information presented. They have a way of learning that is different, there can only be learned by reading in the atmosphere is quiet, learning while listening to a song, or learning while directly to practice, and there are very many ways to learn they did so that the information is receive in their brain. How the way learners are learn it can be referred to as a learning style.

Most of teachers pay less attention to student's learning styles When all the teachers know the learning styles of learners, teachers can direct and facilitate the students according to their learning style, students are able to understand the information and can improve learning outcomes. By knowing the person's learning style will be able to determine how to learn more effective. The learning can be effective if it is able to provide new experiences, forming competence and deliver them to the optimal learning objectives.

Looking to the conditions that we need the information on each individual's learning style, that allows teachers to facilitate learners in receiving the information. De Porter categorizes three modalities of the study are: visual, auditory, and kinesthetic. Bobby de Potter revealed that knowing the different learning styles has helped teachers everywhere to be able to approach all or almost all the students just to deliver information with different styles. But the problem is this can't be directly detected by the teacher, because he saw the student's learning style can't be done just by looking at learning when in class, takes tenacity and discipline to find out [5].

Barbara Prashing explains that the absorption of the information depends on the way people work at it, to provide instruction to children through their learning style strengths. It is also disclosed Munif Chatib that the child's learning style as the door opener. Order to each piece of information that came in through the door wide open, will allow the child to understand the information. At the height of the understanding, that information will be entered into long-term memory of a lifetime. If a child grasp the information / material according to learning style, then there is no subject is difficult [6].

From the explanation above, it is known that the learning outcomes are influenced by the methods and strategies used by teachers in addressing the individual differences and learning styles of students. Due to the implications of individual differences in education, as well as the importance of knowing the student's learning style then this is where there should be a deeper investigation and identification of the relationship of learning styles of students in terms of gender differences and emotional level, to then be mapped. Because this can help parents, teachers, and learners recognize the particular learning style can help learners receive effective knowledge transfer.

II. RESEARCH METHOD

The research was conducted in all SMP Negeri at Solo. This research is descriptive with survey designs. The population of the research was all students of grade VII of SMP Negeri of even semester in academic year 2015/2016. The research sample consisted of ten schools. The sampling technique use Stratified Cluster Proportional Random Sampling. The methods of collecting data are questionnaires and documentation. The questionnaire method is to collect data on student's learning styles and emotional quotient levels and documentation model is to collect data on student's gender. The instruments of a questionnaire in this study was adopted, for learning styles questionnaire taken from Bobbie DePorter, Mark Reardon, and Sarah [7] it's to determine VAK (Visual, Auditorial, Kinesthetic) learning styles and for determine emotional quotient levels the instruments taken from Lanawati in Dyah Kusuma [8]. The instruments of a questionnaire of emotional quotient test is using Goleman's model which is for every item test was modify from Bar-On. Whether both instruments are qualify the validity and reliability.

3. RESULTS AND DISCUSSION

Based on the questionnaire and documentation results, there are three data that used for identifying the learning styles in terms of gender differences and emotional quotient level. Data of student's gender showed at table 1. the amount of male students are 148 students, and the amount of female students are 196. The amount of female students much then male students because for every school that used for research is female students much then male students

Table 1. Data Distribution of Student's Gender

Gender	Amount
Male	148
Female	196
Σ Total	344

Based on the data below at table 2. the amount of students with high EQ (Emotional Quotient) are 54 students, students with moderate EQ are 206 students, and students with low EQ are 82 students. Students tend to have moderate EQ then following with low EQ and high EQ

Table 2. Data Distribution of Student's EQ

EQ Level	Amount
High	53
Moderate	208
Low	83
Σ Total	344

Based on the data results has unpredictable result in learning styles that is mix learning styles, the result showed at Table 3. the amount of visual's students are 154 students, the amount of auditoria's students are 90 students, the amount of kinesthetic's students are 55 students and 45 students has mix learning style. Visual learning style is dominate that another because the first recive information is by seeing then following by auditoria kinest. It is as express by Yudha Agustama and Makbul Muksar in their research "*Identifikasi Gaya Belajar Matematika Siswa Kelas VII SMP Negeri 14 Malang*" said that mostly students are have visual learning style [9].

