

## **CHARACTERISTICS LEARNING STYLES AND TENDENCY OF APTITUDE STUDENTS GUIDANCE AND COUNSELING PROGRAM MUHAMMADIYAH UNIVERSITY OF METRO**

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**Abstract** - Educational pragmatism can be seen from learning which ignores learning characteristics. This condition appears in the selection of methods and strategies of learners who tend to be teacher oriented. In learning identification the characteristics of learners are very poorly identified by lecturers. With regard to this, it is very important to study and identify student aptitudes and student learning styles. Through this research, it is expected to be a reference in the development of learning process based on the characteristics of aptitude and student learning styles. This study aims to identify the characteristics of student aptitude, learning styles, and the relationship between aptitude and learning styles in students. The method used is correlational research. Data collection uses aptitude tests and learning style scales. The results showed that the majority of UM Metro guidance and counseling study program students had a tendency verbal aptitude and having a visual learning style. The results of the study also show that the majority of students who have a verbal aptitude, and learning style are also types of visual learning.

**Keywords:** Aptitude, learning style

## 1. INTRODUCTION

The problem in the world of education in Indonesia lies in educational pragmatism in the learning process. Educators tend to think regularly students are considered the same, so the learning process is less accommodating and takes into account individual characteristics and differences. Pragmatism of learning carried out by educators not only occurs in the education process at the elementary and secondary levels, but also tends to occur in higher education. The learning process carried out by lecturers is still not paying attention to individual differences. Aptitude, interest, and IQ of students who basically are often not used as a basis in determining learning strategies and methods. Musrofi (in Jeanete Ophilia Papilaya, Neleke Huliselan, 2016) states that only 30% of students have succeeded in learning in class because they have a learning style that fits the teaching style applied by the lecturer in the classroom. The rest, as many students have difficulty in learning in class because they have other learning styles, which are not in accordance with the teaching style applied in the classroom. That is, the style of students is not accommodated by the teaching style of lecturers in learning the uniqueness or difference between students.

The learning process carried out by lecturers in the Guidance and Counseling UM Metro program is very low in regard to individual characteristics. Lecturers tend to use learning methods and strategies that are still goal-oriented, but the characteristics of student learning styles still tend not to be noticed by lecturers. These conditions have an impact: 1) students tend to get bored following the lecture, 2) understanding of attendance material is not fulfilled, and 3) learning outcomes are relatively not increased in each semester. A good learning process is a learning process that refers to the uniqueness and characteristics of students.

Based from the problem, the writer will discuss in detail the character of special aptitude tendencies in UM Metro guidance and counseling study program students as well as learning styles and the relationship between special aptitudes and student learning styles. Through this discussion it is hoped that it will be known in detail how the character of the learning style of the guidance and counseling study program and the learning style tendencies possessed by the students of the guidance and counseling study program at the University of Muhammadiyah Metro. The objectives of this study are: 1) description of trends in the characteristics of the learning styles of Guidance and Counseling UM Metro students, 2) describe the tendency of aptitude Guidance and Counseling UM Metro students, 3) description of learning styles based of tendence of aptitude Guidance and Counseling UM Metro students.