Table 3. Data Distribution of Student's Learning Styles

Learning Styles	Amount
Visual	154
Auditoria	90
Kinesthetic	55
Mix	45
Σ Total	344

The result of student's learning style (LS) in terms of gender differences showed at Table 4. and for the results student's learning style in terms of emotional quotient levels showed at Table 5.

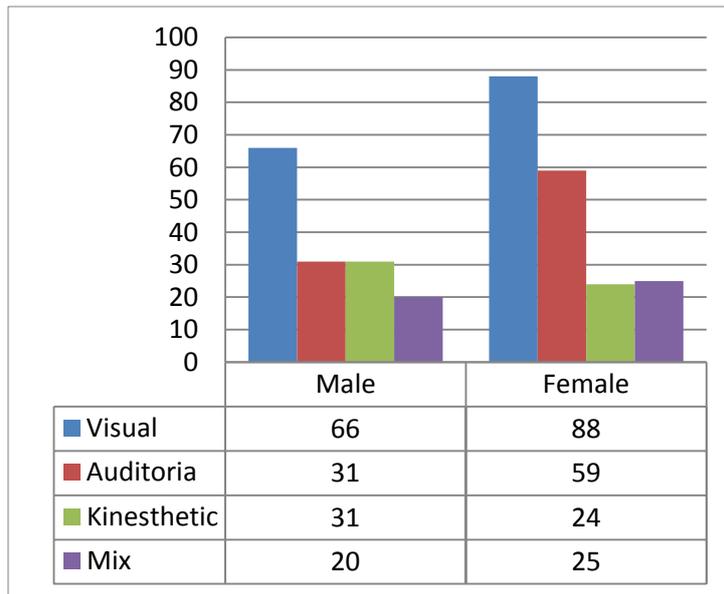
Table 4. Data Distribution of Student's Learning Styles in Terms of Gender Differences

LS \ Gender	Visual	Auditoria	Kinesthetic	Mix
Male	66	31	31	20
Female	88	59	24	25
Σ Total	154	90	55	45

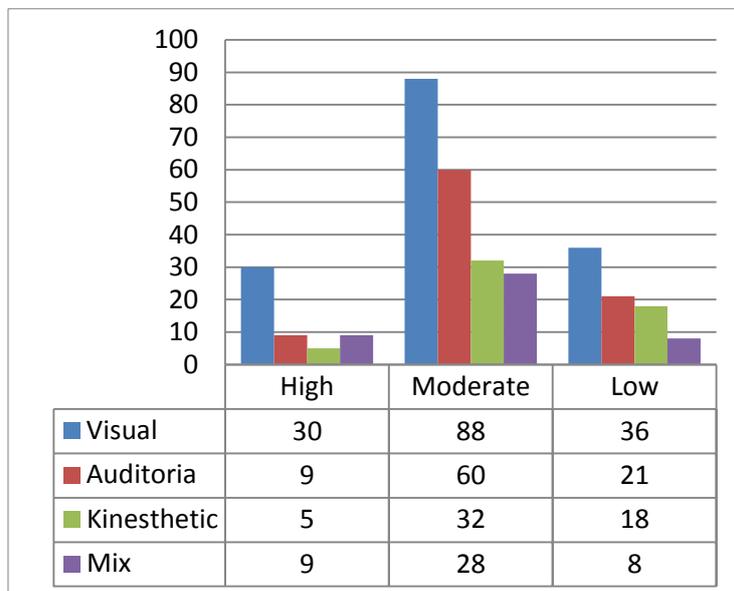
Table 5. Data Distribution of Student’s Learning Styles in Terms of Emotional Quotient Levels

EQ \ LS	Visual	Auditoria	Kinesthetic	Mix
High	30	9	5	9
Moderate	88	60	32	28
Low	36	21	18	8
Σ Total	154	90	55	45

Picture 1. and Picture 2. Shows the percentage of student’s learning style (LS) in terms of gender differences and percentage student’s learning style in terms of emotional quotient levels.



Picture 1. Distribution of Student’s Learning Styles in Terms of Gender Differences



Picture 2. Distribution of Student’s Learning Styles in Terms of Emotional Quotient Levels

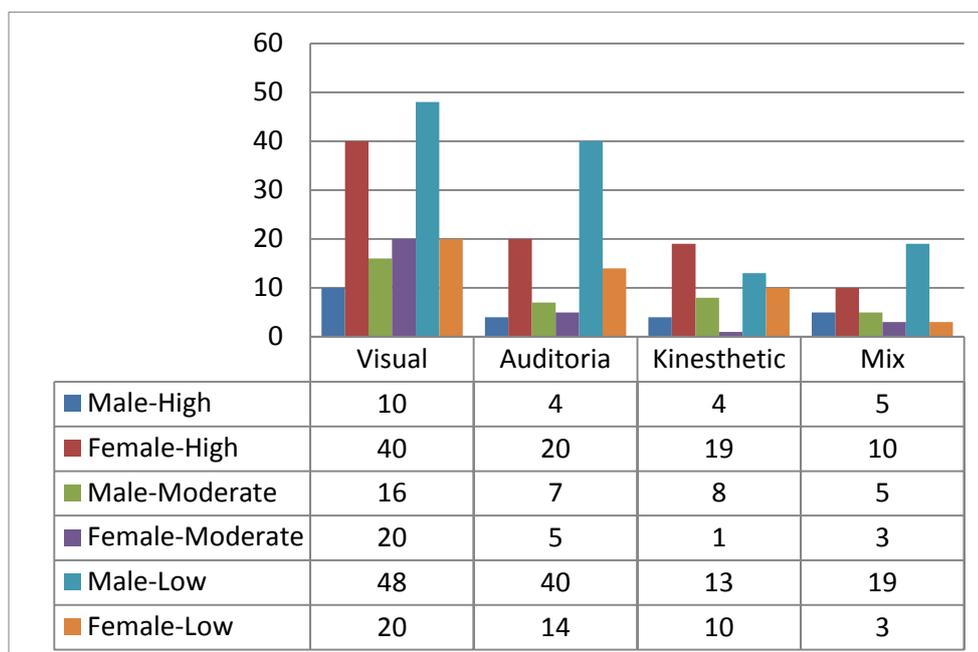
From the Picture 1. it shows that there is no significant differences in student's learning style in terms gender differences, it is as expressed by Shahin Gholami and Mohammad S. Bagheri from *Islamic Azad University, Shiraz, Iran* in their research "*Relationship between VAK Learning Styles and Problem Solving Styles regarding Gender and Students' Field of Study*" [10]. They say that there is no significant relationship between learning styles by gender differences. The tendency of male students have visual learning style in amount 66 students and also the tendency of female students have visual learning style in amount 88 students.

From the Picture 2. its shows that there is significant differences in student's learning style in terms emotional quotient levels, it is as expressed by Perviz Alavinia and Sara Ebrahimpour in their research "*On the Correlation between Emotional Intelligence and Learning Styles: The Case of Iranian Academic EFL Learners*". They say that there is a significant relationship between learning styles by emotional quotient levels. The tendency of students with high EQ have visual learning style in amount 30 students, for students with moderate EQ tend to have visual learning style in amount 88 students, and for students with low EQ also tend to have visual learning style in amount 36 students [11].

Table 6. shows the results of student's learning style (LS) in terms of gender differences and emotional quotient levels. From the Picture 3. Shows that mostly visual and auditoria learning style is belongs to female students with moderate level, kinesthetic learning style dominate by male students with moderate EQ, and for mix learning style dominate by female students with moderate EQ

Table 6. Data Distribution of Student's Learning Styles in Terms of Gender Differences and Emotional Quotient Levels

	Male			Female		
	High	Moderate	Low	High	Moderate	Low
Visual	10	40	16	20	48	20
Audotorial	4	20	7	5	40	14
Kinesthetic	4	19	8	1	13	10
Mix	5	10	5	3	18	3



Picture 3. Percentage Distribution of Students's Learning Styles in Terms of Gender Differences and Emotional Quotient Levels

IV. CONCLUSION

Based on the results and discussion, it can be concluded that: (1) in term of gender differences the tendency of male students have visual learning style in amount 44,6% male students and also the tendency of female students have visual learning style in amount 45% female students. (2) in term of

emotional quotient levels 56% students with high EQ tend to have visual learning style, 42,3% students with moderate EQ tend to have visual learning, and 43,3% students with low EQ also tend to have visual learning style. (3) Simultaneously both male and female students tend to have visual learning style with moderate EQ.

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