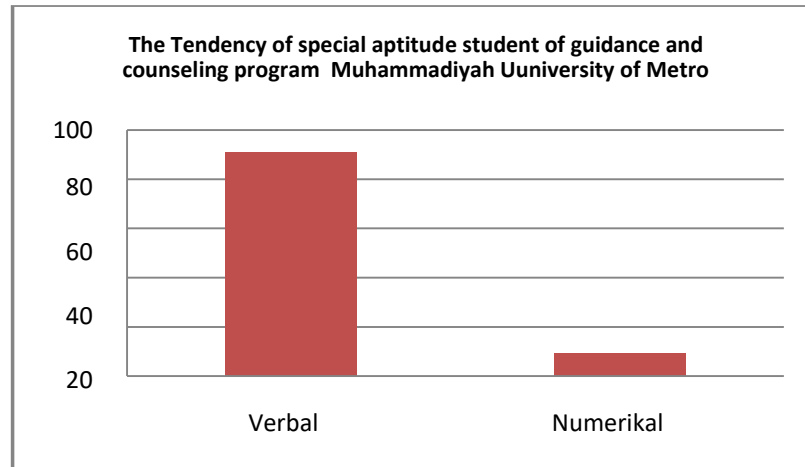
## 2. Method

The research approach used is research- ex-post facto type. The ex-post facto type of research in question is the relationship between independent variables with independent variables, as well as between independent variables and dependent variables that have naturally occurred. Researchers with this setting want to trace back if possible what is the cause. This study will calcify the aptitudes and learning styles of students then will examine the interrelationships between these variables. The research location was Muhammadiyah University of Metro , Metro City, Lampung. The study population was all active students of Guidance and Counseling. The research sample was determined by proportional random sampling technique. Descriptive analysis is used to analyze data in general with statistical techniques. Descriptive analysis aims to group data according to the categories specified in each variable. Descriptive analysis is used to determine the percentage in each variable according to its category. Data in the form of intervals are categorized according to the number of interval classes to get the results of descriptive analysis. The number of interval classes is determined by **the Sturges formula**.

## 3. RESULTS AND DISCUSS

### 1. Special Aptitude Trends of Guidance and Counseling UM Metro Students

The research instrument used by the researcher was to find out the tendency of UM Metro guidance and counseling study program aptitudes in the form of aptitude tendency scale. This instrument was prepared to find out the special aptitude potential of guidance and couceling students in the form of numerical aptitudes and verbal aptitude. The instruments given to students in the guidance and counseling as respondents consisted of five (5) alternative answers that would reveal the aptitude of aptitudes ; verbal and numerical aptitudes. The scale of aptitude tendency is given to the research respondents, amounting to 55 studentof Guidance and Counseling study programs Muhammadiyah University of Metro . The results of the analysis of the research data collected are presented in the following figure:



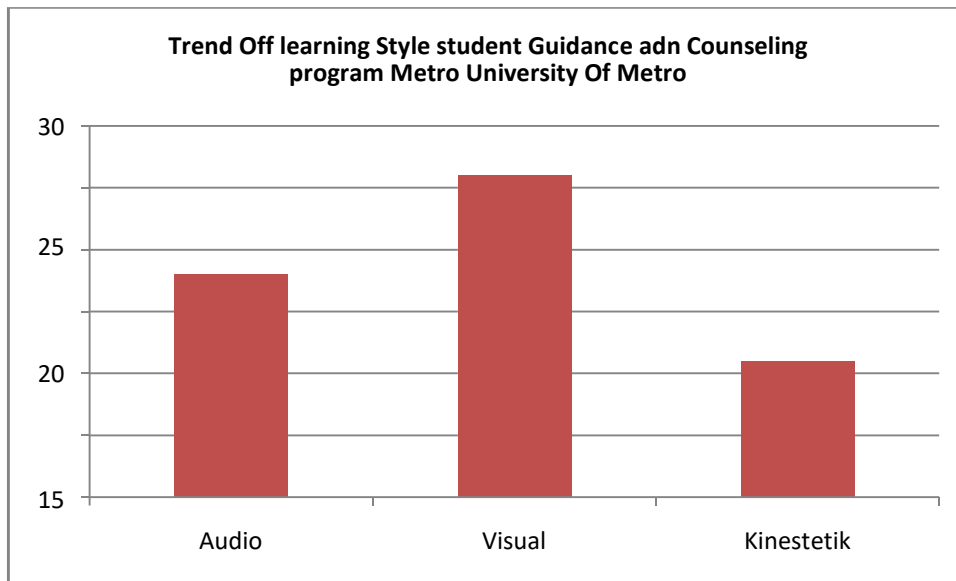
Picture 1. Aptitude Trend Diagram

In the diagram above, it can be seen that from 55 research respondents, it is known that the majority have a tendency towards verbalistic aptitude, namely 90.91% or 50 respondents, and only 9.09% or 5 respondents who have special numerical aptitudes. The results of the above analysis explain that in the majority of students the guidance and counseling study program has very high potential in the verbalistic field, and basically this is very in accordance with the profession or education that is being undertaken, namely counselors or BK teachers who are human-related professions relationship and public service.

The character of the tendency of special aptitudes in the guidance and counseling study program students that leads to verbal aptitude shows that UM Metro Guidance and Counseling students have the potential that leads to the teaching profession and also to the counselor. This is very in accordance with the field of science that students are currently taking. Aptitude which is a potential that is a gift from God will be better if it is developed through learning that is relevant and accommodates the characteristics of individual aptitude. . Ngalim Purwanto (1993) explains that aptitude is an innate skill, namely about ability (certain potentials). Based on these opinions, the potential possessed by individuals will be stronger if developed in an environment that is in accordance with their potential.

## 2. Characteristics of Student Learning Style Guidance and Counseling Program UM Metro

In the following section, a description of the research data that has been analyzed about the characteristics of student learning styles will be presented. Then analyzed, and the results of the analysis and categorization of learning styles of UM Metro guidance and counseling study program students are presented below:



Picture 2. Diagram of students' learning characteristics

In the diagram above, it can be seen that from 55 respondents who are UM Metro guidance and counseling students have characteristics of learning styles which are not too significantly different in quantity. In detail, 18 students or 32.73% have characteristics of audio learning styles. Furthermore, a total of 26 students or 47.27% have characteristics of visual learning styles, and 11 students or 20% of students or are in the type or characteristics of kinesthetic learning styles.

Although in students there is a dominant learning style, basically there are all types of learning styles. This is in accordance with the opinion of DePorter and Hernacki (1999) suggesting three types of learning styles based on modalities that individuals use in processing information (perceptual modality). The three learning styles are visual learning styles (learning by seeing), auditory (learning by listening), and kinesthetic (learning by moving, working, and touching).

Further explained deporter and hernacki (1999) explain that style study visual individual which had tendency style study visual more delighted see what that is learnt. Meantime,

individual that tend to have style study auditorial possibly will learn better with listen. Individual which had tendency style study kinesthetic will learn better where involved by physical in direct activity.

### 3. Characteristics Style Study based of Tendency Aptitude Student Program Study Guidance And Counseling Muhammadiyah University of Metro

Result data analysis identification characteristics style study student reviewed from aptitude special that owned will presented in table next:

<b>The Combines of aptitude anda learning style</b>	<b>F</b>	<b>%</b>
Verbal- Audio	15	27,27
Verbal-Visual	24	43,64
Verbal- Kinestetik	11	20,00
Numerikal-Audio	2	3,64
Numerikal-Visual	2	3,64
Numerikal- Kinestetik	1	1,82
	55	100

Table 1. identification style study reviewed from special aptitude

Based on table above, seen that there are variation between aptitude special and also style study student, that is combination that have flair special verbal and have type style study audio as many 15 student with percentage 27,27%, type aptitude special verbal with type style study visual as much 24 student or 43,64%, that have flair special verbal and stylish study kinesthetic as many 11 person with percentage 3,64.

Next at student that have flair special numerical that type style learning audio amount to 2 student or 3,64%, that have flair special numerical and have study visual type as much 2 student with percentage 3,64%, and which had characteristics aptitude numerical and

memiliki type study kinesthetic amount to 1 student or 1,82%. Based on dish data such above, then can formulated conclusion that generally speaking student program study guidance and counseling have tendency aptitude special at subject verbal, and style study by dominant visualtype. So that characteristics student guidance and counseling study program tend to have flair verbal with type study visual.

#### 4. CONCLUSION

1. The students of the guidance and counseling study program at Muhammadiyah University of Metro have a special aptitude for verbalistic or aptitude aptitude
2. Characteristics of the type of learning style students of the guidance and counseling study program at Muhammadiyah University of Metro in each type of study have almost the same percentage, but the most dominant type of learning is visua
3. In general, the guidance and counseling study program students have a special aptitude tendency in the verbal field, and the learning style is predominantly visual. So that the characteristics of the guidance and counseling study program students tend to have verbal aptitude with the type of visual learning.

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